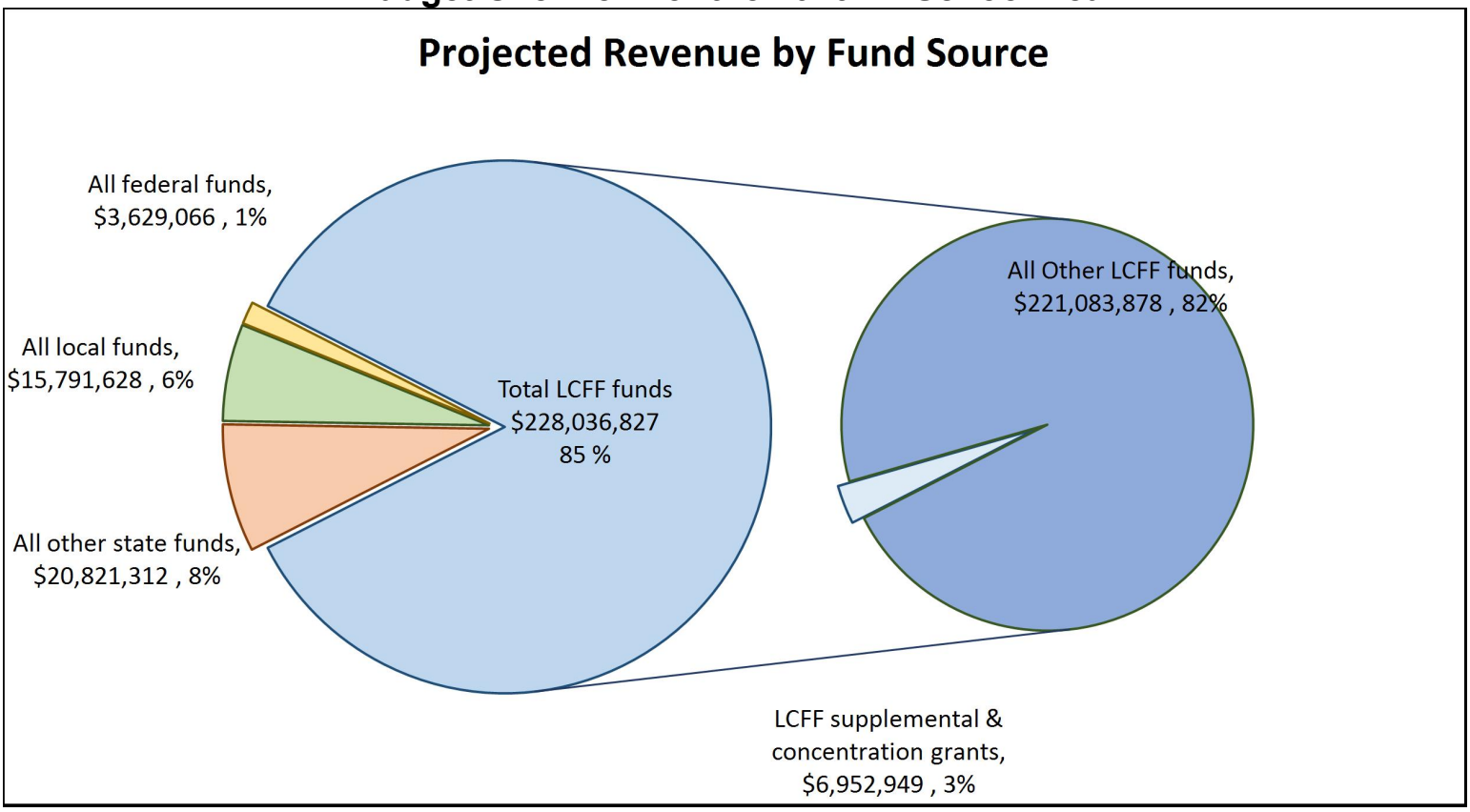
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union High School District
CDS Code: 41690620000000
School Year: 2026-27
LEA contact information:
Liz Chacón
Assistant Superintendent: Educational Services
echacon@seq.org
(650) 369-1411 ex. 21000

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

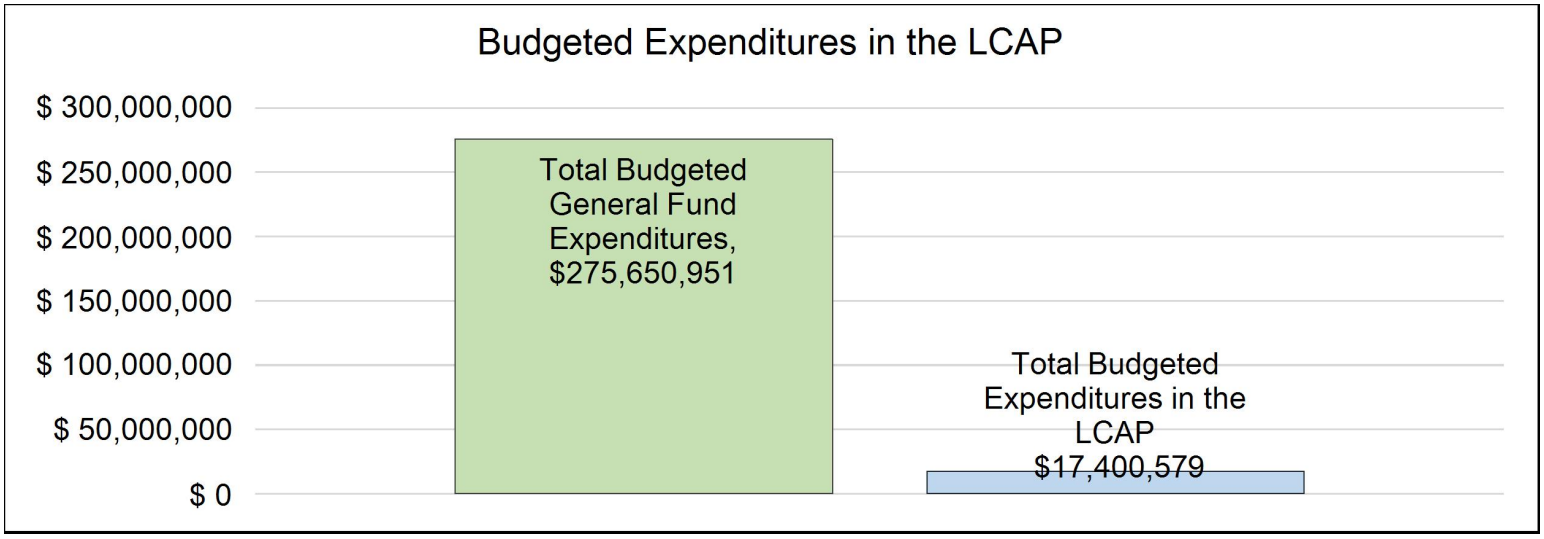


This chart shows the total general purpose revenue Sequoia Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union High School District is $268,278,833, of which $228,036,827 is Local Control Funding Formula (LCFF), $20,821,312 is other state funds, $15,791,628 is local funds, and $3,629,066 is federal funds. Of the $228,036,827 in LCFF Funds, $6,952,949 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 Sequoia Union High 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: Sequoia Union High School District plans to spend $275,650,951 for the 2026-27 school year. Of that amount, $17,400,579 is tied to actions/services in the LCAP and $258,250,372 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

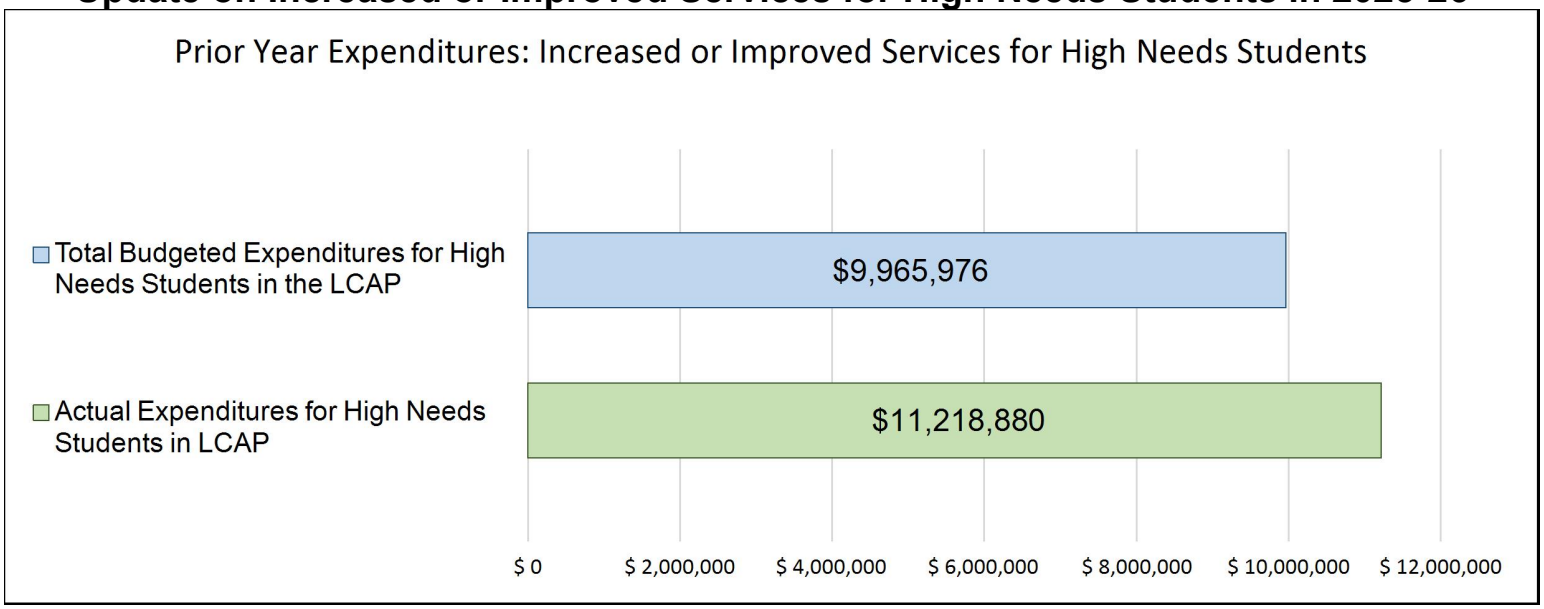
Normal operating expenses are not included in the LCAP. Some of the normal operating expenses are: personnel salaries and benefits, books and supplies, special education, routine restricted maintenance and operations, transportation and custodial costs and district office staff.

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

In 2026-27, Sequoia Union High School District is projecting it will receive $6,952,949 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union High School District plans to spend $8,012,079 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sequoia Union High 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 Sequoia Union High 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, Sequoia Union High School District's LCAP budgeted $9,965,976 for planned actions to increase or improve services for high needs students. Sequoia Union High School District actually spent $11,218,880 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
Sequoia Union High School District	Liz Chacón Assistant Superintendent: Educational Services	echacon@seq.org (650) 369-1411 ex. 21000

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

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

Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside. Per the Fall 2025 CALPADS report, our high school student counts for the 2025-26 school year are as follows: total enrollment - 44.3%% Latino, 31.1%; White, 12.6% Asian, 1.4% African American, 1.6%% Pacific Islander, 7.2% Two or More Races, 1.9% Other, 12.8% English Learners (EL), 4.5% Title III (Immigrant), 37.2% Socio-Economically Disadvantaged, 14.7% Students w/Disabilities (SWD). The diversity of our student body is another feature of our District, of which our community members are proud.

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

Reflections: Annual Performance

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

According to the 2023 CA Dashboard, the following schools and groups had the Lowest Performance Indicators:

Schools within the LEA

- Redwood High: College and Career, EL, Math, ELPI, Graduation Rates
- Woodside High: ELPI

Student Group within the LEA

- Black/African American: Suspension
- English Learner: ELA, Math
- Hispanic: ELA, Math
- Pacific Islander: ELA, Math, Suspension
- Socioeconomically Disadvantaged: ELA, Math
- Students with Disabilities: ELA, Math

Student Group within any school

Carlmont:

- English Learner: Suspension Rate
- Hispanic: Math
- SED: Suspension
- SWD: ELA, Math, Suspension Rates

Menlo Atherton:

- Black/African American: Suspension Rates

- English Learner: ELA, Math
- Hispanic: ELA, Math
- SED: ELA, Math
- SWD: ELA, Math

Redwood High School

- All Students: College and Career, ELA, Math, Graduation Rates
- English Learner: College and Career, ELPI, Graduation Rates
- Hispanic: College and Career, Graduation Rates
- SED:College and Career, Graduation Rates
- SWD: College and Career

Sequoia High

- English Learner, Math, College and Career, Graduation Rates
- Hispanic: Math
- SED: ELA, Math
- SWD: Math

Woodside High

- English Learner: College and Career, ELA, Math, ELPI
- Hispanic: ELA, Math
- SED: ELA, Math
- SWD: ELA, Math

The actions to address these lowest performing indicators have been the focus of this three-year LCAP cycle and are specified within the "Goals and Actions section".

While the first year of the LCAP focused on the 2023 Dashboard, we are now able to also reflect on our performance on the 2025 California Dashboard, which shows that SUHSD has made significant improvements in several areas while maintaining strong performance in others.

Here are the key findings in our Academic Performance:

In English Language Arts (ELA), SUHSD's overall rating was Green (45.9 points above standard), demonstrating a decline from 2024 (52.8 points above standard) but a slight increase from 2023 (44.6 points above standard). The student group distribution improved substantially with fewer groups in Red (1 in 2025 vs 5 in 2023). The only students still remaining in the Red in 2025 are Students with Disabilities.

In Mathematics, overall rating: Yellow (16.1 points below standard), which is a decline from 2024 (6.4 points below standard) but still an improvement from 2023 (26.3 points below standard) . Asian and White students performed well (Green) as well as students who are Two or More Races (Blue) but significant gaps remain for subgroups in the Red: Long Term English Learners, African Americans, and Students with Disabilities

For the performance indicator related to English Learner Progress, English Learners were in the Red (33.7% making progress, maintaining 0.5%), while Long-Term English Learners were in the Orange (41.3% making progress, maintained 0.4%). This remains the district's most

significant challenge area, as this subgroup has also transitioned in numbers significantly, with many Long Term English Learners moving out of the subgroup into Reclassified Fluent English Proficient subgroup, and an increase of newcomers at the start of this three-year LCAP.

For the College/Career Readiness indicator, SUHSD was overall in the Green level (67.4% prepared), while showing a 2.7% increase from 2024 and a 5.1% increase from 2023. There are no student subgroups in the red or orange subgroup, and the most significant increase in percent of students prepared was among our Long Term English English Learners (12.6% increase), Homeless (increased 14.4%) and our African American students (increased 20.6%)

Here are the key findings for School Climate & Engagement:

SUHSD's Graduation Rate is at the Yellow level (90 % graduated), slight decrease of 0.7% from 2024, and a full 1% difference from 2023. No student subgroups were in the Red, but the Notable disparities exist (White: 97.1%, Asian: 98.3% vs. English Learners: 69.8%, Homeless: 75%).

For the Suspension Rate, SUHSD is at the Green level (2.4% suspended at least once). This is stable compared to 2024 (maintained -0.2%), but still better than 2023 (3.1%). Two student groups went back into the Red for 2025, due to the increase from the prior year (African American - increased 2.7% and Pacific Islander - increased 4.3%)

Equity Analysis
The data reveals persistent performance gaps across student groups:

Highest Performing Groups:

Asian students (130.6 points above standard in ELA, 107.5 above in Math)
White students (105.4 points above standard in ELA, 62.2 points above in Math)
Two or More Races students (76 points above standard in ELA, 34.6 points above in Math)

Groups Requiring Additional Support:

English Learners (117.4 points below standard in ELA, 180.2 below in Math)
Long-Term English Learners (139.3 points below standard in ELA, 207.6 below in Math)
Hispanic students (37.3 points below standard in ELA, 120.8 below in Math)
Socioeconomically Disadvantaged students (56.3 points below standard in ELA, 137.4 below in Math)
Students with Disabilities (97.5 points below in ELA, 173.8 below in Math)
African American Students (29.6 points below in ELA, 117.3 below in Math)

Progress on Accountability Measures
The district is identified for Differentiated Assistance in 2025-26 for African American performance in ELA (Orange) and Math (Red), as well as African American suspension rate (Red)

Key Strengths

Improvement in subgroup performance on ELA (only one subgroup in the Red)

More LTEL students making progress on the ELPAC - Especially at Redwood (BLUE!)

Students with Disabilities - improved graduation rate by 1. 6% (Green)

College and Career Indicator - improved number of prepared graduates by 2.7% - no student subgroup in the Yellow or the Red!

Areas for Growth

Lost ground in Math (three subgroups in the Red - LTEL, African American, SWD)

Opportunity Gap still persists (Graduation rates for Asian/White/Two or more races in BLUE compared to African American, English Learners, Homeless, LTEL, Pacific Islander and Socioeconomically Disadvantaged in ORANGE and Hispanic in YELLOW

Lost ground in Suspension Rates (African American and Pacific Islander)

Recommendations for LCAP Focus
As identified in the presentation, the 2026-27 LCAP should prioritize:

English Learner Progress for Newcomers with focus on ELPAC
English Proficiency for Long-Term English Learners with focus on CAASPP ELA
Additional targeted interventions for Hispanic and African American students in both ELA and Mathematics
Continued support for Students with Disabilities, particularly in Mathematics and graduation
Expansion of successful practices that have shown positive results in Mathematics to other areas

The district has made notable progress in the 2025 Dashboard, particularly in ELA and reducing the number of student groups in the lowest performance categories. However, significant work remains to address performance gaps for English Learners and other historically underperforming student groups.

Learning Recovery Education Block Grant (LREBG) Summary: For the Learning Recovery Education Block Grant (LREBG), the district has three distinct actions related to the funding of this grant in Goal 1. These three actions include: 1.1) decreasing chronic absenteeism and increasing engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons, 1.2) reducing suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices, and 1.3) reducing the suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices. These actions align with the allowable use of funds under the following purpose: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal

programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs." These actions address the area(s) of need of students and schools identified in the needs assessment, focusing on reducing our suspension rates, increasing our attendance and reducing chronic absenteeism, particularly for our English Learners. With an effort to offer additional support to our English Learners, our goal is to increase engagement in school and thereby also foster academic growth and a greater opportunities for graduation and post-secondary options. We will monitor the impact of this grant with metrics in Goal 1, related to chronic absenteeism and suspension rates.

Reflections: Technical Assistance

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

According to the accountability rules on the 2025 CA Dashboard, SUHSD was identified for Differentiated Assistance (DA) due to the low performance (Red) of African Americans in ELA/Math as well as the high suspension rate of African American students (Red). With the new identification, we are in the planning phase and will work with the SMCOE to develop a theory of action to address those needs. As African American students have previously been included in Differentiated Assistance (DA) for suspension rate (red), the district may revisit empathy interviews under Goal 1. However, the district already has Action 1.2 under Goal 1, which should assist with the behavioral, social-emotional, and systemic needs that perpetuate the disproportionality of African American student suspensions. This includes revising the district's response to student behavior, implementing pre-referral interventions, building a culture of community and belonging, and expanding tiers of support. The district also began a partnership with a community-based organization to implement restorative practices for alternatives to suspension for all students, but with a focus on African American students. Under Goal 1, African American suspension rate is already a metric. In addition, SMCOE will provide support in data analysis of African American students in ELA and Math proficiency with the intention of generating actions to improve student performance in these areas.

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
Board and Public (Teachers, Principals, Administrators, Other school personnel, Local Bargaining Units, Parents, and Students)	LCAP Information Presentation and Input at Board Meetings or Study Sessions: January 14, April 22, June 10 and June 17, 2026
LCAP Surveys (Teachers, Principals, Administrators, Other school personnel, Parents, and Students)	Student Survey (English and Spanish): January 6-31, 2026, Parent (English and Spanish) & Staff Survey: Feb 1-28, 2026 to monitor progress and provide insight into the metrics related to the LCAP goals
Educational Services LCAP Retreat (Administrators, SELPA Administrators)	LCAP Author's Retreat to review, understand, and provide feedback on Goals and Solicit Input - February 5, 2026.
Redwood High School School Council (Teachers, Principals, Administrators, Other school personnel, Local Bargaining Units, Parents, and Students)	Presentation of Equity Multiplier Funds and LCAP to solicit Input: Agenda Item at School Site Council (SSC) on January 24, 2026 & March 14, 2026. No comments received that needed response in writing from the Superintendent.
SELPA Consultation (SELPA Administrators)	Agenda Item at SELPA Meeting, where administrators were present and their input incorporated into the LCAP on April 24, 2026. Also, SELPA Consultation occurred at the LCAP Writers Workshop: 1/27/26, 2/23/26, and Administrator's Council: 2/27/26, 3/27/26, 4/24/26 No comments received that needed response in writing from the Superintendent.
Woodside School Site Council (Teachers, Principals, Administrators, Other school personnel, Local Bargaining Units, Parents, and Students)	Presentation of LCAP Draft Goals and Input - Agenda Item at School Site Council - May 18, 2026. No comments received that needed response in writing from the Superintendent.

Educational Partner(s)	Process for Engagement
Parents Advisory Council (PAC) (Parents)	Presentation of LCAP Goals and Actions and Input - Agenda Item at PAC March 10, 2026. No comments received that needed response in writing
Superintendent's Students Advisory Council (SAC) (Students)	Presentation of LCAP Goals and Actions and Input - Agenda Item at SAC March 10, 2026. No comments received that needed response in writing from the Superintendent.
Community (Teachers, Principals, Administrators, Other school personnel, Local Bargaining Units, Parents, and Students)	LCAP DRAFT Goals and Actions Slidedeck (English & Spanish) posted on District Website with comment/question / input link - due by March 16, 2026. No comments received that needed response in writing from the Superintendent.
Cabinet, Principals, School Site Councils at each High School (Principals,Teachers, Administrators, Other school personnel, Parents, and Students)	In addition to the LCAP Parent Advisory Committee (PAC), Cabinet, the Principals and the School Site Council at each school serve as added contributors to the LCAP Parent Advisory Committee (PAC). Presentation of LCAP Goals and Actions and Input - Agenda Item at Principals & Cabinet - Request Principals' feedback after sharing with Site Council on March 17, 2026. No comments received that needed response in writing
Instructional Vice Principals, Head Counselors (Administrators, Other school Personnel)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at HCs & IVP Meeting on March 19, 2026. No comments received that needed response in writing from the Superintendent.
District's American Federation of State, County and Municipal Workers (Bargaining Unit)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at AFSCME Meeting on March 24, 2026. No comments received that needed response in writing from the Superintendent.
Personalized Assistance and Confidential Coaches (PACC/PAR) (Teachers)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at PACC/PAR Meeting on March 25, 2026. No comments received that needed response in writing from the Superintendent.
Assistant Vice Principals (Administrators)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at AVP Meeting on March 26, 2026. No comments received that needed response in writing from the Superintendent.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (Parents)	The District English Learner Advisory Committee serves as the English Learner PAC. Presentation of LCAP Goals and Actions and Input - Agenda Item at DELAC Meeting on March 26, 2026. No comments received that needed response in writing from the Superintendent.
Instructional Coaches and Subject Area Councils (Teachers)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at Instructional Coaches Meeting, with request to send to Subject Area Council for input on March 27, 2026. No comments received that needed response in writing from the Superintendent.
District Educational Services Department (Administrators, SELPA Administrators)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at Ed Services Leadership Team on March 30, 2026. No comments received that needed response in writing from the Superintendent.
Sequoia District's Teachers Association (SDTA) (Teachers, Bargaining Unit)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at SDTA on March 30, 2026. No comments received that needed response in writing from the Superintendent.
Menlo-Atherton School Site Council (Teachers, Principals, Administrators, Other school personnel, Local Bargaining Units, Parents, and Students)	District presented LCAP Goals and Actions and Solicited Input - Agenda Item at SSC on April 23, 2026. No comments received that needed response in writing from the Superintendent.

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

In the end, the LCAP stands as a reflection of an ongoing partnership. Through a thoughtful, transparent, and inclusive process, stakeholders were given multiple opportunities to contribute, ensuring that the final document meets state requirements and reflects the priorities, voices, and aspirations of the SUHSD community.This was not a one-time opportunity for input, but an ongoing dialogue that unfolded throughout much of the second semester of the 2025–2026 school year. It began in January with student surveys and continued through family and staff surveys, board presentations, advisory committee meetings, and public review opportunities. At every stage, educational partners were invited not just to respond, but to ask questions, raise concerns, offer suggestions, and share celebrations. Importantly, this process was designed to be iterative. Feedback was gathered through multiple channels including formal surveys, School Site Council, DELAC, SAC, labor partners, leadership councils, and a publicly posted draft with an open comment link. It was then revisited, discussed, and refined. This ensured that input was not only heard, but meaningfully incorporated, allowing community voices to shape the plan in visible and lasting ways.

Here is a quick summary (elaborated a bit from the table above) that describes how each of the following educational partners or groups was engaged specifically in the development of the LCAP:

Parents: Engaged through the Parent Survey (English and Spanish, Feb 1–28, 2026); board presentations and study sessions; the Redwood and Woodside School Site Councils; the LCAP Parents Advisory Council (PAC) on March 10, 2026; the District English Learner Advisory Committee/EL PAC (DELAC) on March 26, 2026; the publicly posted draft goals-and-actions slidedeck; and as participants in each high school's Cabinet/Principals/School Site Council consultation.

Students: Engaged through the Student Survey (English and Spanish, Jan 6–31, 2026); board presentations and study sessions; the Redwood and Woodside School Site Councils; the Superintendent's Students Advisory Council (SAC) on March 10, 2026; the publicly posted draft; and the Cabinet/Principals/School Site Council consultation at each high school.

Cabinet, Principals, and School Site Councils (at each high school). Served as added contributors to the LCAP Parents Advisory Council. The draft LCAP goals and actions were presented as an agenda item at the Principals and Cabinet meeting on March 17, 2026, with principals asked to provide feedback after sharing the plan with their Site Councils. No comments required a written response.

Instructional Vice Principals and Head Counselors: As administrators and other school personnel, they engaged via presentation of the LCAP goals and actions, with input solicited as an agenda item at the Head Counselors and IVP meeting on March 19, 2026. No comments required a written response from the Superintendent.

District's American Federation of State, County and Municipal Employees (AFSCME): As a bargaining unit, engaged through presentation of the LCAP goals and actions and solicitation of input as an agenda item at the AFSCME meeting on March 24, 2026. No comments required a written response from the Superintendent.

Personalized Assistance and Confidential Coaches (PACC/PAR): As teachers, engaged through presentation of the LCAP goals and actions and solicitation of input as an agenda item at the PACC/PAR meeting on March 25, 2026. No comments required a written response from the Superintendent.

Assistant Vice Principals: As administrators, engaged through presentation of the LCAP goals and actions and solicitation of input as an agenda item at the AVP meeting on March 26, 2026. No comments required a written response from the Superintendent.

District English Learner Advisory Committee (DELAC). Serves as the district's English Learner PAC and engaged on behalf of parents of English Learners. The LCAP goals and actions were presented and input solicited as an agenda item at the DELAC meeting on March 26, 2026; the Superintendent responded in writing to the comments received from the English Learner PAC.

Instructional Coaches (and Subject Area Councils). As teachers, engaged through presentation of the LCAP goals and actions as an agenda item at the Instructional Coaches meeting on March 27, 2026, with a request that the plan be forwarded to Subject Area Councils for additional input. No comments required a written response from the Superintendent.

District Educational Services Department. As administrators, engaged at two points: the LCAP Author's Retreat on February 5, 2026 (to review, understand, and provide feedback on the goals and solicit input), and presentation of the LCAP goals and actions as an agenda item at the Ed Services Leadership Team meeting on March 30, 2026. No comments required a written response from the Superintendent.

Sequoia District Teachers Association (SDTA). As teachers and a bargaining unit, engaged through presentation of the LCAP goals and actions and solicitation of input as an agenda item at the SDTA meeting on March 30, 2026. No comments required a written response from the Superintendent.

District Staff: Other school personnel, administrators and Teachers engaged through the Staff Survey (Feb 1–28, 2026) and as participants embedded across the consultation bodies above — including the leadership councils (Ed Services, IVPs/Head Counselors, AVPs), the instructional coaching and subject-area structures, the bargaining units (AFSCME, SDTA, PACC/PAR), and the board and community review opportunities.

Teachers. Consulted across nearly every channel: the LCAP Surveys, board presentations, PACC/PAR (March 25), Instructional Coaches and Subject Area Councils (March 27), and SDTA (March 30, 2026).

Other school personnel. Consulted through board presentations, the LCAP Surveys, the School Site Councils, the Instructional Vice Principals and Head Counselors meeting (March 19), and the Cabinet/Principals/School Site Council consultation.

SELPA Administrators. Engaged through presentation at the SELPA meeting, where administrators were present and their input was incorporated into the LCAP, on April 24, 2026. No comments required a written response from the Superintendent.

LCAP Parents Advisory Council (PAC). Engaged through presentation of the LCAP goals and actions and solicitation of input as an agenda item at the PAC meeting on March 10, 2026, with Cabinet, Principals, and each school's School Site Council serving as added contributors. No comments required a written response.

English Learner PAC. Role fulfilled by the District English Learner Advisory Committee (DELAC). Engaged at the DELAC meeting on March 26, 2026, and the Superintendent responded in writing to the comments received from the English Learner PAC.

Parents/Guardians of Students with Disabilities were engaged in Surveys, Parent Advisory Council, School Site Councils and at the county-level SELPA Parent Advisory Council.

Here is a summary of how each of the goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to feedback from educational partners.

Goal 1 — Engagement, Well-Being, and Connection (Priorities 5 & 6). Partner feedback, and student voice in particular, shaped both metrics and actions. Student survey data is built directly into the goal through Metric 1.3 (the SEL Student Survey measuring School Climate, Social Awareness, and Sense of Belonging). In response to declines in student-reported climate and belonging — and to district Student Intern Research findings showing disproportionate experiences for African American, Pacific Islander, and English Learner students — the district developed Action 1.4, "Use Student Voice focus groups and student survey data to engage students in dialogue and implement strategies to

improve Belonging" ($58,525), establishing structured, research-based feedback cycles. Partner input emphasizing African American disparities and suspension rates also reinforced the suspension-reduction strategy in Actions 1.2 and 1.3 (the Restorative Response Matrix and culturally responsive Restorative Practices grounded in CASEL/Transformative SEL and the neuroscience of behavior; $1,487,697 in shared LREBG-supported funding). In Goal 1, actions emphasize the neuroscience of behavior and motivation, alongside frameworks such as Transformative Social Emotional Learning and Restorative Practices. Student voice has been elevated through structured focus groups and ongoing, research-based feedback cycles—an especially important step as the district continues to address disparities affecting African American students and suspension rates. Community input helped sharpen both the strategies and the metrics, leading to clearer approaches to test preparation, stronger outreach to families, expanded Career Technical Education opportunities for younger students, and the introduction of tools such as a Career Interest Inventory and additional summer enrichment

Goal 2 - Improving the academic performance of student subgroups. Tells a similar story of refinement and focus. With the district entering Differentiated Assistance once again, there is a renewed emphasis on improving English Language Arts and mathematics outcomes, particularly for African American students.

Goal 3 — Goals 3 and 4 continue a pattern of responsiveness to educational partners, drawing intentionally on survey data from staff, families, and students to measure progress. Closing Gaps in College/Career Readiness and Graduation (Priorities 7 & 8). This goal is the clearest example of metrics built from partner input: the goal explanation states that community members reviewed dashboard data and that a consistent takeaway from their input was the need to focus on Long-Term English Learners, which led the district to add LTEL-specific actions and metrics (including the new Menlo-Atherton CCRI metric, 3.10, tracking EL and LTEL students). Survey feedback from staff, families, and students was incorporated as new measures — Metric 3.11 (staff awareness of CTE pathways), Metric 3.12 (parent understanding of A–G requirements), and Metric 3.13 (student confidence in post–high-school plans). Reflection on community input also sharpened the actions, leading to clearer test-preparation and family-outreach approaches, expanded CTE for younger students, the introduction of a Career Interest Inventory (Action 3.10, $142,250), and expanded summer enrichment and credit recovery (Actions 3.11 at $1,919,817 and 3.12 at $205,420).

Goal 4 — Goal 4 focuses on strengthening the systems that support staff—expanding participation in “Developing Our Own,” promoting consistent hiring practices, and prioritizing retention. Goal 6, too, reflects both growth and continuity, acknowledging the ongoing success of the Afterschool Hub while adding an emphasis on a schoolwide literacy report. Recruit and Retain a Diverse, Qualified Workforce (Priority 1). Several actions were changed or added expressly in response to constituent feedback. Action 4.2 (Diversity Outreach, $25,000) was rewritten to create a partnership with Reach University's college-diploma and teaching-credential programs; the plan states this was a direct result of community input, noting that constituents expressed strong interest in further support for classified staff and that, after the Loyola partnership fell through, the replacement with Reach was driven by that feedback. Action 4.3 ($30,000) was revised to "utilize employee unions/management committee to advise on and oversee the implementation of Goal 4," specifically to include both certificated and classified unions. Action 4.4 ($44,250) was reworded so survey data would be acted upon rather than only gathered, and Action 4.5, "Sustain and support the District's Developing Our Own program" ($0), was newly added because partners identified it as effective. Metric 4.3 was also refocused on certificated-staff diversity reflecting the student body.

Goal 5 - Continued focus on Reclassification, with added emphasis on actions to continue to hone in on some more difficult subgroups that require more nuanced conversations and collaboration between the English Learner and Special Education Departments.

Goal 6 — Equity Multiplier Focus at Redwood (Priorities 3 & 5). The goal was carried forward after reviewing data, best practices, and consulting all stakeholders, who affirmed continuation of the successful supports — the Community Liaison and counseling actions (6.1–6.3) and especially the Afterschool Hub (Actions 6.6 at $24,000 and 6.7 at $95,090), which stakeholders recognized as strongly effective for credit completion and postsecondary readiness. The principal change emerging from this collaborative review was the addition of Action 6.8, "Literacy Support — literacy coaching and a reading class" ($90,656), described as a strategic shift to address literacy as a foundational barrier, alongside the plan's added emphasis on schoolwide literacy. The parental-involvement metric (6.5) was retained, reflecting the continued centrality of family engagement at the site.

Together, Goals 1 through 4 represent the district’s commitment to continuous improvement, each grounded in clear actions and measurable outcomes. At the same time, Goal 5 offers a moment to recognize success. The significant increase in reclassification rates for English Learner (EL) and Long-Term English Learner (LTEL) students (an area that has historically been challenging) was celebrated across multiple advisory groups. In response, the district has committed to maintaining this progress as a priority moving forward. The story of Goal 6 further illustrates the impact of this collaborative approach. At Redwood High School, previously identified as an Equity Multiplier site, the community came together to examine data, identify needs, and implement targeted, research-based supports. The expansion of wraparound services led to meaningful gains in graduation and reclassification rates, ultimately resulting in Redwood exiting Comprehensive Support and Improvement (CSI) status and moving to the "blue" category in the EL Indicator Placement in the 2025 Dashboard.

In Summary, the LCAP reflects both the priorities of the state and the lived experiences of the community.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic absenteeism rate for English Learners	English Learner chronic absenteeism rate: 37.5% (DataQuest, 2022-23)	English Learner chronic absenteeism rate: 37.8% (DataQuest, 2023-24)	English Learner chronic absenteeism rate: 38.9% (DataQuest, 2024-2025)	28% (DataQuest, 2025-2026)	1.4% increase in chronic absenteeism of English Learners
1.2	Student suspension rates of African American and Pacific Islander students	2022-2023 African American (12.2%), Pacific Islander (11.2%). (California School Dashboard)	2023-24 African American (6.4%), Pacific Islander (1.8%). California School Dashboard	2024-25 African American (9.7%), Pacific Islander (7.1%). California School Dashboard	2025-2026 African American (5%), Pacific Islander (5%). (California School Dashboard)	African American (2.5% reduction in suspension), Pacific Islander (4.1% reduction in suspension). California School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	SEL student survey reports in Belonging for African American, Pacific Islander, and English Learners	2024 Student Survey report for Belonging: African American - 32% favorable response Pacific Islander - 40% favorable response English Learner- 40% favorable response (Panorama)	2025 Student Survey report for Belonging: African American - 42% favorable response Pacific Islander - 51% favorable response English Learner- 49% favorable response (Qualtrics)	2026 Student Survey report for Belonging: African American - 47% favorable response Pacific Islander - 59% favorable response English Learner - 53% favorable response (Qualtrics)	2027 Student Survey report for Belonging: African American - 45% favorable response Pacific Islander - 52% favorable response English Learner- 50% favorable response	African American - 15% increase in favorable response Pacific Islander - 19% increase in favorable response English Learner- 13% increase in favorable response
1.4	School attendance rates	Attendance rate, full year partial/full day by school: Carlmont 95.2% EPAA 88.07% M-A 92.72% Redwood 75.3% Sequoia 90.86% TIDE 92.73% Woodside 92.36% (SUHSD Dashboard, 2022-23)	Attendance rate, full year partial/full day by school: Carlmont: 95.6% EPAA: 90.1% M-A: 93.7% Redwood: 83.9% Sequoia: 91.1% TIDE: 93.2% Woodside: 93.1% (SUHSD Dashboard, 2023-24)	Attendance rate, full year partial/full day by school: Carlmont: 95.3% EPAA: 90.9% M-A: 93.7% Redwood: 83.1% Sequoia: 91.2% TIDE: 93.2% Woodside: 92.9% (SUHSD Dashboard, 2024-2025)	Attendance rate, full year partial/full day by school: Carlmont 96.% EPAA 90% M-A 94% Redwood 82% Sequoia 93% TIDE 95% Woodside 95% (SUHSD Dashboard, 2025-26)	Attendance rate, full year partial/full day by school: Carlmont: 0.1% increase in attendance EPAA: 2.83% increase in attendance M-A: 0.98% increase in attendance Redwood: 7.8% increase in attendance Sequoia: 0.24% increase in attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						TIDE: 0.47% increase in attendance Woodside: 0.54% increase in attendance
1.5	Chronic absenteeism rate	Chronic absenteeism rate: 21.4% (DataQuest, 2022-23)	Chronic Absenteeism rate: 19.3% (DataQuest, 2023-24)	Chronic Absenteeism rate: 19.5% (DataQuest, 2024-2025)	Chronic absenteeism rate: 18% (DataQuest, 2025-26)	1.9% decrease in overall chronic absenteeism
1.6	High school dropout rate	Four-Year Adjusted Cohort Outcome, Dropout Rate: 7.71% (DataQuest, 2022-23)	Four-Year Adjusted Cohort Outcome, Dropout Rate: 7.73% (DataQuest, 2023-24) (176/2277)	Four-Year Adjusted Cohort Outcome, Dropout Rate: 8.45% (DataQuest, 2024-2025) (186/2202)	Four-Year Adjusted Cohort Outcome, Dropout Rate: 6% (DataQuest, 2025-26)	0.74% increase in dropout rate
1.7	Student suspension rate	Suspension rate: 3.7% (DataQuest, 2022-23)	Suspension rate: 3.2% (DataQuest, 2023-24)	Suspension rate: 2.9% (DataQuest, 2024-25)	Suspension rate: 3% (DataQuest, 2025-26)	0.08% reduction in the suspension rate
1.8	Student expulsion rate	Suspension rate: 1 expulsion, 0.0% (DataQuest, 2022-23)	Suspension rate: 0 expulsion, 0.0% (DataQuest, 2023-24)	Suspension rate: 0 expulsion, 0.0% (DataQuest, 2024-25)	Suspension rate: 1 expulsion, 0.0% (DataQuest, 2025-26)	Reduction to zero expulsions.

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.

Successful Implementation:
The District completed the build-out of the Attendance Intervention Program, which includes the ongoing funding of six full-time bilingual Community Liaisons and one Mental Health Services Caseworker. These staff continue to be successful in supporting all District schools while expanding tier 2 and tier 3 research-based attendance interventions. The district's counseling departments and MTSS Coordinator began implementing the Coordination of Services Team (COST) model, which integrates behavioral, attendance, social-emotional, and academic interventions, referrals, and supports.

The district completed revisions to its response to student behavior (Restorative Response Matrix) in collaboration with all district Assistant Principals. The district partnered with two community-based organizations to continue providing mental health support to students. The district implemented the wellness intern program by assigning trainees to all school sites. Additionally, the district continues to collaborate with a consultant to refine and augment the district wellness services model to provide greater tier I access for all students.

The district carried out professional development sessions for Wayfinder: Transforming SEL into Classroom Belonging and Growth, Wayfinder: Crafting a Balanced Classroom: Integrating Wayfinder + Academic Success, Trauma-informed arts practices, Building Belonging: Culturally Responsive Teaching Through Community Circles, Community Resilience Model Level 1, Stress Resilience Part 1, Self Regulation for Direct Service Providers, and Envisioning Justice in History and Science Classes.

Implementation Challenges:
The district successfully partnered with a community-based organization that is an expert in implementing restorative practices. This organization is assisting the district with ongoing systemic program development in behavior, community building, and restorative practices. While the organization has partnered with the district this school year, limited services have been delivered due to staffing issues. The district anticipates increased staffing for the next school year, which should result in offering all of the services:

Provide Proactive Restorative Practices
-Relationship Skill Building
-Affective Communication
-Community Circles
Provide Responsive Restorative Justice
-Restorative Dialogue
-Classroom Responsive Circles
-Brief Restorative Interventions
-Formal Conferencing
-Re-entry Conferences

Non-implemented Actions:
The district did not complete Student Voice focus groups coordinated and facilitated by a State Performance Plan-Technical Assistance Project (SPP-TAP) Technical Assistance (TA) Facilitators contracted through our Comprehensive Coordinated Early Intervening Services process.

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.

Action 1.1, 1.2 - minor increase in salary due to negotiation settlement, Action 1.4 - new product acquisition for SEL Curriculum (Wayfinder)

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 The bilingual Community Liaisons and Mental Health Services Caseworker demonstrated strong effectiveness in the early part of the school year in 2024-2024, following the downward trend of chronic absenteeism data from the previous school year. In the spring, after a change in federal government leadership, English Learner student attendance was negatively affected by immigration enforcement and revised federal laws and Executive Orders. Overall, English Learner Chronic Absenteeism increased 1.1%, and the dropout rate increased by 0.8%. However, overall student chronic absenteeism dropped by over 2%, and school attendance rates increased.

Action 1.2/1.3 The suspension rates of African American and Pacific Islander students dropped by 2+% and 4+%, respectively, from the baseline data. The overall suspension rate dropped by 0.3% and the district had zero expulsions (a decrease of one). This is attributed to the revised Restorative Response Matrix and the collaboration with two community-based organizations and the wellness intern program to continue providing mental health support to students.

Action 1.4 Student belonging survey data increased each year for African Americans, Pacific Islanders, and EL students (5%, 8%, and 4% respectively). This is attributed to the revised Restorative Response Matrix and the collaboration with two community-based organizations and the wellness intern program to continue providing mental health support to students.

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

The goal, metrics, target outcomes, and actions were implemented as planned, with one exception as noted in prompt 1. Based upon metric data for English Learner chronic absenteeism and overall student dropout rate, actions may need to be modified for the coming year. The district is evaluating the ongoing support needs of English Learners as their absenteeism is largely impacted by factors beyond the district's control. The dropout metric may need to be discontinued as it does not correlate with the actions.

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	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and	The District will continue to build the Attendance Intervention Program, staffing six full-time bilingual Community Liaisons and one Mental Health Services Caseworker to support all District schools while expanding tier 2 and tier 3 research-based attendance interventions. The District will continue with the Model SARB process being implemented and expand opportunities for county and community partnerships to improve	$861,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
	intensive interventions rooted in neuroscience of behavior and motivation as facilitated by bilingual Community Liaisons.	motivational strategies that increase attendance rates for students identified through the SARB process. The Counselor on Special Assignment (COSA) will lead the counseling departments in a Multi-Tiered Multi-Domain System of Supports (MTMDSS) to implement the Coordination of Services Team (COST) model that will incorporate behavioral, attendance, social emotional and academic interventions, referrals, supports, etc. This is an LREBG action and metrics 1.1, 1.3, 1.4, and 1.5 will be used to monitor the impact of this action. LREBG funds designated for this action include $743,000 for Bilingual Community Liaisons (note: funding for the Mental Health Caseworker and COSA are listed under Action 1.2 as shared funding between both actions). Research strongly supports the use of data-driven attendance monitoring and interventions to improve student outcomes, including academic achievement and well-being. Early identification of at-risk students, personalized family engagement, and addressing root causes of absenteeism are key strategies. Professional development will be conducted for staff that provide support for our chronically absent student group in the areas of: Trauma-Informed practices Implicit Bias Restorative Practices Neuroscience of Behavior and Motivation Early identification of at-risk students Engagement practices for students and families Root cause analysis of absenteeism		
1.2	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional	The Counselor on special assignment (COSA) will lead the counseling departments in Multi-Tiered Multi-Domain System of Supports (MTMDSS) to implement the Coordination of Services Team (COST) model that will incorporate behavioral and attendance interventions, referrals, supports, etc. With an increased suspension rate for some of our BIPOC student subgroups, there is a need for systemic program development to address the behavioral, social emotional, and systemic needs that perpetuate this	$1,487,697.00	No

Action #	Title	Description	Total Funds	Contributing
	Learning competencies and SMCOE Restorative Practice guidelines.	disproportionate outcome. In order to reduce suspension rates for the identified disproportionately suspended student groups, the District will be developing a behavioral framework called the Restorative Response Matrix, allowing for pre-referral interventions, building a culture of community and belonging, and expanding focused and intensive tiered supports that are able to be linked to the root cause of the behavior or pattern of behaviors being exhibited. One Mental Health Caseworker will oversee this work and action. A community-based organization will provide mental health support and counseling in the form of therapists across all school sites. Additionally, the district will collaborate with a consultant to refine and augment the district wellness services model to provide greater tier I access. This is an LREBG action and metrics 1.2, 1.5, 1.6, 1.7, and 1.8 will be used to monitor the impact of this action. LREBG funds designated for this action include $570,000 for community-based organization contracts, $480,000 for two Mental Health Caseworkers, and $238,000 for the Counselor on Special Assignment. Research indicates that implementing restorative practices and interventions can lead to a reduction in suspension rates and improve school climate, with some studies showing significant decreases in both student arrests and suspensions. The District will concentrate on analysis and systemic program development in Behavior, Community building, and Restorative Practices and will provide the following services at District school sites aligned with the SMCOE Implementing Restorative Justice Practices Guide: Provide Proactive Restorative Practices -Relationship Skill Building -Affective Communication -Community Circles Provide Responsive Restorative Justice -Restorative Dialogue -Classroom Responsive Circles -Brief Restorative Interventions -Formal Conferencing -Re-entry Conferences		

Action #	Title	Description	Total Funds	Contributing
		Location and concentration of data metric improvements: District - AA, PI CA - SWD M-A - AA RDWD - Schoolwide		
1.3	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies and SMCOE Restorative Practice guidelines.	2022-2023 African American (12.2%), Pacific Islander (11.2%). (California School Dashboard) 2023-24 African American (6.4%), Pacific Islander (1.8%). California School Dashboard 2024-25 African American (9.7%), Pacific Islander (7.1%). California School Dashboard With an increased suspension rate for some of African American and Pacific Islander student subgroups from 2023-24 to 2024-25, there is a need for systemic program development to address the behavioral, social emotional, and systemic needs that perpetuate this disproportionate outcome. In order to reduce suspension rates for the identified disproportionately suspended student groups, the District will be developing a behavioral framework called the Restorative Response Matrix, allowing for pre-referral interventions, building a culture of community and belonging, and expanding focused and intensive tiered supports that are able to be linked to the root cause of the behavior or pattern of behaviors being exhibited. One Mental Health Caseworker will oversee this work and action. Additionally, a community-based organization will provide mental health support and counseling in the form of therapists across all school sites. This is an LREBG action and metrics 1.2, 1.5, 1.6, 1.7, and 1.8 will be used to monitor the impact of this action. As this action is identical to 1.2, the funding noted under 1.2 is also utilized for this action. Research indicates that implementing restorative practices and interventions can lead to a	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reduction in suspension rates and improve school climate, with some studies showing significant decreases in both student arrests and suspensions. The District will concentrate on analysis and systemic program development in Behavior, Community building, and Restorative Practices and will provide the following services at District school sites aligned with the SMCOE Implementing Restorative Justice Practices Guide: Provide Proactive Restorative Practices -Relationship Skill Building -Affective Communication -Community Circles Provider Responsive Restorative Justice -Restorative Dialogue -Classroom Responsive Circles -Brief Restorative Interventions -Formal Conferencing -Re-entry Conferences CA - EL, SED		
1.4	Use Student Voice focus groups and student survey data to engage students in dialogue and implement strategies to improve Belonging.	Due to the decline in student reported School Climate and Social Awareness, limited growth in Sense of Belonging, along with district Student Intern Research Findings showing disproportionate experiences for minoritized groups' representation and belonging in the school environment, the District will expand opportunities to systematize the integration of Student Voice to positively impact the outcome in these areas. This will be done through Student Voice focus groups coordinated and facilitated by a State Performance Plan-Technical Assistance Project (SPP-TAP) Technical Assistance (TA) Facilitators contracted through our Comprehensive Coordinated Early Intervening Services process. Through the integration of Student Voice activities, the District will be able to gain: Students' feelings of agency Meaningful Student Involvement Student/Adult Partnerships and feelings of efficacy	$58,525.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Organizing for Education Reform Classroom practices and curricular effectiveness		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Distance from Standard on ELA and Math for students who are in the following subgroups and who were in the "Red" on the CA Dashboard: English Learners Hispanic Pacific Islanders	Spring 2023: English Learners: ELA - 130.7 points below standard Math - 208.7 points below standard Hispanic: ELA - 51.7 points below standard	Spring 2024: English Learners: ELA - 125.2 points below standard (Orange) Math- 186.5 points below standard (Orange) Long Term English Learners:	Spring 2025: English Learners: ELA - 117.4 points below standard (Orange) Math- 180.2 points below standard (Orange) Long Term English Learners:	Spring 2026: English Learners: ELA - Less than 75 points below standard Math - Less than 150 points below standard Long Term English Learners:	English Learners: ELA - Improved 13.3 points Math - Improved 28.5 points Long Term English Learners : ELA - Improved 19.9 points (since last year)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged Students with Disabilities Source: CA School Dashboard	Math - 146.3 points below standard Pacific Islander: ELA - 56.7 points below standard Math - 157 points below standard Socioeconomically Disadvantaged: ELA - 74.4 points below standard Math - 170.6 points below standard Students with Disabilities: ELA - 123.5 points below standard Math - 200.5 points below standard	ELA - 159.2 points below Standard (Red) Math - 202.4 points below standard (Orange) Hispanic: ELA - 53.7 points below standard (Red) Math - 134.9 points below standard, (Orange) Pacific Islander ELA - 65.3 points below standard (No Color) Math - 154.8 points below standard (No Color) SED ELA - 64.9 points below standard (Orange) Math- 144.1 points below standard (Orange) Students with Disabilities: ELA - 99.8 points below (Orange)	ELA - 139.3 points below Standard (Orange) Math - 207.6 points below standard (Red) Hispanic: ELA - 37.3 points below standard (Yellow) Math - 120.8 points below standard, (Orange) Pacific Islander ELA - 53.7 points below standard (No Color) Math - 143.6 points below standard (No Color) SED ELA - 64.9 points below standard (Orange) Math- 137.4 points below standard (Orange) Students with Disabilities: ELA - 97.5 points below (Red)	ELA - Less than 100 points below standard Math - Less than 100 points below standard Hispanic: ELA - Less than zero points below standard Math - Less than 100 points below standard Pacific Islander: ELA - Less than zero points below standard Math - Less than 100 points below standard Socioeconomically Disadvantaged: ELA - Less than 25 points below standard Math - Less than 125 points below standard Students with Disabilities: ELA - Less than 75 points below standard	Math - Decreased 5.2 points (since last year) Hispanic: ELA - Improved 14.4 points Math - Improved 25.5 points Pacific Islander: ELA - Improved 3 points Math - Improved 13.4 points Socioeconomically Disadvantaged: ELA - Improved 9.5 points Math - Improved 33.2 points Students with Disabilities: ELA - Improved 26 Points Math - Improved 26.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math - 155.3 points below standard (Orange) Source: CA Dashboard	Math - 173.8 points below standard (Red)	Math - Less than 150 points below standard	
2.2	Percent of Students Tested (Participation Rate) for target subgroups on CAASPP Source: CA School Dashboard - Additional Reports for Participation in CAASPP	2022-23 ELA/Math Participation Rates English Learner (84%/81%) Socioeconomically Disadvantaged (86%/83%) Students with Disabilities (80%/79%) African American (84%/80%) Hispanic (88%/86%) Pacific Islander (91%/84%)	2023-24 ELA/Math Participation Rates English Learner (90%/88%) Socioeconomically Disadvantaged (91%/89%) Students with Disabilities (84%/83%) African American (95%/93%) Hispanic (91%/90%) Pacific Islander (87%/87%)	2024-25 ELA/Math Participation Rates English Learner (90%/88%) Long Term English Learner (90%/87%) Socioeconomically Disadvantaged (91%/89%) Students with Disabilities (84%/83%) African American (95%/93%) Hispanic (91%/90%) Pacific Islander (87%/87%)	95% Participation Rates across all target subgroups in both ELA and Math	ELA/Math Participation Rates English Learner ELA: increase of 6% participation Math: increase of 7% participation Socioeconomically Disadvantaged ELA: increase of 5% participation Math: increase of 6% participation Students with Disabilities ELA: increase of 4% participation Math: increase of 4% participation African American ELA: increase of 11% participation Math: increase of 13% participation Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ELA: increase of 3% participation Math: increase of 4% participation Pacific Islander ELA: decrease of 4% participation Math: increase of 3% participation
2.3	EL Access to CA Standards including ELD standards. Implementation of Academic Content Standards Source: Priority 2 Self Reflection Tool	Local Indicators Metric Priority 2: Full Implementation (Level 4): 51.5% of teachers trained in Constructing Meaning to support Integrated ELD Standards aligned to teaching units in 2023-24 school year Full Implementation (Level 4): 100% - 9 new EML/ELD teachers participated in Introduction to ELD Standards in 2023-24 school year Initial Implementation (Level 3) - Implementation of the NGSS Standards with training offerings	Local Indicators Metric Priority 2: Full Implementation (Level 4): 221 out of 534 (41.3%) of current staff members have completed training in Constructing Meaning to support Integrated ELD Standards aligned to teaching units in 2024-25 school year We have trained a total of 494 staff members since starting 8 years ago, but because of attrition, we've lost a bunch of trained teachers.	Local Indicators Metric Priority 2: Full Implementation (Level 4): 225 out of 526 (42.8%) of current staff members have completed training in Constructing Meaning to support Integrated ELD Standards aligned to teaching units in the first half of the 2025-26 school year We have trained a total of 518 staff members since starting 8 years ago, but because of attrition, we've lost a bunch of trained teachers.	Full implementation and sustainabilitiy (Level 5): 75% of teachers trained in Constructing Meaning to support Integrated ELD Standards aligned to teaching units, Full implementation and sustainability (Level 5): Implementation of common ELD standards-aligned assessments in ELD/EML Classes (Interim ELPAC) Full Implementation and Sustainability (Level 5) -	Decrease of 8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Full Implementation (Level 4): 100% new EML/ELD teachers participated in Introduction to ELD Standards in 2023-24 school year Full Implementation (Level 4) - All Science teachers participated in the CAST training to implement the NGSS. 95% of Science Teachers participated in a one-day training about NGSS implementation in curriculum, instruction and Assessments	Full Implementation (Level 4) - All Science teachers participated in the CAST training to implement the NGSS. 95% of Science Teachers participated in a one-day training about NGSS implementation in curriculum, instruction and Assessments	Implementation of common curriculum embedded NGSS aligned assessments (Interim CAST)	
2.4	Percent of Juniors who are Prepared/Conditionally Prepared on the Early Assessment Program (EAP) as measured by Met/Exceeded Standards on SBAC in ELA/Math	70.4% of Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 49.87% of Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math	67.69% of Juniors in Spring 2024 were prepared or conditionally prepared for EAP in ELA 49.55% of Juniors in Spring 2024 were prepared or conditionally	66.23% of Juniors in Spring 2025 were prepared or conditionally prepared for EAP in ELA 48.16% of Juniors in Spring 2025 were prepared or conditionally	80% of Juniors will be prepared or conditionally prepared for EAP in ELA 60% of Juniors will be prepared or conditionally prepared for EAP in Math	Percent prepared or conditionally prepared for EAP: All Juniors ELA: Decreased 4.17% Math: Decreased 1.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP Results	8.4% of EL Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 0.8% of EL Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math 36.2% of SED Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 12.1% of SED Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math 12.5% of SWD Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 9.3% of SWD Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math 42.9% of Hispanic Juniors in Spring 2023 were prepared or	prepared for EAP in Math 2.3% of EL Juniors in Spring 2024 were prepared or conditionally prepared for EAP in ELA 1.64% of EL Juniors in Spring 2024 were prepared or conditionally prepared for EAP in Math 36.96% of SED Juniors in Spring 2024 were prepared or conditionally prepared for EAP in ELA 12.3% of SED Juniors in Spring 2024 were prepared or conditionally prepared for EAP in Math 26.67% of SWD Juniors in Spring 2024 were prepared or	prepared for EAP in Math 3.11% of EL Juniors in Spring 2025 were prepared or conditionally prepared for EAP in ELA 3.43% of EL Juniors in Spring 2025were prepared or conditionally prepared for EAP in Math 37.05% of SED Juniors in Spring 2025were prepared or conditionally prepared for EAP in ELA 15.11% of SED Juniors in Spring 2025 were prepared or conditionally prepared for EAP in Math 27.36% of SWD Juniors in Spring 2025 were prepared or	20% of EL Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA 10% of EL Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math 45% of SED Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA 24% of SED Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math 24% of SWD Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA	EL Juniors ELA: Decreased 5.29% Math: Increased 2.63% SED Juniors ELA: Increased 0.85% Math: Increased 3.01% SWD Juniors ELA: Increased 14.86% Math: Increased 10.7% Hispanic Juniors ELA: Decreased 0.47% Math: Decreased 0.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		conditionally prepared for EAP in ELA 16.9% of Hispanic Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math	conditionally prepared for EAP in ELA 15.11% of SWD Juniors in Spring 2024 were prepared or conditionally prepared for EAP in Math 39.08% of Hispanic Juniors in Spring 2024 were prepared or conditionally prepared for EAP in ELA 15.20% of Hispanic Juniors in Spring 2024 were prepared or conditionally prepared for EAP in Math	conditionally prepared for EAP in ELA 11.69% of SWD Juniors in Spring 2025 were prepared or conditionally prepared for EAP in Math 42.43% of Hispanic Juniors in Spring 2024 were prepared or conditionally prepared for EAP in ELA 17.81% of Hispanic Juniors in Spring 2024 were prepared or conditionally prepared for EAP in Math	20% of SWD Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math 50% of Hispanic Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA 35% of Hispanic Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math	
2.5	California Science Test (CAST) as part of CAASPP Source: CAASPP Results	51.67% of students who took the Spring 2023 CAST met or exceeded standards 0.8% of EL students who took the Spring 2023 CAST met or exceeded standards.	49.65% of students who took the Spring 2024 CAST met or exceeded standards. 0.0% of EL students who took the Spring 2024 CAST met or	47.2% of students who took the Spring 2025 CAST met or exceeded standards. 2.73% of EL students who took the Spring 2025 CAST met or	65% of students who take the CAST will met or exceeded standards 10% of EL students who take the CAST will met or exceeded standards	All Students: Decreased 4.47% EL Students: Decreased 1.93% SWD Students: Increased 2.39% SED Students: Increased 2.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9.5% of SWD students who took the Spring 2023 CAST met or exceeded standards. 14.1% of SED students who took the Spring 2023 CAST met or exceeded standards.	exceeded standards. 13.5% of SWD students who took the Spring 2024 CAST met or exceeded standards. 15.1% of SED students who took the Spring 2024 CAST met or exceeded standards.	exceeded standards. 11.89% of SWD students who took the Spring 2025 CAST met or exceeded standards. 17.06% of SED students who took the Spring 2025 CAST met or exceeded standards.	20% of SWD students who take the CAST will met or exceeded standards 28% of SED students who take the CAST will met or exceeded standards	
2.6	California Alternate Assessments (CAA) in ELA and Math Source: CAASPP Results	13.6% of Students who took the CAA ELA in Spring 2023 met or exceeded standards Number of students tested = 22 4.55% of SUHSD students who took the CAA in Math in Spring 2023 met or exceeded standards (Number of students tested= 22)	23.53% of Students who took the CAA ELA in Spring 2024 met or exceeded standards Number of students tested = 17 6.25% of SUHSD students who took the CAA in Math in Spring 2023 met or exceeded standards (Number of students tested= 16)	11.11% of Students who took the CAA ELA in Spring 2025 met or exceeded standards Number of students tested = 18 16.67% of SUHSD students who took the CAA in Math in Spring 2025 met or exceeded standards (Number of students tested= 18)	26% of Students who took the CAA ELA will meet or exceeded standards 26% of SUHSD students who take the CAA in Math will meet or exceeded standards	CAA ELA: Decreased 2.49% CAA Math: Increased 12.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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.

Successful Implementation:
Action 2.3
We not only created comprehensive, accessible training materials for both students and staff, but also coordinated across multiple departments (Special Education, EML, Counseling). Our proactive, inclusive approach ensured that students had meaningful access to their accommodations and supports. We were able to incorporate student voice into the CAASPP/CAST prep program and create an engaging Canvas course with incentives. We sent bilingual updates, creating rich family-facing resources, which were clear, accessible, and informative, and shared the student feedback as part of our outreach strategies. An expansion of successful practices have shown positive results overall in Mathematics.
Action 2.4
Parent Square was used to share messaging with families about the importance of CAASPP. Student focus groups were conducted with seniors to get feedback about the Canvas course and students shared that this important campaign helped them realize that the CAASPP was coming and it did have the potential to make an impact on their future.

Action 2.5
We have implemented three CM institutes with a total of 44 participants to support integrated ELD instruction in the 25-26 school year, integrating the use of Lesson Study course team collaboration to improve implementation of instructional strategies
There have been 320 professional learning opportunities so far in 2025-26 with 4,157 confirmed attendance records
SUHSD is undergoing an Algebra 1 curriculum adoption process aligned to California Math Framework
All but one English course team participated in common unit student work analysis
ELD teachers administered and collaboratively analyzed a standards-aligned pre- and post-assessment to students, adjusting instruction based on results

Implementation Challenges:
Action 2.1
While teachers, case managers and ELD/EML teachers may be training students on how to use the accommodations and translations on the CAASPP, less than half of the proctors are aware of which students may need accommodations or translations and most of the proctors don’t know the students in the room where they are leading a testing session.

Action 2.3

The implementation of the preparation program became an opt-in program, instead of being required in all English 3 classes. While the groundwork was strong, future implementation within core instruction could deepen impact. Could use to expand our needs assessment of proctors to improve assessment administration. We will need continued support for Students with Disabilities, particularly in Mathematics. In addition, we may want to add targeted interventions for Hispanic and African American students in both ELA and Mathematics as we consider our efforts to support students across the board.

Action 2.5
PD Day attendance averages 60-65%. Feedback suggested that interested parties believe that Action 2.5 should be a more prominent component of LCAP, rather than following four action items related to test preparation.

Modified Implementation:
Action 2.2: Conduct needs assessment regarding the proctoring process in order to improve administration and training for proctors.
A survey question was administered for the first time this year to staff about their proctoring experience. These survey results will be shared with Site Testing Coordinators in order to help them strategize an improved testing experience for students and proctors.

Non-implemented Actions:
All actions have been at least partially implemented.

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.

Action 2.1 - actual expenditures less due to no contract with Amplify; Action 2.3 - increase due to salary settlement

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.
Hispanic student progress on CAASPP ELA demonstrates emerging effectiveness as indicated by a 16.4 point increase, moving from orange to yellow bands on the dashboard
English Learner progress on CAASPP ELA, indicated by average points below standard, demonstrates emerging effectiveness
English Learner progress on CAST, indicated by increase in students meeting or exceeding standard, demonstrates emerging effectiveness
Long-Term English Learner progress on CAASPP math, indicated by average points below standard, did not achieve desired outcomes
African American progress on CAASPP ELA (-25.3 points) and math (-41.9 points), indicated by a decrease in students meeting or exceeding the standard, did not achieve desired outcomes
Students with Disabilities' progress on CAASPP math, indicated by a decrease in students meeting or exceeding the standard, did not achieve desired outcomes

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

There are no changes to the planned goals or outcomes. However, we did add an action to support targeted reading and math interventions to improve student proficiency We added a metric around Science teachers participating in the CAST training to support implementation of the the Next Generation Science Standards. As we have noticed a need to focus on English Learner Progress for Newcomers, we will want to move towards leveraging the Interim ELPAC as part of an effort to monitor student progress towards proficiency on the ELPAC.

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	Increase effective student use of accommodations and accessibility tools on CAASPP, and improve proctors' knowledge and familiarity of the students' needs in the testing rooms.	Create student-facing training materials on accessing designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning. (Action complete, sunsetted) -Pay Director of Research and Evaluation salary Provide training to case managers and other proctors on designated supports and online tools and on the student-facing training materials. Sped leadership will instruct Sped SAC teacher leadership to work with their departments to help students identify and utilize their accommodations to better access and improve in their state testing. Survey for case managers to assist with understanding barriers to access. -Certificated extra hours for training (50 hours) Provide training to case managers at department meetings, and Intervention Counselors (students with 504) to understand how and why to assign various embedded designated supports and accommodations to students. For use of LCFF funds: Provide Bilingual Resource Teachers and Proctors the tools to train unduplicated student groups on accessing designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning. Encourage IEP teams and Intervention Counselors to understand how and why to assign various	$252,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		embedded designated supports and accommodations to students. Provide practice to these students in the use of these tools: Provide practice to students in the use of these tools, particularly these student groups who performed in the Red on the 2025 Dashboard in the Academic indicators of Math and/or English: Districtwide: LTEL, SWD, AA Carlmont High: EL, SWD M-A High: Hispanic, SED, SWD Woodside High: EL, SWD Redwood High: Schoolwide Sequoia High: All, Hispanic, SED		
2.2	Conduct needs assessment regarding proctoring process in order to improve administration and training for proctors, for both CAASPP and ELPAC, including sharing best practices across sites for scheduling, administration, and training.	Through annual LCAP staff survey and input form IVPs, determine areas to improve CAASPP administration and create action plan to address needs. -Pay Director of Research and Evaluation salary	$106,463.00	No
2.3	Provide test preparation and practice to targeted students in needed areas as indicated by CAASPP results, as well as opportunities to become familiar with available	Deliver Canvas course and provide incentives for students to understand the assessment's purpose and structure, and to practice with CAASPP item types and content. Contract with School City for online testing platform. Moved standards-based interim assessment debrief to Action 2.5. Sunsetted contract for math ICA and benchmarks with Math Anex.	$86,463.00	No

Action #	Title	Description	Total Funds	Contributing
	universal tools, accommodations and designated supports, particularly in ELD and Study Skills.	Increased and additional services: Create student-facing training materials for test-taking strategies to be used in English, Math and Science classes. • Math Training Test Document Template (est time: 30-45 min) • ELA Training Test Document Template (est time: 30-45 min) • Science Training Test Document Template (est time: 30-45 min) -Pay Coordinator of Instructional Technology and Innovation -Pay extra hours to English 3 teachers to attend training and for planning (Certificated extra pay - 28 hours)		
2.4	Implement strategic staff, family and student outreach campaign…to increase awareness of CAASPP's importance for students.	Develop print and electronic communications in English and Spanish to share CAASPP's importance for students. Identify in-person opportunities such as ELAC meetings, PTSA meetings, and Parent Advisory Council meetings to discuss CAASPP with parents and caregivers. Develop presentation materials to share with the community. -Pay Director of Research and Evaluation salary	$198,734.00	Yes
2.5	Support standards-aligned instruction through professional development and curriculum, including language acquisition programs and professional development for teachers for Long-Term English Learners.	This action addresses the requirement that 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. ACTION FOR LONG TERM ENGLISH LEARNERS: • Offer Constructing Meaning professional development and coaching to support English Learners Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content-area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. -License fees for EL Achieve EL Achieve is the organization that created a professional development	$2,041,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and leadership training that they call Constructing Meaning. It focuses on Integrated ELD strategies for all content area teachers. -Instructional Coach for Integrated ELD salary (30%) -Coordinator of English Learners and Literacy salary (10%) -CM Supplies ACTION FOR ENGLISH LEARNERS: ELD: Facilitate curriculum development for Emerging Multilingual Learners' (EML) math, social science, and science -Instructional Coach for integrated ELD, math, social science, and science (10% each) -Sub release time for subject area teams -Extra hours pay for subject area teams -Consultant contract (Kelly Smith) This action provides time and support for SUHSD to generate, iterate, refine and implement subject-specific courses for EL newcomers enrolled in ELD and also taking Algebra I-EML, Geometry-EML, Ethnic Studies-EML, Life Skills-EML. With dedicated staff time and energy devoted to this effort, this action ensures we are providing the necessary Language Acquisition Programs for our newcomer English Learners, who have been here for typically three years or less. Support teachers to implement evidence-based instructional strategies through professional development. Support subject area departments and course teams to align learning objectives to standards. Conduct data debrief sessions to improve student performance -Create debrief materials -Data inquiry into student performance experiences and profiles -Host training with department chairs to facilitate data analysis sessions -Pay department chairs to attend training if they do not have a release period to attend debrief facilitation training (20 certificated extra hours) -Pay extra hours to department chairs for additional preparation time (72 certificated extra hours) -Pay Instructional coach salaries for ELA, math, social science, science and VPA -Pay Executive Director of Curriculum, Instruction and PD (20%, Title II)		

Action #	Title	Description	Total Funds	Contributing
		ELA: In ELA common unit release time, target need areas for students scoring very low on ELA CAASPP -Instructional Coach for ELA salary (30%) -Sub release time for English 1-3 subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) -Extra hours pay for English 1-3 subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) -Consultant contract (Kelly Smith) Provide facilitated common planning time for 9th - 11th ELA teachers -Instructional Coach for ELA salary (30%) -Sub release time for English 1-3 subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) -Extra hours pay for English 1-3 subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) -Consultant contract (Kelly Smith) 10 in-person days Implement recommended reading intervention program improvements, including: -Expansion of SAI reading support course -Staffing District reading specialists -implement co-teaching model for ninth- and tenth-grade reading support courses -Adopt and develop reading support course curriculum and assessments Math: Provide facilitated common planning time for grade-level and below 9th - 11th math teachers -Instructional Coach for math salary (30%) -Sub release time for math subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) -Extra hours pay for math subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) -Algebra 1 adoption and implementation		

Action #	Title	Description	Total Funds	Contributing
		-Support tiered supports for Algebra 1 students Science: Provide facilitated common planning time for grade-level and below 9th - 11th science teachers -Instructional Coach for science salary (30%) -Sub release time for math subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) -Extra hours pay for math subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours)		
2.6	Support targeted reading and math interventions to improve student proficiency	Provide funding to sites for Tier 2 and 3 support in Algebra 1; facilitate collaboration between Algebra 1 leads; purchase access to Delta Math Provide training to reading support teachers; pilot new curriculum for Intervention ELA classes.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Achievement on College and Career Readiness Indicator for student	A-G:	A-G:	A-G (Source: CA Dashboard A-G and CTE	For the Class of 2026:	A-G: SUHSD Graduates meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups: EL, LTEL, Hispanic, SED and SWD Source: CA Dashboard, College & Career Measures Report	66% of SUHSD Graduates in the Class of 2023 met the UC/CSU requirements (1,338/2,027 SUHSD graduates). 13.4% of SUHSD EL Graduates in the Class of 2023 (34/254 EL graduates) met A-G requirements. 35% of SUHSD SED Graduates in the Class of 2023 (271/774 SED graduates) met A-G requirements. CTE Pathway: 18.2% of SUHSD Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (368/2,027 Graduates) 11.8% of SUHSD EL Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or	66% of SUHSD Graduates in the Class of 2024 met the UC/CSU requirements (1,360/2,061 SUHSD graduates). 12.8% of SUHSD EL Graduates in the Class of 2024 (39/305 EL graduates) met A-G requirements. 34.2% of SUHSD SED Graduates in the Class of 2024 (259/757 SED graduates) met A-G requirements. CTE Pathway: 15.7% of SUHSD Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (325/2,061 SUHSD Graduates)	Completion Report): 66% of SUHSD Graduates in the Class of 2025 met the UC/CSU requirements (1,304/1,976 SUHSD graduates). 17.2% of SUHSD EL Graduates in the Class of 2025 (53/308 EL graduates) met A-G requirements. 35.5% of SUHSD SED Graduates in the Class of 2025 (266/749 SED graduates) met A-G requirements. CTE Pathway (Source: CA Dashboard A-G and CTE Completion Report): 23.3% of SUHSD Graduates in the Class of 2025 completed at least	A-G: 75% of SUHSD Graduates in the Class of 2026 will meet the A-G requirements 20% of SUHSD EL Graduates in the Class of 2026 will meet the A-G requirements 50% of SUHSD SED Graduates in the Class of 2026 will meet the A-G requirements CTE Pathway: 25% of SUHSD Graduates in the Class of 2026 will complete at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. 20% of SUHSD EL Graduates in the Class of 2026 will complete at least one CTE Pathway	the UC/CSU requirements: All Graduates: No Change EL Graduations: 3.8% increase SED Graduates: 0.5% decrease CTE: SUHSD Graduates completing a CTE Pathway: All Graduates: 5.1% decrease EL Graduates: 9.6% increase SED Graduates: 7.7% increase A-G and CTE combined: All Graduates: 1.5% increase EL Graduates: 3.8% increase SED Graduates: 3.8% Increase College Coursework: All Graduates: 5.6% decrease EL Graduates: 10.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pass) in the capstone course. (30/254 Graduates) 14.2% of SUHSD Socially Economic Disadvantage Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (110/774 Graduates) A-G AND CTE Pathway: 13% of SUHSD Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (264/2,027 SUHSD graduates) 2% of EL Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or	16.4% of SUHSD EL Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (50/305 EL Graduates) 16.8% of SUHSD SED Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (127/757 SED Graduates) A-G and CTE Pathway: 10.3% of SUHSD Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements.	one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (419/1976 SUHSD Graduates) 21.4% of SUHSD EL Graduates in the Class of 2025 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (66/308 EL Graduates) 21.9% of SUHSD SED Graduates in the Class of 2025 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (164/749SED Graduates) A-G and CTE Pathway: 14.5% of SUHSD Graduates in the Class of 2025	with a grade of C- or better (or Pass) in the capstone course. 30% of SUHSD Socially Economic DisadvantageGraduates in the Class of 2026 will complete at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. A-G AND CTE Pathway: 30% of SUHSD Graduates in the Class of 2026 will completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. 15% of EL Graduates in the Class of 2026 will completed at least	SED Graduates: 10.0% increase State Seal of Bilteracy: All Graduates: 8.5% increase EL Graduates: 6.4% increase SED Graduates: 4.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (5/254 EL graduates) 5.1% of SED Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (40/774 SED graduates) COLLEGE COURSEWORK: 15.1% of SUHSD Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (307/2027 SUHSD Graduates) 8.3% of the EL Graduates in the Class of 2023 Completed two semesters, three	(213/2,061 SUHSD graduates) 3.9% of EL Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (12/305 EL graduates) 5.4% of SED Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (41/757 SED graduates) COLLEGE COURSEWORK:	completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (287/1976 SUHSD graduates) 5.8% of EL Graduates in the Class of 2025 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (18/308 EL graduates) 8.9% of SED Graduates in the Class of 2025 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the	one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. 15% of SED Graduates in the Class of 2026 will completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. COLLEGE COURSEWORK: 30% of SUHSD Graduates in the Class of 2026 will complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (21/254 EL Graduates) 10.7% SED Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (83/774 SED Graduates) STATE SEAL OF BILITERACY (SSB): 23.8% of Graduates in the Cohort Class of 2023 (531/2228) met the requirements for the State Seal of Bilteracy 2% of English Learner Graduates in the Cohort Class of 2023 (5/254 graduates) met the requirements for the State Seal of Bliteracy	13.6% of SUHSD Graduates in the Class of 2024 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (280/2,061 SUHSD Graduates) 6.9% of the EL Graduates in the Class of 2024 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (21/305 EL Graduates)	UC/CSU Entrance Requirements. (67/749 SED graduates) COLLEGE COURSEWORK (Source: CA Dashboard College and Career Measures Report): 20.7% of SUHSD Graduates in the Class of 2025 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (409/1976 SUHSD Graduates) 18.8% of the EL Graduates in the Class of 2025 Completed two semesters, three quarters, or three	subjects where college credit is awarded 15% of the EL Graduates in the Class of 2026 will complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded 20% SED Graduates in the Class of 2026 will complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.8% of Socioeconomically Disadvantaged Graduates in the Cohort Class of 2023 (99/774 graduates) met the requirements for the SSB.	11.2% SED Graduates in the Class of 2024 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (85/757 SED Graduates) STATE SEAL OF BILITERACY (SSB): 27.2% of Graduates in the Cohort Class of 2024 (561/2061) met the requirements for the State Seal of Bilteracy 5.2% of English Learner Graduates in the Cohort Class of 2024 (16/305 graduates) met the requirements for	trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (58/308 EL Graduates) 20.7% SED Graduates in the Class of 2025 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (155/749 SED Graduates) STATE SEAL OF BILITERACY (SSB): 32.3% of Graduates in the Cohort Class of 2025 (638/1976) met the	STATE SEAL OF BILITERACY (SSB): 35% of Graduates in the Class of 2026 will meet the requirements for the State Seal of Bilteracy 10% of English Learner Graduates in the Class of 2026 will meet the requirements for the State Seal of Bilteracy 20% of Socioeconomically Disadvantaged Graduates in the Class of 2026 will meet the requirements for the State Seal of Bilteracy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the State Seal of Bliteracy 15.2% of Socioeconomically Disadvantaged Graduates in the Cohort Class of 2024 (115/757 graduates) met the requirements for the SSB.	requirements for the State Seal of Bilteracy 8.4% of English Learner Graduates in the Cohort Class of 2025 (26/308 graduates) met the requirements for the State Seal of Bliteracy 17.5% of Socioeconomically Disadvantaged Graduates in the Cohort Class of 2025 (131/749 graduates) met the requirements for the SSB. Source: Dataquest, CA Dashboard		
3.2	Graduation rates for student groups: EL, LTEL, Hispanic, SED and SWD Source: CA Dashboard, Dataquest	2022-23: 91% of SUHSD Students in the 4-5 Year Cohort Class of 2023 Graduated (2060/2263) 91% of SUHSD Students in the 4-Year	2023-24: 90.7% of SUHSD Students in the 4-5 Year Cohort Class of 2024 Graduated (2107/2324) 90.5% of SUHSD Students in the 4-	2024-25 (Source: Dataquest): 90% of SUHSD Students in the 4-5 Year Cohort Class of 2025 Graduated (2030/2256) 89.7% of SUHSD Students in the 4-	2025-26: 95% Graduation Rate 75% EL Graduation Rate 90% SED Graduation Rate	SUHSD Students Graduating: All students 4-5 year Cohort: 1% decrease 4-year Cohort: 1.3% decrease EL Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cohort Class of 2023 Graduated (2027/2228) 69% of the EL Students in the 4-5 Year Cohort Class of 2023 Graduated (277/404) 67% of the EL Students in the 4-Year Cohort Class of 2023 Graduated (254/381) 82% of the SED Students in the 4-5 Year Cohort Class of 2023 Graduated (803/979) 82% of the SED Students in the 4-Year Cohort Class of 2023 Graduated (774/949) 81% of the SWD Students in the 4-5 Year Cohort Class of 2023 Graduated (276/341) 81% of the SWD Students in the 4-Year Cohort Class of 2023 Graduated (270/333)	Year Cohort Class of 2024 Graduated (2061/2227) 71.3% of the EL Students in the 4-5 Year Cohort Class of 2024 Graduated (341/478) 69% of the EL Students in the 4-Year Cohort Class of 2024 Graduated (305/442) 81.2% of the SED Students in the 4-5 Year Cohort Class of 2024 Graduated (802/983) 80.8% of the SED Students in the 4-Year Cohort Class of 2024 Graduated (757/937) 79.3% of the SWD Students in the 4-5 Year Cohort Class of 2024 Graduated (280/353) 78.8% of the SWD Students in the 4-Year Cohort Class of 2024 Graduated (267/669)	Year Cohort Class of 2025 Graduated (1976/2202) 69.8% of the EL Students in the 4-5 Year Cohort Class of 2025 Graduated (347/497) 67.2% of the EL Students in the 4-Year Cohort Class of 2025 Graduated (308/458) 80.2% of the SED Students in the 4-5 Year Cohort Class of 2025 Graduated (799/996) 79.2% of the SED Students in the 4-Year Cohort Class of 2025 Graduated (749/946) 80.9% of the SWD Students in the 4-5 Year Cohort Class of 2025 Graduated (293/362) 80.2% of the SWD Students in the 4-Year Cohort Class of 2025 Graduated (279/348)	85% SWD Graduation Rate	4-5 year Cohort: 0.8% increase 4-year Cohort: 0.2% increase SED Students: 4-5 year Cohort: 1.8% decrease 4-year Cohort: 2.8% decrease SWD Students 4-5 year Cohort: 0.1% decrease 4-year Cohort: 0.8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	AP/IB Course Taking for Graduates and Exams Passed	SUHSD Dashboard: 69% of graduates in 2023 took at least one AP/IB Course 64% of graduates in 2023 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 20% of EL graduates in 2023 took at least one AP/IB Course 33% of EL graduates in 2023 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 42% of SED graduates in 2023 took at least one AP/IB Course 45% of SED graduates in 2023 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 20% of SWD graduates in 2023 took at least one AP/IB Course 35% of SWD graduates in 2023 who had enrolled in at least one AP/IB Course, passed	SUHSD Dashboard: 69% of graduates in 2024 took at least one AP/IB Course 69% of graduates in 2024 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 21% of EL graduates in 2024 took at least one AP/IB Course 32% of EL graduates in 2024 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 43% of SED graduates in 2024 took at least one AP/IB Course 48% of SED graduates in 2024 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam	Class of 2025 (Source: SUHSD Dashboard): 69% of graduates in 2025 took at least one AP/IB Course 74% of graduates in 2025 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 14% of EL graduates in 2025 took at least one AP/IB Course 34% of EL graduates in 2025 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 45% of SED graduates in 2025 took at least one AP/IB Course 49% of SED graduates in 2025 who had enrolled in at least one AP/IB Course,	SUHSD Dashboard: 75% of graduates will take at least one AP/IB Course 70% of graduates who enroll in at least one AP/IB Course, will pass at least one AP/IB exam 25% of EL graduates will take at least one AP/IB Course 40% of EL graduates whoenroll in at least one AP/IB Course, will pass at least one AP/IB exam 55% of SED graduates will take at least one AP/IB Course 60% of SED graduates who enroll in at least one AP/IB Course, will pass at least one AP/IB exam	Graduates taking at least one AP/IB Course Graduates enrolling and passing at least one AP/IB exam All Graduates Enrolling: No change Enrolling and passing: increase 10% EL Graduates Enrolling: decreased 6% Enrolling and passing: increasing 1% SED Graduates Enrolling: increase 3% Enrolling and passing: increase 4% SWD Graduates Enrolling: increase 8% Enrolling and passing: decrease 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at least one AP/IB exam"	23% of SPED graduates in 2024 took at least one AP/IB Course 30% of SPED graduates in 2024 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam	passed at least one AP/IB exam 28% of SPED graduates in 2025 took at least one AP/IB Course 28% of SPED graduates in 2025 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam	25% of SWD graduates will take at least one AP/IB Course 40% of SWD graduates who enroll in at least one AP/IB Course, will pass at least one AP/IB exam	
3.4	AP Exams Passed	From College Board (AP Score Report): 2,232 AP Students in the District for Spring 2023 4,869 AP Exams taken 87% of exams taken received a score of 3 or higher	From College Board (AP Score Report): 2,332 AP Students in the District for Spring 2024 5,294 AP Exams taken 89% of exams taken received a score of 3 or higher	From College Board (AP Score Report): 2024-25: 2,450 AP Students in the District for Spring 2024 5,781 AP Exams taken 90% of exams taken received a score of 3 or higher	90% of AP exams taken received a score of 3 or higher	Increase 3% of exams taken and receiving a score of 3 or higher
3.5	College Career Readiness Indicator - Redwood Source: CA Dashboard	Class of 2023 Prepared (Redwood): Schoolwide - 3.1% English Learners - 0% Socioeconomically Disadvantaged - 3.3% Hispanic - 3.9%	Class of 2024 Prepared (Redwood): Schoolwide - 1.6% English Learners - 0%	Class of 2025 Prepared (Redwood): Schoolwide - 3.4% English Learners - 5.8%	Schoolwide - 10% Prepared in Class of 2026 English Learners Socioeconomically Disadvantages Hispanic	CCRI Prepared at Redwood: All students: increase 0.3% EL students: increase 5.8% SED students: increase 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities - 2.9%	Socioeconomically Disadvantaged - 1.7% Hispanic -1.9% Students with Disabiltiies - 0%	Socioeconomically Disadvantaged - 3.8% Hispanic - 4.2% Students with Disabilities - 3.1%	Students With Disabilities	Hispanic students: increase 0.3% SWD students - increase 0.2%
3.6	College Career Readiness Indicator - Sequoia Source: CA Dashboard	Class of 2023 Prepared (Sequoia): English Learners - 6.7%	Class of 2024 Prepared (Sequoia): English Learners - 8.8%	Class of 2025 Prepared (Sequoia): English Learners - 19%	Class of 2026 Prepared: English Learners - 15%	CCRI at Sequoia EL Students - increase 12.3%
3.7	College Career Readiness Indicator - Woodside Source: CA Dashboard	Class of 2023 (Woodside) Prepared: English Learners - 6.8%	Class of 2024 (Woodside) Prepared: English Learners: 15.3%	Class of 2025 (Woodside) Prepared: English Learners: 31%	Class of 2026 Prepared: English Learners - 15%	CCRI at Woodside: EL students: increase 24.2%
3.8	Graduation Rate - Sequoia Source: CA Dashboard	Percentage of Sequoia students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023): English Learners - 61.8%	Percentage of Sequoia students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2024): English Learners - 66.4%	Percentage of Sequoia students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2025): English Learners - 60.4%	Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2026): English Learners - 75%	Graduation rate at Sequoia: EL students: decrease 1.4%
3.9	Graduation Rate - Redwood Source: CA Dashboard	Percentage of Redwod students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023):	Percentage of Redwood students who received a high school diploma within four or five years of	Percentage of Redwood students who received a high school diploma within four or five years of	Percentage of students who received a high school diploma within four or five years of entering	Graduation rate at Redwood: All students: increase 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schoolwide - 64.5% English Learners - 58.3% Socioeconomically Disadvantaged - 63% Hispanic - 60.5%	entering ninth grade (CA Dashboard 2024): Schoolwide - 76.7% English Learners - 75.4% Socioeconomically Disadvantaged - 75.6% Hispanic - 73.3%	entering ninth grade (CA Dashboard 2025): Schoolwide - 67.4% English Learners - 62.9% Socioeconomically Disadvantaged - 66.7% Hispanic - 64.5%	ninth grade (CA Dashboard 2026): Schoolwide - 68% English Learners - 68% Socioeconomically Disadvantaged - 68% Hispanic - 68%	EL students: increase 4.6% SED students: increase 3.7% Hispanic students - increase 4.0%
3.10	College Career Readiness Indicator - Menlo-Atherton (New Metric added in the 2025-26 LCAP) Source: CA Dashboard	Baseline data is in Year 1 Outcome	Class of 2024 (Menlo-Atherton) Prepared (RED): English Learners: 7.1% Long Term English Learners - 9.8%	Class of 2025 (Menlo-Atherton) Prepared (RED): English Learners: 16.4% Long Term English Learners - 17.9%	Class of 2026 (Menlo-Atherton) Prepared (RED): English Learners: 9% Long Term English Learners - 13%	English Learners - increase 9.3% Long Term English Learners - increase 8.1%
3.11	Annual Staff Survey - Response about CTE Pathways	New question added to Annual Staff Survey	59% of staff say they are Well Informed (i.e., Very Informed/Informed) about Career Technical Education (CTE) Pathways available for students at their school	71% of staff say they are Well Informed (i.e., Very Informed/Informed) about Career Technical Education (CTE) Pathways available for students at their school	70% of staff say they are Well Informed (i.e., Very Informed/Informed) about Career Technical Education (CTE) Pathways available for students at their school	12% Increase
3.12	Annual Staff Survey - Response about A-G Requirements	New question added to Annual Parent Survey	67% of all Parents who responded have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements	75% of all Parents who responded have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements	75% of all Parents who responded have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements	8% Increase A-G All 5% Increase A-G (English responses)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			72% of Parents who responded on the English Survey have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements 44% of Parents who responded on the Spanish Survey have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements	77% of Parents who responded on the English Survey have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements 53% of Parents who responded on the Spanish Survey have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements	80% of Parents who responded on the English Survey have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements 50% of Parents who responded on the Spanish Survey have a High understanding (i.e. Complete/Mostly understand) of A-G Requirements	9% Increase A-G (Spanish responses)
3.13	Annual Student Survey - Response about Plans Post High School	New question added to Annual Student Survey	74% of Seniors feel confident about their plans after high school	75% of Seniors feel confident about their plans after high school	85% of Seniors feel confident about their plans after high school	1% increase

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.

We conducted a comprehensive data review and developed a dashboard within the Schoolytics platform to monitor student participation and completion across CTE pathways, including introductory, concentrator, and capstone courses. This dashboard allows us to systematically track enrollment trends and completion rates.

Counselors and Academy Coordinators were provided with targeted lists of students who would most benefit from participation in academy programs, which often lead to CTE pathway completion—an important indicator of College and Career Preparedness. In developing these lists, we prioritized students identified as at-promise based on attendance, grades, and assessment data. We also established a clear prioritization protocol for CTE pathway enrollment to support informed and equitable scheduling decisions.

The school counseling team implemented a Multi-Tiered, Multi-Domain System of Support (MTMDSS) at each school site, which includes a dedicated college and career domain. At the Tier I level, counselors consistently provided structured supports to monitor and promote student progress toward graduation and A–G completion. All juniors and seniors participated in individualized graduation status meetings during the fall or spring semesters. Students identified as needing additional support were elevated to Tier II interventions. Additionally, counselors delivered Tier I classroom lessons during the spring course selection process to ensure that all 9th- and 10th-grade students developed and annually updated a four-year academic plan aligned with graduation requirements and postsecondary goals.

Within the MTMDSS framework, students identified as off-track were systematically enrolled in summer school or district credit recovery programs to address credit deficiencies. Counselors also participated in Professional Learning Communities (PLCs) to review lesson implementation data and evaluate whether students were gaining the knowledge and skills needed to effectively plan and manage their academic pathways.

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.

Action 3.5 - increase due to salaries and benefits as a result of negotiation settlement; Action 3.7- increase in supplies for Academies teacher; Action 3.11 - decrease in actual expense due to reduction in enrollment in summer program

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

Through our data review process, we identified several reporting errors that required correction to ensure an accurate measure of our progress. Although we have made significant improvements, we continue to engage in ongoing internal review and discussion to maintain data accuracy and integrity.

We also recognize the need to expand our definition of College and Career Readiness to better reflect the multiple pathways through which students demonstrate preparedness. These pathways include earning the State Seal of Biliteracy, completing a CTE pathway, enrolling in college coursework, and fulfilling UC A–G requirements. Broadening this definition represents both an area for growth and an important opportunity to more fully support and recognize all students.

Overall, implementation aligned with our planned actions. However, variations in site-level scheduling and student availability occasionally affected the timing and consistency of individual meetings and classroom lesson delivery. Despite these challenges, a significant success was the development of a coherent, tiered system of support. This system expanded student access to academic planning resources and allowed for earlier identification and intervention for students at risk of not meeting graduation or A–G requirements.

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 2024, a metric was added for Menlo-Atherton in response to its “Red” designation on the College and Career Indicator for English Learners and Long-Term English Learners. By 2025, all student groups at Menlo-Atherton improved to “Yellow” or higher.

Woodside demonstrated substantial growth, increasing College and Career Readiness by 24.2 percentage points from baseline and reaching the Blue level. Sequoia also showed continued improvement, with a 12.3 percentage point increase from baseline, though at a slower rate than Woodside. Further analysis is needed to better understand the factors contributing to Woodside's stronger gains. Cross-site collaboration meetings may be scheduled to allow schools to share effective practices, identify challenges, and align strategies for continued improvement.

In addition, two survey measures were incorporated to assess staff understanding of CTE pathway offerings and parent understanding of A–G requirements. As we continue refining the Schoolytics dashboard and implementing Student Profiles that enable students to track progress toward A–G completion, CTE pathway completion, and the State Seal of Biliteracy, our goal is to increase student awareness and ownership of their academic progress. Related survey questions will be added next year to measure growth in this area.

Through reflection using Plan-Do-Study-Act (PDSA) cycles, actions for the coming year have been refined to strengthen targeted Tier II interventions informed by student data. These efforts include increased support for students who are close to meeting A–G requirements, those earning D's and F's, and expanded use of career interest inventories—particularly in alternative education settings—to promote meaningful postsecondary planning.

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	Unduplicated Student CCR Data Review (Sequoia, Woodside)	To design for improved outcomes, gather trend data on unduplicated students scoring red on the Readiness for College and Career CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$0.00	No
3.2	Unduplicated Student CCR Data Review (Redwood)	To design for improved outcomes, gather trend data on unduplicated (Hispanic and SWD) students scoring "very low" on the Readiness for College and Career CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$0.00	No
3.3	Unduplicated Student Graduation Data Review (Sequoia)	To design for improved outcomes, gather trend data on unduplicated students scoring "very low" (red) on Graduation CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Student Data Graduation Review (Redwood)	To design for improved outcomes, gather trend data on unduplicated students at Redwood students scoring “very low” (red) in Graduation Rates on the CA Dashboard. Ex. grades, courses, attendance, empathy interviews.	$0.00	No
3.5	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	Target rising 10th graders in unduplicated student groups scoring red on the CA Dashboard College and Career Indicator for Academies, Seal of Biliteracy and/or other CTE pathways for pathway completion and dual enrollment.	$2,962,692.00	Yes
3.6	College Career Readiness (CCR) Program Completion Supports (Redwood)	Target rising 10th graders in student groups scoring red on the State Dashboard College and Career Indicator for Academies, Seal of Biliteracy and/or other CTE pathways for pathway completion and dual enrollment.	$457,062.00	No
3.7	Unduplicated Student Graduation Program Completion Supports (Sequoia)	Target rising 10th graders from Unduplicated student groups scoring "very low" (red) on the State Dashboard not on track for graduation.	$1,137,500.00	Yes
3.8	Student Graduation Program Completion Supports (Redwood)	Target rising 10th graders from student groups scoring red scoring red on the State Dashboard not on track for graduation.	$286,330.00	No
3.9	9th and 10th Grade CTE Participation	Increase 9th and 10th Grade CTE Participation in order to provide more opportunities for students to complete a CTE Pathway.	$2,767,792.00	No
3.10	Career Inventory and Registration Awareness	Deliver Career Interest Inventory & Registration 10th grade Hatching Results lessons.	$142,250.00	No
3.11	Credit Recovery and Enrichment	Provide summer school credit recovery and enrichment to help students graduate.	$1,919,817.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	Credit Recovery and Enrichment	Credit Recovery and Enrichment	$205,420.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Strategically recruit and retain a diverse and qualified workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students experience a safe and inclusive school culture through a connection with faculty and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Retention Rate of Certificated Staff (Source: Employee Information System)	not identified - new metric identified	As of Census Date, we had 543 active certificated teachers. Before the start of the 2024-25 school year, 5 of those 543 retired, leaving 538 active teachers less retirees. Of those remaining 538, 33 resigned. Therefore, our retention rate was 93.87% (505/538).	As of Census Date, we had 544 active certificated teachers. Before the start of the 2025-26 school year, 16 of those 544 retired/deceased, leaving 528 active teachers less retirees/deceased. Of those remaining 528, 26 resigned. Therefore, our retention rate was 95.08% (502/528).	99%	Increase 1.21%
4.2	Analysis of January staff survey results to identify staff retention.	Survey administered in February 2025	Staff Survey February 2025:	Staff Survey February 2026:	1% turnover rate	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"I don't plan to return" Anticipated turnover rate for next year: 2% Expected Retention: Until retirement: 58% 11-15 more years: 5% 6-10 more years: 9% 3-5 more years: 17% 1-2 more years: 8% Other combinations: 3%	"I don't plan to return" Anticipated turnover rate for next year: 2% Expected Retention: Until retirement: 52% 11-15 more years: 10% 6-10 more years: 11% 3-5 more years: 18% 1-2 more years: 7% Other combinations: 2%		
4.3	Representative diverse certificated staff as it relates to the diversity of the students enrolled	New Metric	Student Demographics 2024-25: AFRICAN AMERICAN- 2% AMERICAN INDIAN/ALASKAN - 0.90% ASIAN - 13.16% HISPANIC - 44% PACIFIC ISLANDER/HAWAIIAN - 1.76% WHITE - 33.08% OTHER/Decline - 5.45%	Student Demographics 2025-26: AFRICAN AMERICAN- 1.37% AMERICAN INDIAN/ALASKAN - 0.71% ASIAN - 13.87% HISPANIC - 43.97% PACIFIC ISLANDER/HAWAIIAN - 2.61% WHITE - 31.20%	Staff demographics closely resemble student demographics.	No difference in groups over or under represented

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Staff Demographics: AFRICAN AMERICAN - 4.36% (over) AMERICAN INDIAN/ALASKAN - 0.75% (under) ASIAN - 10.73% (under) HISPANIC - 36.97% (under) PACIFIC ISLANDER/HAWAIIAN - 2.60% (over) WHITE - 44.01% (over) OTHER/Decline - 0.59% (under) (over/under represented)	OTHER/Decline - 7.16% Staff Demographics 2025-26: AFRICAN AMERICAN - 4.57% (over) AMERICAN INDIAN/ALASKAN - 0.90% (over) ASIAN - 8.24% (under) HISPANIC - 39.15% (under) PACIFIC ISLANDER/HAWAIIAN - 2.61% (over) WHITE - 41.52% (over) OTHER/Decline - 0.57% (under)		
4.4	Appropriately Assigned Teachers	83.3% of SUHSD FTE with CLEAR category on the Teacher Assignment Monitoring Outcomes Report Source: Teaching Assignment Monitoring Outcomes report (DataQuest): https://data1.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevel	88.2% of SUHSD FTE with CLEAR category on the Teacher Assignment Monitoring Outcomes Report Source: https://data1.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?c	2023-24: 88.4% of SUHSD FTE with CLEAR category on the Teacher Assignment Monitoring Outcomes Report Source: Dataquest - 2023-24 Teaching	100% of SUHSD FTE with CLEAR category on the Teacher Assignment Monitoring Outcomes Report	5.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		s.aspx?cds=00&agglevel=state&year=2021-22&ro=y	ds=4169062&agglevel=District&year=2022-23&initrow=Subj&ro=y	Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)		
4.5	Increase staff development opportunities classified staff	0 staff development days for all classified staff.				

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.

Successful Implementation:
Action 4.1 - Participation in the San Mateo County Office of Education Job Fair
Action 4.1 - New recruitment focus area of school mental health counselors via job fairs at UC Berkley and San Francisco State.
Action 4.1 - Three District principals sit on the Stanford Teacher Education Prep advisory board, which supports efforts to strengthen the pipeline of a diverse teaching corps to Bay Area schools like ours.
Action 4.1 - The District continued in its work with Notre Dame through the Developing Our Own program, producing another cohort of District teachers who reflect our student's experince.
Action 4.2 - While the opportunity to participate in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program, the District has done a collaborative legal review with Reach University and has successfully drafted an MOU with Reach. Said MOU would support our talented and diverse classified staff to obtain their bachelor's, and then teaching credentials.
Action 4.4 - The second year of survey to certificated staff regarding recruitment and retention is allowing for a clearer read of staff job satisfaction.

Implementation Challenges:
Action 4.1 - With the closing of a small school and shrinking student population, there were not many jobs to interview candidates for at general job fairs.
Action 4.2 - Being unable to participate in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program was a setback.
Action 4.3 - The employee union/management committee to develop recruitment and retention strategies for certificated and classified staff will need a restructuring of oversight with the elimination of a position.

Non-implemented Actions:
Action 4.2 Participation in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program was changed to a partnership with Reach University. The reason for this was that the Loyola Marymount program turned out not to be an option.
Action 4.1 - Three District principals sit on the Stanford Teacher Education Prep advisory board, which supports efforts to strengthen the pipeline of a diverse teaching corps to Bay Area schools like ours.
Action 4.1 - The District continued in its work with Notre Dame through the Developing Our Own program, producing another cohort of District teachers who reflect our student's experince.
Action 4.2 - While the opportunity to participate in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program, the District has done a collaborative legal review with Reach University and has successfully drafted an MOU with Reach. Said MOU would support our talented and diverse classified staff to obtain their bachelor's, and then teaching credentials.
Action 4.4 - The second year of survey to certificated staff regarding recruitment and retention is allowing for a clearer read of staff job satisfaction.

Implementation Challenges:
Action 4.1 - With the closing of a small school and shrinking student population, there were not many jobs to interview candidates for at general job fairs.
Action 4.2 - Being unable to participate in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program was a setback.
Action 4.3 - The employee union/management committee to develop recruitment and retention strategies for certificated and classified staff will need a restructuring of oversight with the elimination of a position.

Non-implemented Actions:
Action 4.2 Participation in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program was changed to a partnership with Reach University. The reason for this was that the Loyola Marymount program turned out not to be an option.

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.

Action 4.3 - Actual expense includes staff salary that was not originally budgeted

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative data and qualitative indicators.

Action 4.1 The retention of staff from one year to the next improved. 93.7% of 2023-24's certificated staff returned in 2024-25. This year, 95.08% returned from the year prior.

Action 4.2 saw a significant drop in the number of teachers who responded to the survey that they intend to stay with the District until retirement. In 2024-25, the percentile was 58%. This year it was 52%. Most of this change in percentile (5%) moved from staying until retirement to staying 11-15 more years.

Action 4.3 showed a closing of the gap between the percentage of Hispanic students and Hispanic staff members. This year, Hispanic students make up 43.97% of the District's student body. Last year, 36.97% of staff were Latino. This year, that percentile grew to 39.15%. Conversely, this year 13.87% of the District's student body is Asian. Last year, 10.73% of staff were Asian, but this year, 8.24% of the staff are Asian.

Action 4.4 moved up .2% in SUHSD FTE with CLEAR category on the Teacher Assignment Monitoring Outcomes. The year prior, the percent jumped 5%, indicating that having this as a metric/goal is working, but the gains were nowhere near as great between the last two years as the one prior.

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.

For Metric 4.1, we found an error in a prior year's calculation that was corrected in this LCAP. In calculating staff retention rates for 2025-26, it was discovered that an error had been made in the 2024-25 retention rate calculation. In last year's LCAP, the percentile was incorrectly reported as 98.6%. This year, it has been updated to the correct percentile of 93.87%. Having correct percentile growth will allow us to accurately gauge growth and areas for growth.

For Metric 4.3, we changed the metric to focus on certificated staff, reflecting the diversity of our student body, since this is where improvement is needed. Including all staff caused this to not clearly reflect progress in the area where the need is.

In addition, we added metric 4.5 to increase staff development opportunities for classified staff, enabling them to invest more in their growth and enhance their work satisfaction.

Action 4.1: "School and district administration attendance at county and college recruitment fairs. Staff recruitment at universities with a high percentage of BIPOC students looking for positions in school districts." was updated to hone efforts on local agencies and now reads "Attend county and college recruitment fairs with a high percentage of BIPOC students looking for positions in local school districts." This change was made as data shows that employees already in the area are more likely to stay with the district long-term.

Action 4.2 "Participation in Loyola Marymount University’s Diversity in Leadership Program’s Aspiring Principals of Color Program" was updated to "Develop a partnership with Reach University's college diploma and teaching credential programs." This was a direct result of community input. A good deal of feedback from constituents for this year's LCAP expressed interest in the district offering further support to classified staff, and the District sees a partnership that supports both classified staff seeking bachelor's and teaching credentials. The partnership with Loyola fell through, but the decision to replace it with Reach was driven by constituent feedback.

In order to focus the work, include certficated and classified unions, and be more effective, Action 4.3 was changed from "Creation of employee union/management committee to develop recruitment and retention strategies for certificated and classified staff" to "Utilize employee unions/management committee to advise on and oversee the implementation of Goal 4."

So that it was clear the survey data was to be acted upon and not just gathered, Action 4.4 was updated from "Utilization of a survey platform to collect staff responses related to
retention and district culture" and now reads, "Utilize a survey platform to collect and act upon staff responses related to retention and district culture."

Finally, we have added Action 4.5 "Sustain and support the District's Developing Our Own program," as this has been an effective program both for diversifying our certificated staff and helping the District to sustain a fully credentialed certificated staff. This is indicated as new in the action description.

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	Recruitment	Attend county and college recruitment fairs with high percentage of BIPOC students looking for positions in local school districts.	$6,000.00	No
4.2	Diversity Outreach	Develop a partnership with Reach University's college diploma, and teaching credential programs.	$25,000.00	No
4.3	Recruitment and Retention Strategies	Utilize employee unions/management committee to advise on and oversee the implementation of Goal 4.	$30,000.00	No
4.4	Recruitment and Retention Surveys	Utilization a survey platform to collect and act upon staff responses related to retention and district culture.	$44,250.00	No
4.5	Developing Our Own	Sustain and support the District's Developing Our Own program. (Note: this is a new action)	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Reclassification rate of English Learner Students	2018-2019 - 31/1390 Reclassified/EL students enrolled 2019-2020 - 84/1373 Reclassified/EL students enrolled 2020-2021 - 71/1337 Reclassified/EL students enrolled 2021-2022 - 86/1295 Reclassified/EL students enrolled 2022-2023 - 205/1351 Reclassified /EL students enrolled Baseline: 15.7% (205/1351) English Learners reclassified in the 2022-23 school year	2023-2024 - 124/1255 Reclassified (9.9%)	2024-2025 - 123/1224 (10.1%)	16% of English Learners reclassified in the 2026-27 school year	Reclassification Rate - 5.6% decrease
5.2	English Learner Progress Indicator on the CA Dashboard	38% of English Learners in 2023 progressed at least one level on the Summative ELPAC (CA Dashboard Additional Report)	35.5% of English Learners in 2024 progressed at least one level on the Summative ELPAC (CA Dashboard)	35.8% of English Learners in 2025 progressed at least one level on the Summative ELPAC (CA Dashboard)	45% of English Learners will progress at least one level on the Summative ELPAC	ELPI indicator - 2.2% decrease
5.3	Understanding of the Reclassification process	Did not administer questions about reclassification in the parent or staff survey	2025 Parent Survey - 71% of EL parents Completely or Mostly Understand how their student was designated as an English Learner	2026 Parent Survey - 63% of EL Parents who completed the English survey - Completely or Mostly Understand how their student	80% of our EL Parents completely or Mostly Understand how their student was designated as an English Learner 45% of our EL parents	Parents: EL Classification - 8% Decrease RFEP Requirements - 7% increase Staff: EL Classification - 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			31% of EL parents understand the requirements needed for their student to be "Reclassified Fluent English Proficient" (RFEP) 2025 Staff Survey - Understanding EL Classification: Yes: 84% No: 16% Knowledge of RFEP Requirements: Yes: 62% No: 38%	was designated as an English Learner 38% of EL parents understand the requirements needed for their student to be "Reclassified Fluent English Proficient" (RFEP) 2026 Staff Survey - Understanding EL Classification: Yes: 89% No: 11% Knowledge of RFEP Requirements: Yes: 73% No: 27%	understand the requirements needed for their student to be "Reclassified Fluent English Proficient" (RFEP) 95% of our staff to understand the EL Classification 75% of our staff to have knowledge of RFEP requirements	RFEP Knowlege - 11% increase
5.4	English Learner Graduation Rate	69% of the EL Students in the 4-5 Year Cohort Class of 2023 Graduated (277/404) 67% of the EL Students in the 4-Year Cohort Class of 2023 Graduated (254/381)	71.3% of the EL Students in the 4-5 Year Cohort Class of 2024 Graduated (341/478) 69% of the EL Students in the 4-Year Cohort Class of 2024 Graduated (305/442)	69.8% of the EL Students in the 4-5 Year Cohort Class of 2025 Graduated (347/497) Source: CA Dashboard 67.2% of the EL Students in the 4-Year Cohort Class of 2025 Graduated (308/458)	75% Graduation Rate for English Learners	EL Students: 4-5 year Cohort: 0.8% increase 4-year Cohort: 0.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source:Dataquest		
5.5	English Learner Graduate A-G Completion Rate	13.4% of SUHSD EL Graduates in the Class of 2023 (34/254 EL graduates) met A-G requirements. 11.8% of SUHSD EL Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (30/254 Graduates)	12.8% of SUHSD EL Graduates in the Class of 2024 (39/305 EL graduates) met A-G requirements. 16.4% of SUHSD EL Graduates in the Class of 2024 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (50/305 EL Graduates)	17% of SUHSD EL Graduates in the Class of 2025 (53/308 EL graduates) met A-G requirements. Source:Dataquest 21.4% of SUHSD EL Graduates in the Class of 2025 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (66/308 EL Graduates) Source: CA Dashboard - additional reports	20% of SUHSD EL Graduates in the Class of 2026 will meet the A-G requirements 25% of SUHSD Graduates in the Class of 2026 will complete at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.	A-G: EL Graduations: 3.6% increase CTE: EL Graduates: 9.6% increase
5.6	Students who qualify for reclassification with a Level 3 on the Alternate ELPAC (Pathway 2)	2022-23: 22 out of 40 EL Students Tested on Alternate ELPAC and 36% of them got a Level 3	2023-24: 20 out of 29 EL Students tested on the Alternate ELPAC and 21% of them go a Level 3	2024-25 Participation 21 out of 28 EL Students tested on the Alternate ELPAC Performance: 14.3% (3/21) of those with scores attained a Level 3 Source: CDE ELPAC Results	Reclassify as many ILS students as possible who qualify for the Alternate ELPAC prior to their enrollment in TRACE	21.7% decrease in percent who qualify Less EL students overall in the denominator because more of them reclassified and no longer had to take the ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	English Learner Progress Indicator (Woodside)	32.9% of Woodside English Learners making progress on the Summative ELPAC 34.2% progressed at least one level.	All EL: 30.3% of all English Learners are making progress on the Summative ELPAC LTEL: 49.2% of the LTEL students are making progress on the Summative ELPAC All EL: 32.2% progressed at least one ELPI level.	2024-25 All EL: 23.6% of all English Learners are making progress on the Summative ELPAC LTEL: 30.2% of the LTEL students are making progress on the Summative ELPAC All EL: 24.1% progressed at least one ELPI level. Source: CA Dashboard	All EL: 35% of all English Learners are making progress on the Summative ELPAC LTEL: 55% of the LTEL students are making progress on the Summative ELPAC All EL: 40% progressed at least one ELPI level.	ELPI: All EL - decrease of 9.3% LTEL - decrease of 19% Progressing at least one level: decrease of 10.1%
5.8	Summative ELPAC Results of Dually Classified Students (Pathway 1 or 3)	2022-23: ELPAC Proficiency (Reported Disabilities/Dually Classified): 10.89%	2023-24: ELPAC Proficiency (Reported Disabilities/Dually Classified): 8.37%	2024-25 ELPAC Proficiency (Reported Disabilities/Dually Classified): 12.1% Source: CDE ELPAC Results	ELPAC Proficiency (Reported Disabilities/Dually Classified): 15%	ELPAC Proficiency (Reported Disabilities/Dually Classified): increase 1.21%
5.9	English Learner Progress Indicator (Redwood)	2022-23: All EL: 25.7% of all English Learners are	2023-24: All EL: 40% of all English Learners	2024-25 All EL: 60.8% of all English Learners	2025-26 LTEL:50% of the LTEL students are	ELPAC All EL/LTEL: 34.93% increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		making progress on the Summative ELPAC All EL: 25.7% progressed at least one ELPI level. Source: CA Dashboard	are making progress on the Summative ELPAC LTEL: 40% of the LTEL students are making progress on the Summative ELPAC All EL: 40% progressed at least one ELPI level. Source: CA Dashboard	are making progress on the Summative ELPAC LTEL: 60.8% of the LTEL students are making progress on the Summative ELPAC All EL: 60.8% progressed at least one ELPI level. Source: CA Dashboard	making progress on the Summative ELPAC All EL: 50% progressed at least one ELPI level. Source: CA Dashboard	

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.

Successful Implementation:
Action 5.1 - Bulletin was successfully implemented. Get RFEP'd course was launched.
Action 5.1 - Successfully recognized 60+ students for reclassification at the at the 1st ever soon to be Annual Board Reclassification Recognition Ceremony
Action 5.1 - Students received medals and certificates to acknowledge their reclassification completion, and seniors were especially encouraged to wear their medals at graduation.
Action 5.3 - Started the training of SUHSD staff to better understand the dashboards and monitoring students and student needs.
Action 5.8 - Redwood showed a significant improvement in reclassification rates.

Implementation Challenges:
Action 5.1 - Continuing to endeavor to reach 100% participation on the ELPAC.
Action 5.2 - Alignment with the SPED department and supporting students with an IEP still has some challenges since more staff need to be trained.

Action 5.3 - More teachers within SUHSD need to be trained on the Schoolytics and various data platforms
Action 5.7 - Need to support Woodside to identify challenges in improving EL populations struggling to progress on the ELPAC

Modified Implementation:
Action 5.1: Improved communication to families around the Get RFEP'd course.
Action 5.3 - Continuing to improve data dashboards for our feeder districts and algin to the priorities of the Stanford Sequoia Collaborative.

Non-implemented Actions: None.

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.

Action 5.1 includes salary increases due to staff negotiations and settlement

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

Action 5.1 Implementing English Learner Reclassification Bulltein demonstrated strong effectiveness, as evidenced by the celebration and community rallying around this outcome for students.
Action 5.1 shows emerging effectiveness, with reclassification rates, because our baseline was already quite high and this work has been ongoing for many years. In addition, our feeder districts started to reclassify more students before coming to high school, and there have been less LTEL students to reclassify because of these collective efforts. In the future, we will adjust our metric to focus on increasing the number of LTELs who reclassify in high school.
Action 5.7 English Learner Progress Goal shows did not achieve desired outcomes based on the ELPI, with a decreasing number of English Learners making progress on the ELPAC (from 34% to 24%). Our efforts to support Woodside with identifying root causes will be a point of interest in this upcoming school year.

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.

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
5.1	Implement English Learner Reclassification Bulletin	Implement the English Learner Reclassification Bulletin This policy provides guidelines and procedures for reclassifying English Learners (ELs), including ELs with disabilities, based on current California Department of Education (CDE) guidelines Title 5, Section 11303 of the California Code of Regulations. Reclassification is the process whereby an English Learner (EL) is Reclassified Fluent English Proficient (RFEP) after meeting various linguistic and academic criteria set forth by the CDE and the District. It is District policy to reclassify ELs upon meeting the reclassification criteria outlined in this policy, which provides three cycles designated to reclassification efforts. (Fully implemented) We've created a Reclassification ceremony to recognize our students' efforts in reclassification. Our first recognition took place in May 2025; we will continue this as a yearly recognition.	$1,140,676.00	Yes
5.2	Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities)	Align processes and procedures outlined in the "California Practitioners' Guide for Educating English Learners with Disabilities".	$0.00	No
5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	As part of the Sequoia-Stanford Collaborative, a continual effort has been placed on identifying a common local criteria across our 9 districts to support reclassifying students before entering SUHSD. In addition, this collaboration involves leveraging an internal Dashboard to share student progress of ninth graders who have graduated from the feeder districts.	$0.00	No
5.4	Systematize the process for monitoring EL and RFEP students	Create a bulletin that streamlines the procedures for monitoring the academic progress of English Learners and Reclassification of Fluent English Proficient (RFEP) Students and provides guidelines and procedures to help ensure we "provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate	$92,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student achievement in the district's regular course of study," as stated in Board Policy 6174 Education for English Learners.		
5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	Design and share reclassification procedures aligned to "California Practitioners' Guide for Educating English Learners with Disabilities" to support students who have moderate to severe disabilities and qualify for the Alternate ELPAC.	$30,382.00	Yes
5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	Building capacity among IEP teams to identify our dually classified English Learners and establish appropriate accommodations/domain exemptions on ELPAC and CAASPP to support them demonstrating proficiency in class and on the state tests.	$309,500.00	Yes
5.7	Woodside - English Learner Progress Goal	Support Woodside's implementation of the Newcomer Program by providing teachers with continuous support with PD opportunities such as Construction Meaning - Newcomer Strand. Ensure teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC through improved reclassification processes; increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels. Deepen our understanding of which EL populations are struggling to progress one level through our analytics tools.	$227,481.00	Yes
5.8	Redwood - English Learner Progress Goal	Ensure Redwood teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Decrease the percentage of students declining one level on the ELPAC by	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		analyzing the data of various student groups within our EL population. Work closely with the BRT at Redwood to support the majority of the school population who are LTELs working on credit recovery towards graduation. English Learners not showing progress in advancing levels on the Summative ELPAC- Only 25.7% making progress towards English language proficiency and only 33.3% progressed at least one level. Focus on English Learners to support their growth. Ensure teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC through improved reclassification processes; increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels. Deepen our understanding of which EL populations are struggling to progress to the next level using our analytics tools. Source: English Learner Progress Indicator on the CA Dashboard for Redwood Redwood has surpassed the goal and has shown significant improvement for their EL population. Improving their EL progress from 25.7% making progress on the Summative ELPAC, to 60.8%. This significant effort demonstrates the growth that can be achieved with dedicated support staff focused on this goal.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Redwood has met all graduation goals and is no longer under CSI as per the original intent for this goal. However, Redwood continues to be identified as an Equity Multiplier recipient due to non-stability rates greater than 25% in the prior year and socioeconomically disadvantaged pupil rates greater than 70%. Support for these continued actions will come from the use of equity multiplier funding. Reviewing the data, best practices, and consulting with all stakeholders, Redwood is continuing the commitment to the original goal and metrics to ensure continued success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rate of all students (Redwood)	The overall graduation rate: 64.5% Source: CA Dashboard 4-year cohort in 2021-22 was 62.6% (82/131). 5-year cohort for 2022-23 was 71.6% (96/124). 4 year cohort in 2022-23 was 62.6% (82/131) Source: Dataquest	The overall graduation rate: 76.7% Source: CA Dashboard 4 year cohort in 2023-24 was 60.6% (77/127) 5-year cohort for 2023-24 was 76.7% (99/129). Source: Dataquest	The overall graduation rate for Class of 2025: 67.4% Source: CA Dashboard Four year cohort in 2024-25 was 62.1% (72/116) Five year cohort in 2024-25 was 86.9% (113/130)	Graduation rate in 2026-27 will be at least 68%.	2.9% increase in overall graduation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: Dataquest		
6.2	Graduation rate of EL students (Redwood)	EL graduation rate: 58.3% Source: CA Dashboard 2021-22 Five year cohort was 64.6% (31/48). 2022-23 Five year cohort was 73.5% (36/49). 2022-23 Four year Cohort was 64.6% (31/48) Source: Dataquest	EL graduation rate: 73.7% Source: CA Dashboard 2023-24 Four year Cohort was 54.5% (30/55) 2023-24 Five year cohort was 75.4% (43/57) Source: Dataquest	EL graduation rate: 62.9% Source: CA Dashboard Four year cohort for EL Grads in 2024-25 was 55.8% (29/52) Five year cohort for EL Grads in 2024-25 was 87% (40/46) Source: Dataquest	Graduation rate for EL students in 2026-27 will be at least 68%.	5.4% increase in EL graduation rate
6.3	Graduation rate of Hispanic students	Hispanic graduation Rate: 60.5% Source: CA Dashboard 2021-22 Four-year cohort was 59% (59/100). 2022-23 Five-year cohort was 60.5% (69/114). 2022-23 Four-year cohort was 62.6% (82/101) Source: Dataquest	Hispanic graduation Rate: 76.1% Source: CA Dashboard 2023-24 Four-year cohort was 56.3% (58/103) 2022-23 Five-year cohort was 73.3% (77/105).	Hispanic graduation Rate: 64.5% Source: CA Dashboard 2024-25 Four-year cohort Hispanic Grad Rate was 58.9% (56/95) 2024-25 Five-year cohort Hispanic Grad Rate was 86% (92/107) Source: Dataquest	Graduation rate for Hispanic students in 2026-27 will be at least 68%.	4.0% increase in Hispanic Graduation Rate
6.4	Graduation rate of Socio-Economically	SED Graduation Rate: 63% Source: CA Dashboard	SED Graduation Rate: 75.9%	SED Graduation Rate: 66.7%	Graduation rate for SED students in	3.7% increase in SED Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged students (Redwood)	2021-22 4-year cohort graduation rate was 59.5% (72/121). 2022-23 5-year cohort graduation 69.4% (86/124). 2022-23 Four year Cohort was 64.6% (31/48) Source: Dataquest	Source: CA Dashboard 2023-24 Four-year cohort graduation rate was 58.7% (71/121) 2023-24 Five year cohort graduation rate was 75.6% (93/123)	Source: CA Dashboard 2024-25 Four-year cohort SED graduation rate graduation rate was 60.6% (63/104) 2024-25 Five-year cohort SED graduation rate graduation rate was 86.8% (105/121) Source: Dataquest	2026-27 will be at least 68%.	
6.5	Parental Involvement and Family Engagement (Redwood)	Building Relationships Between School Staff and Families (Level 3 - Initial Implementation) Building Partnerships for Student Outcomes (Level 3 - Initial Implementation) Seeking Input for Decision-Making (Level 3 - Initial Implementation)	Building Relationships Between School Staff and Families (Level 3 - Initial Implementation) Building Partnerships for Student Outcomes (Level 3 - Initial Implementation) Seeking Input for Decision-Making (Level 3 - Initial Implementation)	Building Relationships Between School Staff and Families (Level 3 - Initial Implementation) Building Partnerships for Student Outcomes (Level 3 - Initial Implementation) Seeking Input for Decision-Making (Level 3 - Initial Implementation)	Building Relationships Between School Staff and Families (Level 5 - Full Implementation and Sustainability) Building Partnerships for Student Outcomes (Level 5 - Full Implementation and Sustainability) Seeking Input for Decision-Making (Level 5 - Full	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Local Indicator Self-Reflection Tool for Parent Involvement	Source: Local Indicator Self-Reflection Tool for Parent Involvement	Source: Local Indicator Self-Reflection Tool for Parent Involvement	Implementation and Sustainability)	
6.6	Attendance Rates (Redwood)	2022-23 Attendance Rates: SED Full Year Period Attendance - 67.9% SED Full Year Partial Day/Daily Attendance - 73.4% EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 75.6%	2023-24 Attendance Rates: SED Full Year Period Attendance - 77.4% SED Full Year Partial Day/Daily Attendance - 83.4% EL Full Year Period Attendance - 76.3% EL Full Year Partial Day/Daily Attendance - 83.0%	2024-25 Attendance Rates: SED Full Year Period Attendance - 74% SED Full Year Partial Day/Daily Attendance - 82% EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 79.4% Source: SUHSD Dashboard	Goal: SED Full Year Period Attendance - 80% SED Full Year Partial Day/Daily Attendance - 85% EL Full Year Period Attendance - 80% EL Full Year Partial Day/Daily Attendance - 85%	Attendance Rates SED Full Year Period Attendance - 6.1% increase SED Full Year Partial Day/Daily Attendance - 8.6% increase EL Full Year Period Attendance - no change EL Full Year Partial Day/Daily Attendance - 3.8% increase
6.7	Reclassification Rate (Redwood)	Reclassification Rate: 5/72 (6.94%)	Reclassification Rate: 5/57 (8.77%)	2024-25 Reclassification Rate: 15/58 (25.9%)	15%	Increase of 18.96%

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.

Successful Implementation:

Action 6.1–6.3 Community Liaison and counseling supports were successfully implemented, providing targeted, relationship-based interventions that address non-academic barriers impacting student success. This includes 127 documented family contacts and direct counseling support for 63 students.
Action 6.1–6.3 The Community Liaison effectively connected students to alternative pathways, including JobTrain (16 students) and Adult School (5 students), expanding postsecondary and career opportunities aligned to student needs.
Action 6.4–6.5 The Bilingual Resource Teacher role was fully implemented, resulting in 7 student reclassifications and multiple Individualized Reclassification Plan (IRP) meetings, strengthening support for English Learners and increasing access to academic opportunities.
Action 6.6 The After School HUB was successfully established as a central support system, contributing to increased academic engagement, credit completion, and postsecondary readiness. This is evidenced by 39 students graduating by the end of the fall semester, a significant increase from prior years.
Action 6.6 Within the HUB, the Hire Ready Program served over 50 students, providing support with resumes, job applications, and interview preparation, reinforcing the connection between graduation and postsecondary planning.
Action 6.7 Expanded Study Hall sections (five total) provided structured in-school time for credit recovery through Edgenuity, supporting 66 students in enrolling in courses and completing 60 courses to date.
Action 6.8 Clear identification of literacy as a root cause impacting graduation rates, course failure, and credit deficiency and development of a targeted Reading Intervention class prioritizing EL, LTEL, Hispanic, and SED students and establishment of a schoolwide literacy focus, including planned professional development and coaching for teachers

Implementation Challenges:

Action 6.1–6.3 While outreach efforts are in place, there is a need for more consistent and structured family engagement systems, particularly for English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students.
Action 6.1–6.3 Student motivation and consistent attendance remain ongoing challenges, especially for students balancing work and family responsibilities, impacting the overall effectiveness of interventions.
Action 6.4–6.5 Although progress has been made in reclassification, the overall number of English Learners reclassified remains an area for growth, requiring continued emphasis on awareness, monitoring, and targeted support.
Action 6.6 Full utilization of the After School HUB is still developing, with opportunities to increase consistent student participation and maximize impact across all student groups.
Action 6.7 While Study Hall and Edgenuity access are effective, some students struggle with pacing, course completion, and sustained engagement, indicating a need for additional monitoring and accountability structures.
Action 6.8 Consistency of literacy strategy implementation across all teachers and content areas remains a challenge. Need for sustained and ongoing professional development and coaching to build staff capacity and ensure high-quality instruction

Overall Challenge Despite strong implementation of actions, the 2025 decline in graduation rates, particularly among EL, LTEL, Hispanic, and SED students, indicates a need for greater consistency, intensity, and alignment of supports.

Modified Implementation:

Action 6.1–6.3 The Community Liaison role is being refined to include structured outreach cycles, increased parent engagement opportunities, and individualized attendance intervention plans to improve consistency and impact.

Action 6.1–6.3 Increased collaboration between the Community Liaison, counseling team, and administration is being implemented to strengthen real-time monitoring of attendance and credit completion.
Action 6.6 The After School HUB is being enhanced with more intentional programming, including expanded academic supports and stronger connections to graduation pathways and postsecondary planning.
Action 6.7 Study Hall structures are being refined to include increased progress monitoring, clearer expectations, and additional support for students needing acceleration or intervention.
Action 6.8 Initial rollout of literacy strategies across content areas is underway, with growing teacher awareness and implementation of academic vocabulary and reading supports.
Diagnostic assessment systems are being introduced to identify student reading levels and monitor progress and early efforts to integrate literacy into Tier 1 instruction are showing promise but are not yet consistent across all classrooms
Non-Implemented Actions:

All actions under Goal 6 have been implemented at least partially, with most actions fully operational. Variances in outcomes are attributed to implementation consistency and intensity rather than lack of execution.

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.

No material differences between budget and estimated actuals.

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

Based on our analysis of metrics and outcomes, the implementation of actions under Goal 6 showed varying levels of effectiveness in increasing graduation rates, as demonstrated by both quantitative data and qualitative indicators.

Actions 6.1–6.3 (Community Liaison and Counseling Support) demonstrated moderate to strong effectiveness, as evidenced by 127 family contacts, 63 students receiving ongoing counseling support, and successful connections to alternative pathways such as JobTrain and Adult School. These actions have strengthened student engagement and addressed non-academic barriers. However, the 2025 decline in graduation rates, particularly among English Learners and Socioeconomically Disadvantaged students, suggests that greater consistency and increased intensity of outreach and monitoring are needed to sustain impact.

Actions 6.4–6.5 (Bilingual Resource Teacher) show emerging effectiveness, as evidenced by student reclassification outcomes and increased participation in Individualized Reclassification Plan (IRP) meetings. While progress is evident, the number of reclassified students indicates an opportunity to refine strategies and potentially expand metrics to focus more specifically on Long-Term English Learners and sustained academic progress.

Action 6.6 (After School HUB) demonstrated strong effectiveness, particularly in supporting credit completion and postsecondary readiness. This is evidenced by the increase in mid-year graduates (39 compared to 19 in the previous year) and over 50 students utilizing the Hire

Ready Program. These outcomes indicate that providing structured academic and career support outside of the traditional school day is a high-impact strategy.

Action 6.7 (Study Hall and Edgenuity Access) demonstrated moderate effectiveness, with 66 students participating and 60 courses completed. This action has successfully increased access to credit recovery for students balancing external responsibilities. However, variability in course completion and pacing suggests a need for enhanced progress monitoring and accountability structures to maximize effectiveness.

Action 6.8 (Literacy support) demonstrating emerging effectiveness, with strong alignment to student needs and a solid foundation for long-term impact. However, its full effectiveness has not yet been realized. Continued focus on consistent implementation, ongoing professional development, and robust progress monitoring will be essential to ensure that improvements in literacy translate into measurable gains in course completion, credit accrual, and graduation rates.

Overall Goal 6 Outcomes did not fully meet desired results based on 2025 graduation rate data, which declined to 67.4%, with disproportionate impacts on English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students. While several actions are clearly contributing to student progress, the data indicates a need to refine implementation, strengthen engagement strategies, and improve alignment across supports.

Moving forward, efforts will focus on increasing intentional outreach, strengthening student motivation systems, and improving real-time monitoring of attendance and credit completion, with a particular emphasis on accelerating outcomes for the highest-need student groups.

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.

Goal 6 demonstrates that LCAP-funded actions are appropriately aligned to student needs and are contributing to improved access, engagement, and credit completion. Evidence such as increased mid-year graduates highlights the effectiveness of these supports. However, the decline in 2025 graduation rates and persistent subgroup disparities indicate a need to move from implementation to refinement and coherence. The addition of Action 6.8 represents a strategic shift to address literacy as a foundational barrier. Moving forward, the focus will be on strengthening consistency, deepening integration of supports, and using data more intentionally to ensure sustained and equitable improvements in graduation outcomes.

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
6.1	Community Liaison	Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for all students.	$100.00	Yes
6.2	Community Liaison	Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for EL, Long Term EL, and SED students.	$120,160.00	Yes
6.3	Community Liaison	Retain the Community Liaison and Intervention Counselor Positions to support improved attendance rates, leading to improved graduation rates for all students.	$50.00	Yes
6.4	Bilingual Resource Teacher	Maintain FTE of Bilingual Resource Teacher to further serve EL students and their families.	$192,537.00	Yes
6.5	Bilingual Resource Teacher	Maintain FTE to make Bilingual Resource Teacher full time to further serve English Learner, and Low Income students.	$50.00	Yes
6.6	Afterschool Hub	Support the Redwood afterschool program to offer additional supports for students to provide academic success towards graduation.	$24,000.00	No
6.7	Staff Development and Support for Afterschool Hub	Maintain Intervention Counselor to better support students and the Hub.	$95,090.00	Yes
6.8	Literacy Support	Provide literacy coaching and a reading class	$90,656.00	Yes

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
$6,952,949	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.319%	0.000%	$0.00	6.319%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions rooted in neuroscience of behavior and motivation as facilitated by bilingual Community Liaisons. **Need:** Baseline: English Learners chronic absenteeism rate (37.8%, DataQuest, 2023-	This action is being provided LEA-wide, since all of our schools have a significant number of English Learners to be served, and SUHSD is funding Community Liasions and Mental Health support at all sites, which benefits all students receiving these services, who are struggling to connect and regularly attend school. As there continues to be a large disparity in chronic absenteeism of English Learners	Metric #1.1 English Learner chronic absenteeism rate.

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
	24) is substantially higher than all students (19.3%, DataQuest, 2023-24). 2024-25: English Learners chronic absenteeism rate (38.9%, DataQuest, 2024-25) is substantially higher than all students (19.5%), DataQuest, 2024-25) This data suggests a need to more fully engage our English Learners and provide necessary supports to ensure attendance is a priority among this subgroup. **Scope:** LEA-wide	compared to all students, the team of district Bilingual Community Liaisons will continue to focus on English Learner students as a first priority in the early identification of students needing intervention. They will prioritize these students in their casing meetings with site intervention teams, and leverage their expertise in trauma-informed practices, implicit bias, and restorative practices. At each tier of intervention need, English Learners will continue receiving first priority for staff support; this includes home visits, referrals for school-based and community resources, transportation and housing support, etc. This is the most effective use of LCFF funds to meet our goals for English Learners because evidence shows that building strong familial-school relationships results in increased engagement of students and collaboration with parents/families. This builds a system of trust that increases students' feelings of belonging, thus increasing student attendance.	
1.3	**Action:** Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies and SMCOE Restorative Practice guidelines. **Need:** The data shared below about the suspension rates of our EL and SED students at Carlmont suggest that a targeted effort of implementation for Restorative Practices grounded in CASEL/Transformative Social	This action is schoolwide because all students benefit from the Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies. While the suspension rates at these schools triggered a more conscious focus on the EL and SED population of students, the students who are impacted by this initiative extend beyond these subgroups and benefit the entire population of students to improve school climate. While the gap has closed more than 5% in the previous year of suspension data of EL and SED subgroups when compared to all students, bilingual staff will continue to work directly with	Metric #1.7 Suspension rate

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
	Emotional Learning competencies and SMCOE Restorative Practice guidelines can support our approach to engage these students. Data suggests that these students may not be engaging in school or struggling in their relationship to connect with others at school. Carlmont EL and SED suspension rates (5.2% and 4.2%, respectively, CA Dashboard 2024) are substantially higher than all Carlmont students (2%, CA Dashboard, 2024). **Scope:** Schoolwide	identified subgroups to provide proactive Restorative Practices and responsive Restorative Justice interventions to reduce the suspension rate. These actions will also be supported by providing increased alternative-to-suspension interventions to these subgroups of students through Restorative Practices and Justice interventions. This is the most effective use of LCFF funds to meet our goals for EL and SED students because evidence shows that effective implementation of restorative practices helps foster stronger relationships, improving school climate, and increasing students' conflict resolution skills. This will result in lower suspension rates for EL and SED students.	
2.1	**Action:** Increase effective student use of accommodations and accessibility tools on CAASPP, and improve proctors' knowledge and familiarity of the students' needs in the testing rooms. **Need:** 2023 Dashboard: 11th grade performance on CAASPP, There is a gap between English Learners and Low Income students compared to all students in their performance on the CAASPP (e.g., In Spring 2023, 70% of all students met or exceeded standards in ELA, while 8% of English Learners and 36% of Socioeconomically Disadvantaged students met or exceeded standards in ELA). Similarly the gap exists in math as well, where 50% of all students met or exceeded standards in	All 11th graders are required to take the CAASPP, and therefore, we will address the needs of all students taking this assessment. However, students services to support EL and SED students will be particularly identified above and beyond all students by targeting 11th graders in EML Math classes in Algebra II and below and English III, as well as Academic Literacy. This action addresses the need identified by the data as there is evidence to suggest that SUHSD students are not meeting their full potential on this assessment. The Graduation rates, A-G rates, AP Participation rates and College Going rates all indicate that a greater percentage of our students are graduating and attending college than meeting or exceeding standards on the CAASPP (especially in Math). This is why this action is LEA Wide.	Metric 2.4: Percent of students meeting or exceeding standards on ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math and 0.4% of English Learners and 12% of Socioeconomically Disadvantaged students met or exceeded standards in Math. 2024 Dashboard: Groups Requiring Additional Support: English Learners (125.2 points below standard in ELA, 186.5 below in Math) Long-Term English Learners (159.2 points below standard in ELA, 202.4 below in Math) Hispanic students (53.7 points below standard in ELA, 134.9 below in Math) Socioeconomically Disadvantaged students (64.9 points below standard in ELA, 144.1 below in Math) Students with Disabilities (99.8 points below in ELA, 255.3 below in Math) Homeless students (169.3 points below in ELA, 208.6 below in Math) 2025 Dashboard: Groups Requiring Additional Support: English Learners: ELA - 117.4 points below standard (Orange) Math- 180.2 points below standard (Orange) Long Term English Learners: ELA - 139.3 points below Standard (Orange) Math - 207.6 points below standard (Red) Hispanic: ELA - 37.3 points below standard (Yellow) Math - 120.8 points below standard, (Orange)	This action will go above and beyond to address the needs of EL and Socioeconomically disadvantaged students as the particular language and accessibility tools that are available on the CAASPP have not been leveraged enough to support students to demonstrate their full potential. More practice in the classrooms that have a higher concentration of EL and SED students will allow for these students to engage with the practice materials and become more familiar with the testing experience, in particular the EL Newcomers who are juniors and still required to take the math assessment. In addition, it is possible that SED students might not have as much opportunity to practice test taking skills at home or with a tutor, so embedding these exercises into the curriculum at school will be most supportive for these EL and SED students. This is the best use of funds as it is targeted to EL and SED students, but will impact the entire testing population. SUHSD hopes that EL and SED students can better demonstrate their abilities on the CAASPP with this action. Six weeks prior to the Spring 2026 testing window, synchronous, teacher guided presentations were shared with Case Managers and EML teachers. Teachers were asked to review slides and activities with their students in Study Skills and EML courses. There were two sets of curated presentations to address the specific needs of the 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
	Pacific Islander ELA - 53.7 points below standard (No Color) Math - 143.6 points below standard (No Color) SED ELA - 64.9 points below standard (Orange) Math- 137.4 points below standard (Orange) Students with Disabilities: ELA - 97.5 points below (Red) Math - 173.8 points below standard (Red) Recommendations for LCAP Focus English Proficiency for Long-Term English Learners with focus on CAASPP ELA Additional targeted interventions for Hispanic students in both ELA and Mathematics Continued support for Students with Disabilities, particularly in Mathematics Expansion of successful practices that have shown positive results in Mathematics to other areas The district has made notable progress in the 2024 Dashboard, particularly in Mathematics and reducing the number of student groups in the lowest performance categories. However, significant work remains to address performance gaps for English Learners and other historically underperforming student groups. We will continue to monitor the effectiveness of our actions through metrics: 2.1, 2.4, 2.5 and 2.6.	• Slides for Case Managers, Canvas Quiz in Module for Accommodations (est time: 10-20 min) • Slides for EML Math and Science Teachers, Canvas Quiz in Module for Translations (est time: 10-20 min)	

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		
2.4	**Action:** Implement strategic staff, family and student outreach campaign…to increase awareness of CAASPP's importance for students. **Need:** This action prioritizes the needs of English Learners, Foster Youth and Low Income students as compared to all students because the communication with these families increases awareness and multiple opportunities to engage these families, without relying on word-of-mouth or one form of communication. Having multiple strategic communication efforts with these families gives us a chance to ensure greater connection and outreach, in Spanish, and makes it known that attendance for the CASSPP is essential for the Early Assessment Program (EAP) to count for CSU matriculation in the college level English and Math courses. This has come up as an area of need, particularly from our Spanish-Speaking families as an area of improvement for communication. 2023 Dashboard: There is a gap between English Learners and Low Income students compared to all students in their performance on the CAASPP, which measures the Early Assessment Program (e.g., In Spring 2023, 70% of all students met	This action will address the unique identified needs of our English Learners, Foster Youth and Low Income unduplicated student groups because the materials available in Spanish provide an important connection in their native language, which gives a stronger sense of families commitment to participate in the assessment process and their child's education, and reduces barriers caused by language differences. This is an district wide action particularly as we market the CAASPP as an important assessment for students, even though they only take it in 11th grade, it should be something students are getting ready for in 9th, 10th and 11th and something that the seniors remember as an opportunity to showcase what they learned. While 70.4% of Juniors in Spring 2023 were prepared or conditionally prepared for Early Assessment Program (EAP) in ELA, and 49.87% of Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math, this percentage is lower than the percent of students who meet A-G requirements to apply to college and lower than the percent of students who attend college within 12 months of graduating from SUHSD. This action will be the best use of funds because it will increase students' and families awareness around the importance of this assessment and how it has an impact on their future.	Participation Rate on CAASPP (Metric 2.2) Percent Prepared or Conditionally prepared on the Early Assessment Program (Metric 2.4)

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
	or exceeded standards in ELA, while 8% of English Learners and 36% of Socioeconomically Disadvantaged students met or exceeded standards in ELA). Similarly the gap exists in math as well, where 50% of all students met or exceeded standards in Math and 0.4% of English Learners and 12% of Socioeconomically Disadvantaged students met or exceeded standards in Math. This measure directly relates to students ability to place without remediation in a CA State University program. In addition, performance on the CAASPP is included in the eligibility to qualify for the State Seal of Bilteracy. In Spring 2023, 38% of all students met the qualifications, while 33% and 12.5% of English Learners met the qualifications for the State Seal of Biliteracy. We have not been able to reach 95% participation particularly among our EL, SED students. While we reached 92% in ELA for All students and 91% in Math for All students our participation rates for these subgroups were lower: English Learner Participation (84% ELA/81% Math) Socioeconomically Disadvantaged (86% ELA/83% Math) Foster Youth: (17% ELA, 33% Math) 2024 CA Dashboard: CAASPP Participation Rates increased in ELA and Math for English Learners, SED students, SWD, African American students, Hispanic	To increase student awareness for six weeks leading up to the opening of the testing window, we published a new district-wide Canvas course (for all 11th graders), advertised through Canvas “global” announcements and asked students to complete Canvas quizzes to learn about the CAASPP and CAST and to practice some of the item types and universal tools. Participation in the challenges earned students entry into weekly raffles for fun prizes.	

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	students. In addition, participation rates increased for Pacific Islanders in Math. However, the percent of students showing preparedness or conditional preparedness in the EAP had the following change from the prior year: All Juniors ELA: Decreased 2.71% Math: Decreased 0.32% EL Juniors ELA: Decreased 6.1% Math: Increased 0.84% SED Juniors ELA: Increased 0.76% Math: Increased 0.2% SWD Juniors ELA: Increased 14.17% Math: Increased 5.81% Hispanic Juniors ELA: Decreased 3.82% Math: Decreased 1.7% As such, the outreach to these groups is particularly necessary to help us reach our goals and increase students awareness of the importance of this assessment. 2025 CA Dashboard: 2024-25 ELA/Math Participation Rates		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner (90%/88%) Long Term English Learner (90%/87%) Socioeconomically Disadvantaged (91%/89%) Students with Disabilities (84%/83%) African American (95%/93%) Hispanic (91%/90%) Pacific Islander (87%/87%) 66.23% of Juniors in Spring 2025 were prepared or conditionally prepared for EAP in ELA 48.16% of Juniors in Spring 2025 were prepared or conditionally prepared for EAP in Math 3.11% of EL Juniors in Spring 2025 were prepared or conditionally prepared for EAP in ELA 3.43% of EL Juniors in Spring 2025were prepared or conditionally prepared for EAP in Math 37.05% of SED Juniors in Spring 2025were prepared or conditionally prepared for EAP in ELA 15.11% of SED Juniors in Spring 2025 were prepared or conditionally prepared for EAP in Math		

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	27.36% of SWD Juniors in Spring 2025 were prepared or conditionally prepared for EAP in ELA 11.69% of SWD Juniors in Spring 2025 were prepared or conditionally prepared for EAP in Math 42.43% of Hispanic Juniors in Spring 2024 were prepared or conditionally prepared for EAP in ELA 17.81% of Hispanic Juniors in Spring 2024 were prepared or conditionally prepared for EAP in Math This action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students. Outreach to our EL and Low Income families about the importance of this assessment is needed particularly for families who are unfamiliar with the Early Assessment Program, which translates into a placement without remediation in a California State University program as well as the State Seal of Bilteracy. We can address this action through multiple avenues including our 11th graders in AVID, our 11th graders participating in English Learner services and outreach through teachers who specifically have EL and Low Income students in their classrooms through the use of Canvas courses.		

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	We will monitor our performance on these actions with Metrics related to participation (2.2) and preparedness on the EAP (2.4). **Scope:** LEA-wide		
2.5	**Action:** Support standards-aligned instruction through professional development and curriculum, including language acquisition programs and professional development for teachers for Long-Term English Learners. **Need:** Data from 2023: While 70.4% of our juniors overall met or exceeded standards on the CAASPP in ELA, only 8.4% of our EL Juniors met or exceeded standards on the CAASPP in ELA and 36.2% of our SED Juniors met or exceeded standards in ELA. While 49.87% of our juniors overall met or exceeded standards on the CAASPP in Math, only 0.8% of our EL Juniors met or exceeded standards on the CAASPP in Math and 12.1% of our SED Juniors met or exceeded standards in Math. In addition, 51.67% of students who took the Spring 2023 CAST met or exceeded standards, while 0.8% of EL students who took the Spring 2023 CAST met or exceeded standards and 14.1% of SED students who	This action supports the learning of our EL and SED students in their classes, who are enrolled in every school in our district. ELs in SUHSD can be enrolled in English Language Development levels 1-3, along with content area courses designed for Newcomer ELs–Emerging Multilingual Learner (EML) sections. Students in these classes benefit from designated ELD in ELD 1-3 and integrated ELD in their EML content area classes. Teachers receive training and support to become familiar with ELD standards and for methods to integrate them into their classes. Additionally, teachers receive professional development and coaching to instructional strategies to support receptive and expressive, oral and written language acquisition. For example, we have a Newcomer strand for Constructing Meaning to support English Learners students in their first three years of English Language Development and in addition our SED students, who are also in need of academic language support, will be in courses taught by teachers who have participated in this training. Over 50% of ELs in SUHSD are enrolled in mainstream, grade-level courses. Training for content area teachers in the area of integrated ELD supports our ELs who are not enrolled in ELD or EML courses. This training also supports	The performance of EL and SED students on the CAASPP and the CA Dashboard (Metrics 2.1, 2.4, 2.5) In addition, we will monitor the implementation of our professional development offerings to teachers (Metric 2.3)

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	took the Spring 2023 CAST met or exceeded standards. Data from 2024: We have seen some improvement for the CAASPP according to the CA Dashboard with English Learners showing improvement in ELA and Math, LTEL showing improvement in Math, Hispanic students showing improvement in Math, Pacific Islanders maintaining in Math, SED students showing improvement in ELA and Math, and Students with Disabilities showing the most significant improvement in ELA and Math. However, our LTEL students showed a decline in ELA, as did our Pacific Islanders. In addition, in Science: 49.65% of students who took the Spring 2024 CAST met or exceeded standards. 0.0% of EL students who took the Spring 2024 CAST met or exceeded standards. 13.5% of SWD students who took the Spring 2024 CAST met or exceeded standards. 15.1% of SED students who took the Spring 2024 CAST met or exceeded standards. Data from 2025:	teachers to apply integrated ELD to their courses and to support language development including academic and disciplinary-specific language. There is also additional training for teachers to go above and beyond for our SED and EL students enrolled in English support and intervention classes. This action will go above and beyond to address the gap identified for EL and SED students by offering professional development and training directly connected to the needs of the unduplicated student groups. We will equip teachers with tools for supporting academic language development while giving access to grade level content. This action is the best use of funds because English learners and SED students have some of the poorest outcomes, as measured by graduation rates, A-G completion, rates, and standardized test scores, in our district. Further, professional learning to support these subgroups will also further the instructional strategies to meet the needs of all students. We hope that this action will serve ELs (newcomers and all others) by building capacity of teachers to target their language development needs while supporting content-area knowledge. We also believe that these actions will help improve the performance of students on the assessments through by aligning their instructional program more tightly with the ELD standards across all of their classes and give more students	

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	47.2% of students who took the Spring 2025 CAST met or exceeded standards. 2.73% of EL students who took the Spring 2025 CAST met or exceeded standards. 11.89% of SWD students who took the Spring 2025 CAST met or exceeded standards. 17.06% of SED students who took the Spring 2025 CAST met or exceeded standards. **Scope:** LEA-wide	the tools to access academic vocabulary and language development across their courses in high school. Feedback from SUHSD teachers has been resoundingly positive. This is what we've heard: "This is my first time doing this CM training and it was amazing. I learned many strategies that I can use right away. This last session was really engaging and actually seeing teachers in action was really eye opening. I am excited for the final part of this PD and would take this again. Lastly, the instructors set the expectations for the cohort from day one and they were always supportive." "I found strategies to help me better serve my EML students. I'm very excited to implement these strategies not only to help them with their language skills but also to increase engagement." "This was the most painless and stress-less PD I have ever participated in. The timing was perfect, it didn't feel rushed, it was just top tier all round." We will continue this effort in 2026-27 school year.	
3.5	**Action:** Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside) **Need:** Class of 2023: Woodside EL Students prepared in the CCR Indicators: 6.8%	This action is provided schoolwide and supports all students because CTE pathways are available to all students at these schools and targeted recruitment extends beyond these specific subgroups. The specific recruitment of EL students can support this initiative, but we don't exclusively recruit EL students as CTE pathways are open to all.	Metric 3.6 and 3.7: Increase EL students meeting CCR Indicators at Sequoia and Woodside.

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	Sequoia EL Students prepared in the CCR Indicators: 6.7% 2024: Woodside EL Students prepared in the CCR Indicators: 15.3% Sequoia EL Students prepared in the CCR Indicators: 8.8% 2025: Woodside EL Students prepared in the CCR Indicators: 31% Sequoia EL Students prepared in the CCR Indicators: 19% **Scope:** Schoolwide	2023 Reflection: Provide supports that help students meet CCR requirements: The CTE Coordinator will work in collaboration with the Counselors, District Administrators, Site Administrators and Staff to support the continual examination of data to highlight the gap that exists for our EL and SED students, particularly as it pertains to completing CTE Pathways and requirements for the State Seal of Biliteracy. This data-driven process will ensure we can quickly identify missing actions for students and provide appropriate interventions to support their college and career goals. This action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners and low income students by ensuring they are enrolled in CTE pathways and/or dual credit courses earlier (i.e. 10th grade instead of 11th or 12th grade) so that they have the opportunity to complete a CTE pathway and dual credit course, leverage CTE and Dual Enrollment grant funds to provide support to EL students taking a dual enrolled course (i.e. provide Bilingual Instructional Associate), and working with the community college partners to leverage support systems to help EL students successfully complete one or more dual enrolled courses. Dual enrollment courses not only provide students with the opportunity to earn free college credits while in high school but they also provide access to all college services including healthcare and the food pantry as well as opportunities for students to	

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		connect with faculty at the partner college and learn about programs such as PROMISE which provides students with two free years of college post-graduation. SUHSD has also applied for Golden State Pathway Program funding to develop an academy-type program for EL students at Sequoia and Woodside High Schools which will provide them with the opportunity to complete a CTE pathway, earn a minimum of 12 college credits, and their state seal of biliteracy. 2024 Reflection: We have received Golden State Pathway Program funding for planning and implementation, and we intend to continue supporting EL students through this grant at Woodside and Sequoia, providing more opportunities for our EL students to complete a CTE pathway. In addition, with the changes in the requirements from the State for the Seal of Biliteracy, we have seen an uptick of EL students qualifying for this impressive recognition. 2025 Reflection: EL students prepared in the CCIs at both Sequoia and Woodside have significantly increased. The CTE Coordinator will continue to work in collaboration with the Counselors, District Administrators, Site Administrators and Staff to support the continual examination of data to highlight the gap that exists for our EL and SED students, particularly as it pertains to completing CTE Pathways and requirements for the State Seal of Biliteracy. Implementation of the Golden State Pathways Program will also begin next year,	

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		increasing the number of students who will have the opportunity to complete a CTE pathway, earn at least 12 college credits, and receive the state seal of biliteracy.	
3.11	**Action:** Credit Recovery and Enrichment **Need:** 2023: Credit recovery. The gap in graduation rates to demonstrate the need for English learners and low income students is as follows: 91% of SUHSD Students in the 4-5 Year Cohort Class of 2023 Graduated (2060/2263) 91% of SUHSD Students in the 4-Year Cohort Class of 2023 Graduated (2027/2228) 69% of the EL Students in the 4-5 Year Cohort Class of 2023 Graduated (277/404) 67% of the EL Students in the 4-Year Cohort Class of 2023 Graduated (254/381) 82% of the SED Students in the 4-5 Year Cohort Class of 2023 Graduated (803/979) 82% of the SED Students in the 4-Year Cohort Class of 2023 Graduated (774/949) 2024: 90.7% of SUHSD Students in the 4-5 Year Cohort Class of 2024 Graduated (2107/2324) 90.5% of SUHSD Students in the 4-Year Cohort Class of 2024 Graduated (2061/2227)	2023 Reflection: Gives students time to make up courses needed for graduation and improve English skills. This action will go above and beyond to address the needs identified by the data, and prioritize English learners and low-income students by providing priority enrollment to EL and SED students for summer school and early identification for online credit recovery as an academic intervention. This allows EL and SED students to increase their credit attainment towards graduation. 2024 Reflection: Continue to review platforms and programs for credit recovery with better options for English Learners, who have distinct language needs, and to continue to expand offerings of college dual credit classes for our EL students, some of whom qualify for AB 2121. This action is one of the most effective use of LCFF funds to meet the district's goals for its unduplicated student groups because students need the opportunity to meet graduation requirements so they can obtain a high school diploma, and/or to improve their course grades to become eligible to apply to UC/CSU and pursue post-secondary goals.	Metric 3.2: Graduation rates for EL and SED students compared to the overall population.

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	71.3% of the EL Students in the 4-5 Year Cohort Class of 2024 Graduated (341/478) 69% of the EL Students in the 4-Year Cohort Class of 2024 Graduated (305/442) 81.2% of the SED Students in the 4-5 Year Cohort Class of 2024 Graduated (802/983) 80.8% of the SED Students in the 4-Year Cohort Class of 2024 Graduated (757/937) 2025: 90% of SUHSD Students in the 4-5 Year Cohort Class of 2025 Graduated (2030/2256) 89.7% of SUHSD Students in the 4-Year Cohort Class of 2025 Graduated (1976/2202) 69.8% of the EL Students in the 4-5 Year Cohort Class of 2025 Graduated (347/497) 67.2% of the EL Students in the 4-Year Cohort Class of 2025 Graduated (308/458) 80.2% of the SED Students in the 4-5 Year Cohort Class of 2025 Graduated (799/996) 79.2% of the SED Students in the 4-Year Cohort Class of 2025 Graduated (749/946) **Scope:** LEA-wide	2025 Reflection: Continue to review platforms and programs for credit recovery with better options for English Learners, who have distinct language needs, and to continue to expand offerings of college dual credit classes for our EL students, some of whom qualify for AB 2121.	
5.6	**Action:** Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	This action is implemented on an LEA-wide basis because every high school in the district has dually classified students enrolled. We hope that all English Learners who have an IEP experience a team effort that includes language goals and additional accommodations to support their overall	5.8: ELPAC Proficiency for Dually Classified 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
	Need: The identified needs for unduplicated student groups for whom this action is principally directed involves dually classified students who are both EL and SPED and require services from two different departments. Due to the nature of how we structure the IEP team, the IEP process and the reclassification protocols and procedures, it is important for us to continue collaboration across our EL and SPED departments for the betterment of our students. Having standardized procedures and training to support our staff in this complex process is a critical need for our students and families to understand how we work together to support them.. These students who are dually classified have support from both their case managers and their Bilingual Resource Teachers. However, there currently is no formal communication structures to enhance collaboration between these professionals to support the needs of our dually classified students. 2024: We established a protocol and process to support our dually classified students through our bulletin on Reclassifying Dually Classified students and designed a flow chart and clear procedures to follow when reclassifying in Pathways 1, 2, or 3 2025: 12.1% of dually classified students were proficient in the ELPAC.	academic experience. This action is the best use of funds because increasing collaboration between the support providers for students allows for greater team focused effort that includes and advocate for EL students on the IEP team. This action will go above and beyond to serve English Learners and address the gap identified by the data by increasing the visibility of the available accommodations on the ELPAC and CAASPP, particularly as it applies to EL students needs, such as glossaries, text to speech, exemption domains, alternate assessments, and translations. Here is the timeline of how our actions are addressing the needs of our unduplicated students: 2023: This action ensures that we build procedures and supports in place for our students across the district who are dually classified through training and collaboration. 2024: We will continue this effort and support the use and implementation of California's Practitioners Guide for Educating English Learners with Disabilities, with a strong focus on strategizing Pathways 1 and 3 for Reclassification 2025: Training has occurred district-wide to help support our case managers in identifying and documenting students who need domain exemptions on any of the domains in the Summative ELPAC. Our SPED Instructional Coach has met with each school's SPED Team to review protocols to support students in the ELPAC.	

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	Scope: LEA-wide		
6.1	**Action:** Community Liaison **Need:** By strengthening proactive engagement, improving accountability structures, and increasing family involvement, the school aims to reverse declining trends and improve graduation outcomes for EL, Long-Term EL, and Socioeconomically Disadvantaged students. 2023: The graduation rate for the 21-22 4-year cohort and the 22-23 5-year cohort indicate there is a need for this action to address a gap that exists for EL and Low Income students. The overall graduation rate for the 4-year cohort is 62.6% (82/131 graduates). The 5-year cohort is 71.6% (96/124 graduates). In comparison the EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). For Low Income students, the 4-year cohort graduation rate for 21-22 is 59.5% (72/121 graduates). The 5-year cohort graduation 69.4% (86/124 graduates). 2024: Overall graduation rate: 76.7%, 12.2% increase overall, with significant gains in every subgroup	2023: The demographics at this school are overwhelmingly socio-economic disadvantaged. While this action is mostly serving unduplicated students groups, the data reflects nearly the whole population of the school. Currently at Redwood there are 135/141 low-income students. How the action addresses the needs: Retaining the Community Liaison Position will ensure a point person to further support improved attendance rates for Low Income and EL students, leading to improved graduation rates for these subgroups. 2024: Planning to implement the same actions to address the needs. Significant improvement in graduation rates suggest that the actions should be continued as implemented. 2025: Refine and strengthen the Community Liaison role to include more intentional outreach and engagement strategies. How the Action Addresses the Need In 2025, the Community Liaison position will expand efforts to include: Structured and scheduled family outreach cycles Increased parent engagement events	We continue to monitor Metric 6.2 and 6.4: Graduation Rate for EL and Low Income students (Redwood)

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
	The 2025 data indicates a decline in overall graduation rates (67.4%, a 9.3% decrease), with disproportionate decreases among: English Learners (62.9%) Long-Term English Learners (62.7%) Socioeconomically Disadvantaged students (66.7%) These declines indicate that previous strategies require refinement and increased intentionality, particularly in outreach, student engagement, and motivation. **Scope:** Schoolwide	Individualized attendance intervention plans Collaboration with counseling and administration to monitor credit progress Student motivation initiatives tied to graduation pathways	
6.2	**Action:** Community Liaison **Need:** 2022-23 Attendance Rates: SED Full Year Period Attendance - 67.9% SED Full Year Partial Day/Daily Attendance - 73.4% EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 75.6% 2023-2024 Attendance Rates: SED Full Year Period Attendance - 9.5% increase	2023: How the action addresses the needs: Retaining the Community Liaison Position will ensure a point person to further support improved attendance rates for Low Income and EL students, leading to improved attendance rates for these subgroups. 2024: Community Liaison position is working well, as our attendance rates have increased, and we will continue to monitor our attendance rates. 2025: While attendance rates improved significantly in 2023–2024 following the implementation of the Community Liaison position, 2024–2025 data indicates inconsistent sustainability of those gains, particularly among English Learners. Graduation rates also declined,	Metric 6.6: Attendance Rates for these subgroups (Redwood)

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
	SED Full Year Partial Day/Daily Attendance - 10% increase EL Full Year Period Attendance - 6% increase EL Full Year Partial Day/Daily Attendance - 7.4% increase 2024-2025 SED Full Year Period Attendance 74% SED Full Year Partial/ Full Day Attendance 82% EL Full Year Period Attendance. 70.3% EL Full Year Partial/ Full Day Attendance. 79.4% **Scope:** Schoolwide	with disproportionate decreases among English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students. Period attendance rates remain below optimal levels, directly impacting credit completion and graduation outcomes. To address this need, the school will continue and strengthen the Community Liaison position with more structured and intentional outreach. The role will include bi-weekly attendance monitoring, early identification of students below 85% attendance, targeted family outreach prioritizing EL and SED students, increased parent workshops focused on graduation requirements, and collaboration with counseling to monitor credit accrual. These refined efforts aim to increase attendance rates, reduce chronic absenteeism, improve credit completion, and stabilize graduation outcomes for priority student groups.	
6.3	**Action:** Community Liaison **Need:** The identified needs of Redwood's English Learner and Low Income students tie back to their engagement in school and need for academic credit recovery in order to graduate. In 2025, the graduation rate for Redwood students declined to 64%, representing a significant decrease. Attendance data indicates that inconsistent Full-Year Period Attendance continues to impact instructional time and credit completion. Research and site-	This action is being provided on a school-wide basis because all students benefit from extra support. Redwood is a continuation high school that is designed to support all students who need credit recovery in order to graduate. This action addresses the entire school population. Retain the Community Liaison to provide proactive attendance monitoring, structured outreach, and culturally responsive family engagement. Implement scheduled outreach cycles prioritizing EL, LTEL and SED students below 85% attendance.	Metric 6.6: Attendance Rates for these subgroups (Redwood)

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
	level trends show a direct correlation between attendance, credit accrual, and graduation outcomes. While this action is Schoolwide and is intended to have a positive impact on students across the school, Redwood's population is 29% EL and 80% SED. These students represent a significant portion of the student population and are disproportionately impacted by chronic absenteeism and credit deficiency. Strengthened family engagement, proactive attendance monitoring, and individualized academic planning are necessary to stabilize and improve graduation outcomes for this subgroup. **Scope:** Schoolwide	Conduct attendance intervention meetings with students and families to address barriers to consistent school participation. Retain the Intervention Counselor to monitor credit accrual and develop individualized graduation plans for all students at risk of not graduating, thereby supporting all students through a schoolwide action. Provide ongoing progress monitoring, including review of attendance and credit data. Coordinate with the After School Hub and Study Hall programs to ensure students are connected to academic and credit recovery supports.	
6.7	**Action:** Staff Development and Support for Afterschool Hub **Need:** The graduation rate for the 21-22 4-year cohort and the 22-23 5-year cohort indicate there is a need for this action to address a gap that exists for EL and Low Income students. The overall graduation rate for the 4-year cohort is 62.6% (82/131 graduates). The 5-year cohort is 71.6% (96/124 graduates). In comparison the EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). For Low Income students, the 4-year cohort	This action will address the unique identified needs of Redwood's specific unduplicated student groups - EL and Low Income. While EL and Low Income students make up the majority of the student population at Redwood High, the Hub prioritizes their participation, and provides communication in Spanish to strengthen family engagement and ensure students understand and access critical information and opportunities. 2023: Students need a place to finish work to support credit attainment towards graduation and staff will be trained on academic strategies to support students in this effort.	Metric 6.1 and 6.2: Graduation rates overall and for EL students (Redwood)

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
	graduation rate for 21-22 is 59.5% (72/121 graduates). The 5-year cohort graduation 69.4% (86/124 graduates). 2023-24 Graduation Rate: 76.7% overall graduation rate 73.7% EL graduation rate 2024-2025 Graduation Rate 67.4 overall graduation rate 62.9 EL graduation rate **Scope:** Schoolwide	2024: Will continue the afterschool Hub This will support all students as well as EL students. 2025: The HUB will focus on graduation rate by supporting students with extra tutoring and time to work on edgenuity classes. The HUB will also help students find career opportunities while they are attending Redwood and post graduation.	
6.8	**Action:** Literacy Support **Need:** Graduation rates declined in 2025 (67.4% overall), with significant decreases among English Learners (62.9%), and Socioeconomically Disadvantaged students (66.7%). Attendance data also shows inconsistent Full-Year Period Attendance, particularly among EL students. A contributing factor to course failure and credit deficiency is limited reading comprehension and academic language proficiency. Many students struggle to access grade-level texts, complete Edgenuity coursework, and meet graduation requirements due to literacy gaps.	This action will address the unique identified needs of EL and Low Income students by targeting both instructional quality and access to foundational skills necessary to be fluent in English and meet necessary graduation requirements, along with reclassification criteria. Implement a Reading Intervention class targeting students reading below grade level, with priority given to EL, LTEL, and SED students. Provide literacy coaching and professional development to support teachers focused on literacy in integrating academic vocabulary, reading comprehension strategies, and writing supports across content areas.	Metric 6.1 and 6.2: Graduation rates overall and for EL students (Redwood)

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
	Strengthening literacy skills is essential to improving course pass rates, credit accrual, and overall graduation outcomes. **Scope:** Schoolwide	Use diagnostic reading assessments to identify student needs and monitor progress throughout the year. Align literacy intervention with ELPAC growth goals and reclassification criteria. Coordinate literacy supports with Study Hall, After School Hub, and credit recovery programs to increase course completion rates. Conduct data reviews to monitor reading growth, course pass rates, and impact on graduation progress.	

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
3.7	**Action:** Unduplicated Student Graduation Program Completion Supports (Sequoia) **Need:** Sequoia - Graduation Rate 2023:	2023 Reflection: Students do better in programs where they are known. This action is designed to address the need because students do better in programs where they are known. This includes smaller settings that are more personalized and tailored to their passions, such as career academies.	Metric 3.8: Increase graduation rates for English Learners at Sequoia.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023): English Learners - 61.8% 2024: Percentage of Sequoia students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2024): English Learners - 66.4% Many of our English Learners, who are newcomers, start in an ELD program and work to obtain English fluency throughout their high school career. As such, their schedules often conflict with opportunities to take additional courses in CTE, Dual Enrollment, electives and UC/CSU A-G courses. We plan to build opportunities into the program described below. 2025: Percentage of Sequoia students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2025): English Learners - 62.9% **Scope:** Limited to Unduplicated Student Group(s)	This action will go above and beyond to address the needs of EL students and close the gap by offering a viable pathway that has proven successful in meeting individualized student needs. SUHSD has applied for Golden State Pathway Program funding to develop an academy-type program for EL students at Sequoia, Menlo-Atherton, and Woodside High Schools, which will provide them with the opportunity to complete a CTE pathway, earn at least 12 college credits, and increase their graduation rate. At Sequoia High School, we went above and beyond to support English Learners in improving their graduation rates through summer school enrichment classes exclusively for English Learners and an EL-focused counselor. In addition, we conduct targeted college outreach for parents in Spanish and host quarterly parent walk-throughs with the Principal. In addition, at Sequoia, there are primarily language courses in Math, Social Studies, and Science designed to support our newcomers and Bilingual Instructional Associates in core and elective courses. 2024 Reflection: We will continue to support the implementation of the GSSP to increase graduation rates for EL students at Sequoia High School 2025 Reflection: We reclassified many students, so the EL subgroup has shifted (2023 - 71 reclassified, 2024 - 29, and 2025 - 33, for a total of 133 students).	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		There are more students who are newcomers and dually classified in the EL subgroup. As such, there may be more EL students struggling to graduate compared to previous years. We will begin implementing the first year of the new Golden State Pathways Program next year, whereby increasing opportunities for EL students to complete a CTE pathway, earn at least 12 college credits, and increase their graduation rate.	
5.1	**Action:** Implement English Learner Reclassification Bulletin **Need:** 2023:Reclassification rate has been improving due to our efforts to make the process of reclassification more efficient and to create protocols for sites across the district to follow. The reclassification rate for 2022-23 school year was 205/1351 (15.17%). This has been an effort over the last several years, with an increased reclassification rate from 6.64% in 2021-22 and 5.31% in 2020-21. This is why it is a maintenance goal, while we have seen great improvement, we are still aiming increase our reclassification rate to be commensurate at least with the percent of students achieving a Level 4 on the ELPAC. 2022-23 suggests 14.75% of students obtained a Level 4 on the ELPAC, so unless we increase the percent of students moving from a Level 3 to a Level 4, there is little room for improvement. 2024: Reclassification Rate decreased by 5.8%	2023: The actions address the needs across the district by providing a clear communication tool and easy to use platform to document the process and implement the protocol. While our protocols for reclassification have become more clear through our Bulletin, we need to improve the English Learner Progress Indicator, particularly moving students from Level 3 to Level 4, so we can move towards reclassification. This action supports English Learners enrolled in all seven high schools and the funds to support this effort are distributed accordingly. 2024: We are continuing to implement the Reclassification Bulletin and have begun to start an annual Reclassification Board Recognition Ceremony to award students with medals and certificates and celebrate with their families at the end of each year. In addition, we put a strategic emphasis on reclassifying seniors before they graduate, and give them the opportunity to wear their medals during graduation.	CALPADS, ELAS Report 2.16, and EL enrollment number from Data Quest. Metric 5.1: Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2025: Reclassification Rate 10.1%, increase from prior year but less than the baseline **Scope:** Limited to Unduplicated Student Group(s)	2025: This effort has proven to be successful as we have increased the number of seniors who have reclassified significantly since this effort begun. 15 out of 123 were from Redwood High School. This effort had significant action 22-23 school year when this action first started with 205 reclasifications since then it has leveled out. The number of ELs students has decreased since then due to our reclassiication effrrorts and the decreased in student enrollment. However, the cycles that we have implememnted to reclassify students within the calendar year have proven to be successful to reclassify students with more efficiency and speed.	
5.4	**Action:** Systematize the process for monitoring EL and RFEP students **Need:** 2023: We need to identify interventions for EL and RFEP students that support progress towards graduation and meeting A-G requirements. There is a gap between all students and EL students who graduate and meet UC/CSU Entrance Requirements. The graduation rate for All students in the Class of 2023 was 91% (2,027/2,228), while the graduation rate for EL students in the Class of 2023 was 66.7% (254/381). The Graduation rate for RFEP students was on par with the overall population at 92% (588/639). However the gap between EL and RFEP and the overall population is much greater, with only 13% Graduates who are English Learners (34 out of 254) meeting the UC/CSU A-G Requirements.	2023: This action calls out the requirement to effectively monitor academic progress for all students but specifically our English Learners who have struggled to meet the A-G requirements at comparable rates to their peers. Training for academic counselors, Bilingual Resource Teachers, and administrators will support these efforts. Training for Academic Counselors and BRTs will go above and beyond the needs identified by the data to address the needs of English Learners and support them to fulfill the requirements to meet entrance requirements for the UC/CSU system. Part of this training includes identifying how many EL students are off track to meet the A-G requirements as soon as their first semester in 9th grade and every semester that transcript grades are posted. In addition, training will include providing recommendations for interventions and	Metric 5.5: A-G, CTE for EL students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024: EL Graduation Rate: 71% EL Graduate A-G Completion Rate: 12.8% (slight decrease from last year) EL Graduate CTE Completion Rate: 16.4% (nearly 5% increase from last year Source: Data Quest 2025: 69.8% of the EL Students in the 4-5 Year Cohort Class of 2025 Graduated (347/497) (Source: CA Dashboard) 67.2% of the EL Students in the 4-Year Cohort Class of 2025 Graduated (308/458) Source:Dataquest **Scope:** Limited to Unduplicated Student Group(s)	tracking the efficacy of those interventions to support students. This action is across all schools because there are English Learners enrolled in all seven high schools and the data platforms are designed to support this effort across the district. We hope to create a systematic and sustainable practice for monitoring and tracking EL students and addressing their needs in real time before they are too far behind. 2024: We are continuing to address the monitoring of our EL and RFEP students with the actions above, however we are adding CTE Pathways to the Schoolytics internal monitoring tool to track students progress in completing a pathway. 2025: We are working on a training for counselors and school staff to monitor students with the schoolytics dashboard. We need to create a communication and distribution plan. We want to bridge the monitoring process of our ELs with the COST implementation (goal 1) to track student progress, connect them with counseling, mental health and other support services.	
5.5	**Action:** Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state **Need:** 2023: We have struggled to reclassify LTELs who have moderate-severe disabilities and qualify for Alternate ELPAC. Without clear	2023: We need to create collaborative structures to support the on-going communication that needs to happen between case managers and BRTS who share students who are dually classified in their caseload. This action will go above and beyond to address the need and close the gap for EL students, specifically LTELs who qualify for the Alternate	Metric 5.6: Number of students who qualify for reclassification with the Alternate ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	guidelines and systems in place to support the reclassification process during the IEP meeting, we are in need of co-constructing a system that works for our BRTs and our case managers. Data: 40 students enrolled, 22 students tested, 36% obtained a Level 3 2024: We co-constructed training materials with our Special Education department and worked on a strategy to use the three pathways for reclassification for our EL students, including a Pathway with the Alternate ELPAC. Data: 29 students enrolled, 20 students tested, 21% obtained a Level 3 2025: Participation 21 out of 28 EL Students tested on the Alternate ELPAC. Performance: 14.3% (3/21) of those with scores attained a Level 3 Source: CDE ELPAC Results **Scope:** Limited to Unduplicated Student Group(s)	ELPAC, by sharing specific guidelines with our IEP teams to evaluate when a student should be considered for reclassification after receiving a Level 3 on the Alternate ELPAC. While this process has begun, it is still in need of further implementation and scaling. 2024: We have made a concerted effort over the last several years to reclassify our students who qualify for the Alternate ELPAC. We can see some of this through the number of students who are "enrolled" and qualify for the Alternate ELPAC, as it has shrunk considerably, with 55 students enrolled in 2021-22 and reduced to 29 students enrolled in 2024. This is largely due to reclassifying our students in the TRACE program, who qualify for the Alternate ELPAC if they are still classified as an English Learner until the age of 22. Our "feeder program" into the TRACE is our Indepenent Living Skills (ILS) program, and we have also worked tirelessly to ensure that our EL students in these classes can be reclassified if they qualify before they reach the TRACE program. In fact, in 2023-24 we reclassified 3/15 students, while the year prior we reclassified 7/27 students in TRACE. 2025: We continue to train new case managers and support the SPED staff to administer the Alternate ELPAC and procedures for reclassifying students with Pathway 3. We have significantly reduced the number of students required to take the alternate ELPAC in our adult special ed. program due to high reclassification efforts prior to their entrance in the TRACE program.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.7	**Action:** Woodside - English Learner Progress Goal **Need:** 2023: Woodside English Learners not showing progress in advancing levels on the Summative ELPAC. Only 32.9% of Woodside English Learners making progress on the Summative ELPAC, and 34.2% progressed at least one level. 2024: 30.3% of all English Learners are making progress on the Summative ELPAC, this is a decrease of 2.6% 49.2% of the LTEL students are making progress on the Summative ELPAC, increase of 7.3% 32.2% progressed at least one ELPI level. 2025: All EL: 23.6% of all English Learners are making progress on the Summative ELPAC at Woodside. LTEL: 30.2% of the LTEL students are making progress on the Summative ELPAC at Woodside. All EL: 24.1% progressed at least one ELPI level at Woodside. Source: CA Dashboard **Scope:**	2023: Focus on Newcomers and English Learners to support their growth. Ensure teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC through improved reclassification processes; increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels. Deepen our understanding of which EL populations are struggling to progress one level through our analytics tools. 2024: It is clear that our LTEL showed growth on the ELPAC, and while the EL population as a whole has decreased in ELPAC progress, we know that the percent of our EL population has shifted from 25% newcomers to 40% newcomers in the last several years. As we have reclassified more LTEL students, the denominator of students is continually shifting towards EL students with greater needs. 2025: The area of growth opportunity is to increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels. We need to deepen our understanding of which EL populations are struggling to progress to the next level using our analytics tools and conduct student focus groups, targeted assessments, practice, and interventions. ELD/ELA teachers are participating in a cycle of inquiry PD opportunity focused on the ELPAC	Metric 5.7: English Learner Progress Indicator on the CA Dashboard for Woodside

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	writing section, completing pre- and post-assessments, and reviewing student results. Several EML Woodside teachers are also participating in Constructing Meaning Institute.	
6.4	**Action:** Bilingual Resource Teacher **Need:** 2023: The EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 75.6% Source: CA Dashboard 2021-22 Four-year cohort was 59% (59/100). 2022-23 Five-year cohort was 60.5% (69/114). 2022-23 Four-year cohort was 56.3% (58/103) Source: Dataquest Reclassification Rate: 5/72 (6.94%) 2024: EL Full Year Period Attendance - 76.3% EL Full Year Partial Day/Daily Attendance - 83.0% EL graduation rate: 73.7% Reclassification Rate: 5/57 (8.77%) 2025: EL Full Year Period Attendance - 70.3%	2023: BRT will work directly with students and their families to support their increased attendance, engagement with school and connection to Redwood community in order to increase attendance and graduation rates. 2024: Will continue with BRT full time at Redwood. 2025 Based on 2025 data indicating a decline in EL graduation rates (62.9%, a 10.8% decrease) and a return to baseline Full-Year Period Attendance (70.3%), the Bilingual Resource Teacher (BRT) will implement structured Individual Reclassification Plan meetings for all English Learners, with priority given to Long-Term ELs and students not demonstrating adequate growth (39.2% not making progress). During these meetings, the BRT will: Review ELPAC performance data and individual growth targets Develop measurable language acquisition goals Monitor attendance and credit accrual to ensure on-track graduation status	Metric 6.1: EL Grad. Rates (Redwood) Metric 6.7: Reclassification Rates (Redwood)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EL Full Year Partial Day/Daily Attendance - 79.4% EL graduation rate: 62.9% Reclassification Rate 7/52 (13.4%) **Scope:** Limited to Unduplicated Student Group(s)	Reinforce the importance of consistent effort and ELPAC performance Engage families in understanding reclassification criteria and graduation requirements	
6.5	**Action:** Bilingual Resource Teacher **Need:** 2023: The EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 75.6% Source: CA Dashboard 2021-22 Four-year cohort was 59% (59/100). 2022-23 Five-year cohort was 60.5% (69/114). 2022-23 Four-year cohort was 56.3% (58/103) Source: Dataquest Reclassification Rate: 5/72 (6.94%) 2024: EL Full Year Period Attendance - 76.3% EL Full Year Partial Day/Daily Attendance - 83.0% EL graduation rate: 73.7%	2023: BRT will work directly with students and their families to support their increased attendance, engagement with school and connection to Redwood community in order to increase attendance and graduation rates. 2024: Will continue with BRT full time at Redwood. 2025 Based on 2025 data indicating a decline in EL graduation rates (62.9%, a 10.8% decrease) and a return to baseline Full-Year Period Attendance (70.3%), the Bilingual Resource Teacher (BRT) will implement structured Individual Reclassification Plan meetings for all English Learners, with priority given to Long-Term ELs and students not demonstrating adequate growth (39.2% not making progress). During these meetings, the BRT will: Review ELPAC performance data and individual growth targets	Metric 6.1: EL Grad. Rates (Redwood) Metric 6.7: Reclassification Rates (Redwood)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Reclassification Rate: 5/57 (8.77%) 2025: EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 79.4% EL graduation rate: 62.9% Reclassification Rate 7/52 (13.4%) **Scope:** Limited to Unduplicated Student Group(s)	Develop measurable language acquisition goals Monitor attendance and credit accrual to ensure on-track graduation status Reinforce the importance of consistent effort and ELPAC performance Engage families in understanding reclassification criteria and graduation requirements	

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

Not applicable.

Additional Concentration Grant Funding

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

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

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

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	110,031,712	6,952,949	6.319%	0.000%	6.319%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,042,587.00	$4,378,435.00	$335,814.00	$643,743.00	$17,400,579.00	$14,978,012.00	$2,422,567.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions rooted in neuroscience of behavior and motivation as facilitated by bilingual Community Liaisons.	English Learners	Yes	LEA-wide	English Learners	All Schools		$782,205.00	$78,878.00	$78,878.00	$782,205.00			$861,083.00	
1	1.2	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies and SMCOE Restorative Practice guidelines.	Students with Disabilities African American, Pacific Islander	No			All Schools Specific Schools: Carlmont, Menlo-Atherton, Redwood		$497,520.00	$990,177.00	$144,312.00	$1,222,781.00	$110,296.00	$10,308.00	$1,487,697.00	
1	1.3	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies and SMCOE Restorative Practice guidelines.	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Carlmont		$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
1	1.4	Use Student Voice focus groups and student survey data to engage students in dialogue and implement strategies to improve Belonging.	African American, Pacific Islander, and English Learner students.	No			All Schools		$0.00	$58,525.00			$58,525.00		$58,525.00	

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
2	2.1	Increase effective student use of accommodations and accessibility tools on CAASPP, and improve proctors' knowledge and familiarity of the students' needs in the testing rooms.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 11th graders		$86,463.00	$166,194.00	$250,157.00	$2,500.00			$252,657.00	
2	2.2	Conduct needs assessment regarding proctoring process in order to improve administration and training for proctors, for both CAASPP and ELPAC, including sharing best practices across sites for scheduling, administration, and training.	All	No			All Schools		$86,463.00	$20,000.00	$106,463.00				$106,463.00	
2	2.3	Provide test preparation and practice to targeted students in needed areas as indicated by CAASPP results, as well as opportunities to become familiar with available universal tools, accommodations and designated supports, particularly in ELD and Study Skills.	All	No			All Schools		$86,463.00	$0.00	$86,463.00				$86,463.00	
2	2.4	Implement strategic staff, family and student outreach campaign…to increase awareness of CAASPP's importance for students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$86,463.00	$112,271.00	$198,734.00				$198,734.00	
2	2.5	Support standards-aligned instruction through professional development and curriculum, including language acquisition programs and professional development for teachers for Long-Term English Learners.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,868,297.00	$173,045.00	$1,972,231.00			$69,111.00	$2,041,342.00	
2	2.6	Support targeted reading and math interventions	Students enrolled in Algebra I and English Support intervention	No			All Schools		$0.00	$0.00	$0.00				$0.00	

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
		to improve student proficiency	courses													
3	**3.1**	Unduplicated Student CCR Data Review (Sequoia, Woodside)	All Sequoia, Woodside	No			All Schools	1 Year	$0.00	$0.00	$0.00			$0.00	$0.00	
3	**3.2**	Unduplicated Student CCR Data Review (Redwood)	All Students with Disabilities Hispanic, EL, SED	No			Specific Schools: Redwood High	One Year	$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Unduplicated Student Graduation Data Review (Sequoia)	All	No			All Schools Specific Schools: Sequoia	1 Year	$0.00	$0.00	$0.00				$0.00	
3	**3.4**	Student Data Graduation Review (Redwood)	All Hispanic, EL, SED	No			Specific Schools: Redwood High	One Year	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	English Learners	Yes	School wide	English Learners	All Schools Specific Schools: Sequoia, Woodside	Three Years	$2,962,692.00	$0.00	$2,071,060.00	$891,632.00			$2,962,692.00	
3	**3.6**	College Career Readiness (CCR) Program Completion Supports (Redwood)	All Students with Disabilities Hispanic, EL, SED, SWD	No			All Schools Specific Schools: Redwood	Three Years	$447,062.00	$10,000.00	$447,062.00	$10,000.00			$457,062.00	
3	**3.7**	Unduplicated Student Graduation Program Completion Supports (Sequoia)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia	Three Years	$1,137,500.00	$0.00	$1,137,500.00				$1,137,500.00	
3	**3.8**	Student Graduation Program Completion Supports (Redwood)	Students with Disabilities Hispanic	No			All Schools		$286,330.00	$0.00	$286,330.00				$286,330.00	
3	**3.9**	9th and 10th Grade CTE Participation	All	No			All Schools	Three Years	$2,767,792.00	$0.00	$2,742,895.00	$24,897.00			$2,767,792.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	Career Inventory and Registration Awareness	All	No			All Schools	Three Years	$0.00	$142,250.00	$13,400.00	$128,850.00			$142,250.00	
3	3.11	Credit Recovery and Enrichment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	One Year	$1,848,760.00	$71,057.00	$919,504.00	$697,655.00	$70,025.00	$232,633.00	$1,919,817.00	
3	3.12	Credit Recovery and Enrichment	All	No			All Schools	One Year	$205,420.00	$0.00	$98,333.00	$77,473.00	$7,782.00	$21,832.00	$205,420.00	
4	4.1	Recruitment	All	No			All Schools	Annually	$0.00	$6,000.00	$6,000.00				$6,000.00	
4	4.2	Diversity Outreach	All	No			All Schools	Annually	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.3	Recruitment and Retention Strategies	All	No			All Schools	Annually	$30,000.00	$0.00	$30,000.00				$30,000.00	
4	4.4	Recruitment and Retention Surveys	All	No			All Schools	Annually	$0.00	$44,250.00	$44,250.00				$44,250.00	
4	4.5	Developing Our Own	All	No			All Schools	Annually	$0.00	$0.00	$0.00				$0.00	
5	5.1	Implement English Learner Reclassification Bulletin	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,094,436.00	$46,240.00	$929,279.00			$211,397.00	$1,140,676.00	
5	5.2	Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities)	Students with Disabilities Long Term ELs with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	EL, RFEP	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.4	Systematize the process for monitoring EL and RFEP students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$92,320.00	$69,690.00			$22,630.00	$92,320.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: TRACE, Woodside, M-A, Sequoia, Carlmont		$30,332.00	$50.00	$50.00			$30,332.00	$30,382.00	
5	5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	English Learners	Yes	LEA-wide	English Learners	All Schools		$45,500.00	$264,000.00	$79,200.00	$184,800.00		$45,500.00	$309,500.00	
5	5.7	Woodside - English Learner Progress Goal	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Woodside		$227,481.00	$0.00	$227,481.00				$227,481.00	
5	5.8	Redwood - English Learner Progress Goal	Long Term English Learners	No			Specific Schools: Redwood High School		$0.00	$0.00	$0.00				$0.00	
6	6.1	Community Liaison	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Redwood High School		$100.00	$0.00	$100.00	$0.00	$0.00	$0.00	$100.00	
6	6.2	Community Liaison	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Redwood High School		$0.00	$120,160.00	$50.00	$30,924.00	$89,186.00		$120,160.00	
6	6.3	Community Liaison		Yes	School wide		Specific Schools: Redwood High School		$0.00	$50.00	$50.00	$0.00	$0.00	$0.00	$50.00	
6	6.4	Bilingual Resource Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood High SchoolRedwood High School		$192,537.00	$0.00	$77,015.00	$115,522.00			$192,537.00	

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
6	6.5	Bilingual Resource Teacher		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Redwood High School		$0.00	$50.00	$50.00				$50.00	
6	6.6	Afterschool Hub	All	No			Specific Schools: Redwood High School		$23,000.00	$1,000.00	$0.00	$24,000.00			$24,000.00	
6	6.7	Staff Development and Support for Afterschool Hub	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Redwood High SchoolRedwood High School		$94,590.00	$500.00	$500.00	$94,590.00			$95,090.00	
6	6.8	Literacy Support		Yes	School wide		Specific Schools: Redwood High School		$90,606.00	$50.00	$50.00	$90,606.00			$90,656.00	

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
110,031,712	6,952,949	6.319%	0.000%	6.319%	$8,012,079.00	0.000%	7.282 %	**Total:**	$8,012,079.00
								LEA-wide Total:	$3,498,704.00
								Limited Total:	$2,441,065.00
								Schoolwide Total:	$2,072,310.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions rooted in neuroscience of behavior and motivation as facilitated by bilingual Community Liaisons.	Yes	LEA-wide	English Learners	All Schools	$78,878.00	
1	**1.3**	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies and SMCOE Restorative Practice guidelines.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Carlmont	$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Increase effective student use of accommodations and accessibility tools on CAASPP, and improve proctors' knowledge and familiarity of the students' needs in the testing rooms.	Yes	LEA-wide	English Learners Low Income	All Schools 11th graders	$250,157.00	
2	2.4	Implement strategic staff, family and student outreach campaign…to increase awareness of CAASPP's importance for students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,734.00	
2	2.5	Support standards-aligned instruction through professional development and curriculum, including language acquisition programs and professional development for teachers for Long-Term English Learners.	Yes	LEA-wide	English Learners Low Income	All Schools	$1,972,231.00	
3	3.5	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	Yes	Schoolwide	English Learners	All Schools Specific Schools: Sequoia, Woodside	$2,071,060.00	
3	3.7	Unduplicated Student Graduation Program Completion Supports (Sequoia)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia	$1,137,500.00	
3	3.11	Credit Recovery and Enrichment	Yes	LEA-wide	English Learners Low Income	All Schools	$919,504.00	
5	5.1	Implement English Learner Reclassification Bulletin	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$929,279.00	
5	5.4	Systematize the process for monitoring EL and RFEP students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$69,690.00	
5	5.5	Articulate the reclassification process for students who qualify for the	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: TRACE, Woodside, M-A,	$50.00	

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 (%)
		alternate ELPAC to meet the requirements of the state				Sequoia, Carlmont		
5	5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	Yes	LEA-wide	English Learners	All Schools	$79,200.00	
5	5.7	Woodside - English Learner Progress Goal	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Woodside	$227,481.00	
6	6.1	Community Liaison	Yes	Schoolwide	English Learners Low Income	Specific Schools: Redwood High School	$100.00	
6	6.2	Community Liaison	Yes	Schoolwide	English Learners Low Income	Specific Schools: Redwood High School	$50.00	
6	6.3	Community Liaison	Yes	Schoolwide		Specific Schools: Redwood High School	$50.00	
6	6.4	Bilingual Resource Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood High School	$77,015.00	
6	6.5	Bilingual Resource Teacher	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Redwood High School	$50.00	
6	6.7	Staff Development and Support for Afterschool Hub	Yes	Schoolwide	English Learners Low Income	Specific Schools: Redwood High School	$500.00	
6	6.8	Literacy Support	Yes	Schoolwide		Specific Schools: Redwood High School	$50.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,902,362.00	$18,457,720.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons.	Yes	$820,553.00	846,838
1	**1.2**	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices.	No	$1,511,460.00	1,846,377
1	**1.3**	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices.	Yes	$500.00	500
1	**1.4**	Using Student Voice activities with the identified student groups, implement strategies to improve Belonging	No	$27,613.00	58,956
2	**2.1**	Increase effective student use of accommodations and accessibility tools on CAASPP	Yes	$534,828.00	434,273
2	**2.2**	Conduct needs assessment regarding proctoring process in order to improve administration and training for proctors	No	$66,799.00	69,460
2	**2.3**	Provide test preparation and practice in needed areas as indicated by CAASPP results, as well as opportunities to become familiar with available universal tools, accommodations and designated supports, which are	No	$1,625,922.00	2,440,540

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)
		designed to make the assessments more accessible for all students.			
2	**2.4**	Expand family and student outreach campaign through feedback from student focus groups and launching a Canvas course to increase awareness of CAASPP's importance for students (e.g. CSU Early Assessment Program, Course placement, CA State Seal of Biliteracy, etc.)	Yes	$425,843.00	444,731
2	**2.5**	Support standards-aligned instruction through professional development and curriculum.	Yes	$244,058.00	249,623
3	**3.1**	Unduplicated Student CCR Data Review (Sequoia, Woodside)	Yes	$16,699.00	17,365
3	**3.2**	Unduplicated Student CCR Data Review (Redwood)	No	$16,699.00	17,365
3	**3.3**	Unduplicated Student Graduation Data Review (Sequoia)	Yes	$16,699.00	17,365
3	**3.4**	Student Data Graduation Review (Redwood)	No	$16,700.00	17,365
3	**3.5**	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	Yes	$7,980,398.00	8,083,438
3	**3.6**	College Career Readiness (CCR) Program Completion Supports (Redwood)	No	$51,061.00	52,585
3	**3.7**	Unduplicated Student Graduation Program Completion Supports (Sequoia)	Yes	$5,000.00	45,518
3	**3.8**	Student Graduation Program Completion Supports (Redwood)	No	$0.00	0
3	**3.9**	9th and 10th Grade CTE Participation	No	$62,261.00	63,743

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	3.10	Career Inventory and Registration Awareness	No	$141,355.00	138,000
3	3.11	Credit Recovery and Enrichment	Yes	$1,259,800.00	1,091,493
3	3.12	Credit Recovery and Enrichment	No	$139,423.00	113,458
4	4.1	Recruitment	No	$6,000.00	0
4	4.2	Diversity Outreach	No	$24,495.00	23,150
4	4.3	Recruitment and Retention Strategies	No	$4,607.00	381,981
4	4.4	Recruitment and Retention Surveys	No	$48,051.00	43,259
5	5.1	Implement English Learner Reclassification Bulletin	Yes	$1,226,795.00	1,326,126
5	5.2	Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities)	No	$16,000.00	16,480
5	5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	Yes	$772.00	0
5	5.4	Systematize the process for monitoring EL and RFEP students	Yes	$87,497.00	83,470
5	5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	Yes	$29,066.00	29,890
5	5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure	Yes	$29,066.00	29,890

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)
		that appropriate supports are embedded and accessible to students			
5	**5.7**	Woodside - English Learner Progress Goal	Yes	$231,525.00	239,116
5	**5.8**	Redwood - English Learner Progress Goal	No	$0.00	0
6	**6.1**	Community Liaison	Yes	$100.00	100
6	**6.2**	Community Liaison	Yes	$30,876.00	30,000
6	**6.3**	Community Liaison	No Yes	$0.00	0
6	**6.4**	Bilingual Resource Teacher	Yes	$500.00	500
6	**6.5**	Bilingual Resource Teacher	No	$0.00	0
6	**6.6**	Afterschool Hub	Yes	$25,934.00	17,882
6	**6.7**	Staff Development and Support for Afterschool Hub	Yes	$89,804.00	96,560
6	**6.8**	Literacy Support	Yes	$87,603.00	90,323

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)
6,543,065	$9,965,976.00	$11,218,880.00	($1,252,904.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons.	Yes	$77,100.00	57,120		
1	1.3	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices.	Yes	$500.00	500		
2	2.1	Increase effective student use of accommodations and accessibility tools on CAASPP	Yes	$396,390.00	434,273		
2	2.4	Expand family and student outreach campaign through feedback from student focus groups and launching a Canvas course to increase awareness of CAASPP's importance for students (e.g. CSU Early Assessment Program, Course placement, CA State Seal of Biliteracy, etc.)	Yes	$250,843.00	444,731		
2	2.5	Support standards-aligned instruction through professional development and curriculum.	Yes	$177,964.00	181,304		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Unduplicated Student CCR Data Review (Sequoia, Woodside)	Yes	$16,699.00	17,365		
3	3.3	Unduplicated Student Graduation Data Review (Sequoia)	Yes	$16,699.00	17,365		
3	3.5	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	Yes	$6,555,222.00	7,480,929		
3	3.7	Unduplicated Student Graduation Program Completion Supports (Sequoia)	Yes	$5,000.00	45,518		
3	3.11	Credit Recovery and Enrichment	Yes	$1,259,800.00	1,204,951		
5	5.1	Implement English Learner Reclassification Bulletin	Yes	$925,290.00	1,024,621		
5	5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	Yes	$772.00	100		
5	5.4	Systematize the process for monitoring EL and RFEP students	Yes	$64,855.00	83,470		
5	5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	Yes	$100.00	150		
5	5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	Yes	$100.00	150		
5	5.7	Woodside - English Learner Progress Goal	Yes	$217,042.00	224,633		
6	6.1	Community Liaison	Yes	$100.00	100		

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)
6	**6.2**	Community Liaison	Yes	$500.00	500		
6	**6.3**	Community Liaison	Yes	$0.00	50		
6	**6.4**	Bilingual Resource Teacher	Yes	$500.00	500		
6	**6.6**	Afterschool Hub	Yes		50		
6	**6.7**	Staff Development and Support for Afterschool Hub	Yes	$500.00	500		
6	**6.8**	Literacy Support	Yes				

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)
105,697,275	6,543,065	0%	6.190%	$11,218,880.00	0.000%	10.614%	$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 32627(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 32627(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 32627(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 32627(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 32627(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 32627(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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