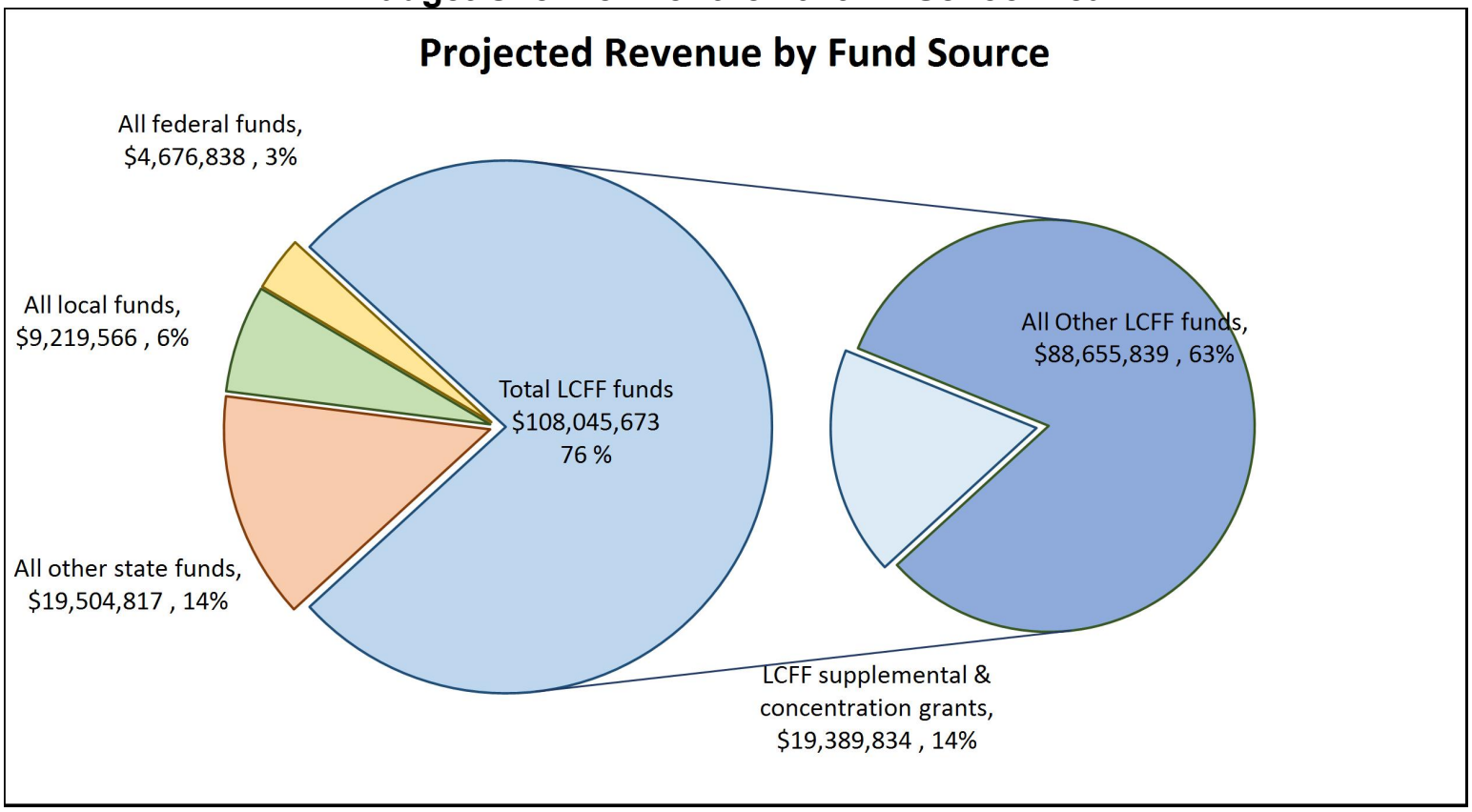
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sylvan Union School District
CDS Code: 50712900000000
School Year: 2026-27
LEA contact information:
Diolinda Peterson
Superintendent
dpeterson@sylvan.k12.ca.us
209-574-5000

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

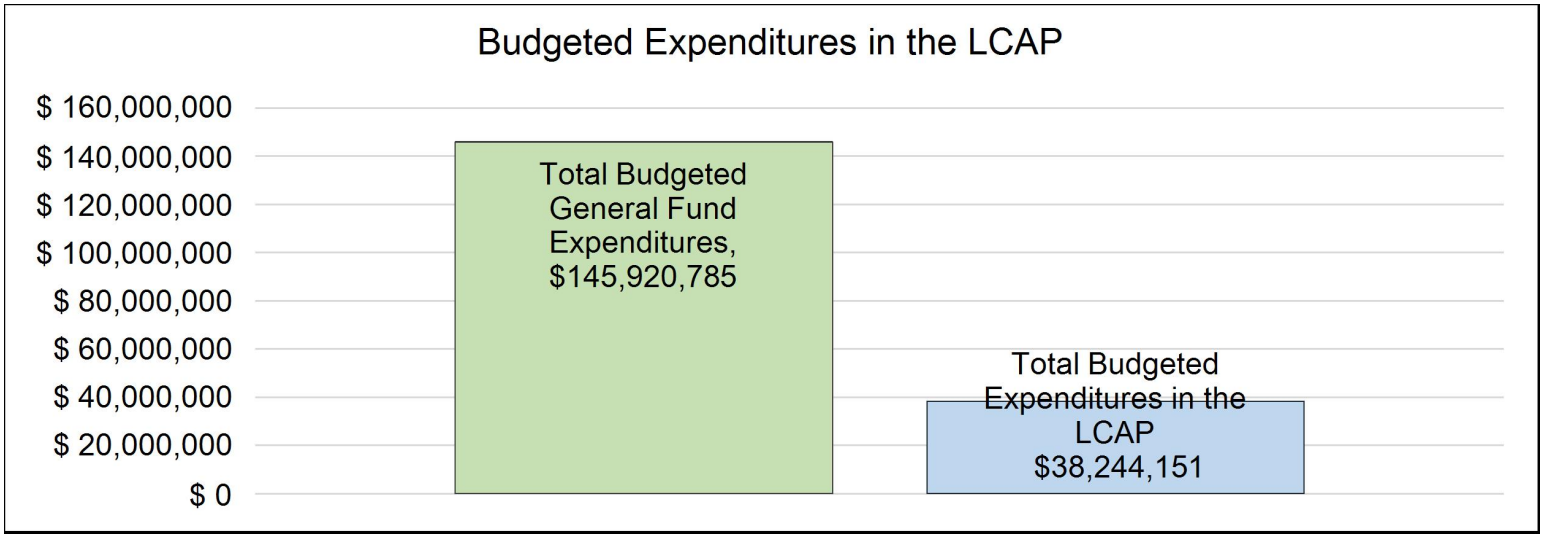


This chart shows the total general purpose revenue Sylvan Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sylvan Union School District is $141,446,894, of which $108,045,673 is Local Control Funding Formula (LCFF), $19,504,817 is other state funds, $9,219,566 is local funds, and $4,676,838 is federal funds. Of the $108,045,673 in LCFF Funds, $19,389,834 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 Sylvan Union 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: Sylvan Union School District plans to spend $145,920,785 for the 2026-27 school year. Of that amount, $38,244,151 is tied to actions/services in the LCAP and $107,676,634 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

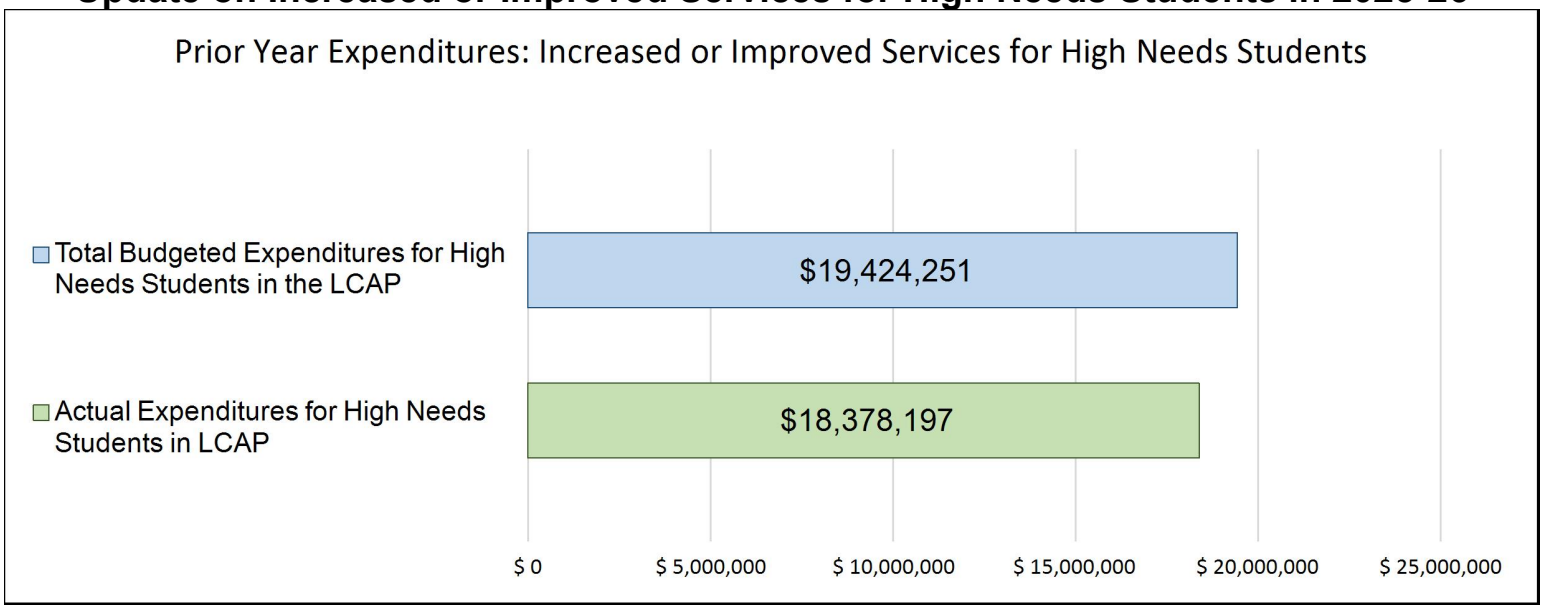
Primarily for staff salaries and benefits which make up approximately 80% of the total budget necessary to provide general education (base) services to students and all related supplies, materials, equipment and operational costs.

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

In 2026-27, Sylvan Union School District is projecting it will receive $19,389,834 based on the enrollment of Foster Youth, English learner, and low-income students. Sylvan Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sylvan Union School District plans to spend $19,856,508 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 Sylvan Union 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 Sylvan Union 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, Sylvan Union School District's LCAP budgeted $19,424,251 for planned actions to increase or improve services for high needs students. Sylvan Union School District actually spent $18,378,197 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,046,054 had the following impact on Sylvan Union School District’s ability to increase or improve services for high needs students:

Funds carried over to be used in 2026-2027

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
Sylvan Union School District	Diolinda Peterson Superintendent	dpeterson@sylvan.k12.ca.us 209-574-5000

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.

The Mission of the Sylvan Union School District is to ensure a dynamic and comprehensive education that prepares ALL students to be engaged and contributing members of society. The mission is carried out through our commitment to Professional Learning Communities that provide our community with an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The Sylvan Union School District has more than 7,700 pre-kindergarten through 8th grade students attending the district's 10 elementary schools and 3 middle schools. Sylvan is the 4th largest school district in Stanislaus County covering over 22 square miles and spanning a part of the City of Riverbank, the City of Modesto, and some unincorporated areas of Stanislaus County. SUSD employs more than 900 full and part-time employees. The District dedicates the majority of its General Fund Budget to educational services for its students. As a service-related organization, salaries and benefits comprise 81% of the total general fund expenditures (restricted and unrestricted). The remainder of the funds is allocated to support the day-to-day operations of educating district students. This LCAP is scheduled to be adopted at the June 23, 2026, Sylvan Union School District Board of Trustees meeting.

Coleman F. Brown Elementary meets the criteria for the Local Control Funding Formula (LCFF) Equity Multiplier, a mechanism within California's education funding system designed to address equity concerns. The LCFF Equity Multiplier provides additional resources to schools serving a high proportion of students who meet specific criteria, such as low socioeconomic status and/or non-stability. By directing funds to schools with the greatest needs, the program promotes educational equity and supports improved outcomes for all students.

Reflections: Annual Performance

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

The results from the 2025 Smarter Balanced Assessment Consortium (SBAC) in ELA and math highlights that 42.68% of students in grades 3-8 met or exceeded standards in ELA and 36.22% of students in grades 3-8 met or exceeded standards in math. The data shows that while some students demonstrated growth, overall results increased compared to the 2024 SBAC ELA and Math scores and the 2023 baseline data. Two student groups that are showing the most need for support moving forward are Students with Disabilities and Long Term English Language Learners. The diversity in learning abilities and needs among our students is evident, emphasizing the continual need to support academic advancement for everyone and to narrow the achievement disparities among different student demographics.
https://bit.ly/DistrictChart

On the California Dashboard, one school site reported students in the lowest performance level for math or ELA (represented by the color red on the Dashboard). Four school sites reported students in the lowest performance level for Chronic Absenteeism.Two school sites reported students in the lowest performance level for Suspension and two school sites reported students in the lowest performance level for English Learner Progress.

A report of each school site's lowest performance levels by subgroup is listed below.

Coleman F. Brown Elementary has three subgroups in the lowest performance level for English Language Arts: English Learner, Socioeconomically Disadvantaged and White (ACTIONS related to this are 2.1, 2.3, & 2.6). In Mathematics, CF Brown, has one subgroup in the lowest level: English Learners (ACTIONS related to this are 2.2 &2.5). There are three subgroups in Suspension at CF Brown, who were in the lowest performance level: Socioeconomically Disadvantaged, Students with Disabilities, and White (ACTION related to this is 1.3). In Chronic Absenteeism CF Brown has four subgroups in the lowest performance level: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White (ACTION related to is 1.4).

Sherwood Elementary has one subgroup in the lowest performance level in English Language Arts: Students with Disabilities (ACTIONS related to this are ACTIONS 2.1, 2.3, & 2.6). In Mathematics, Sherwood has one subgroup that is lowest performance level: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6). In Suspension, Sherwood has one subgroup in the lowest performance level: More than Two Races (ACTION related to this is 1.3). In Chronic Absenteeism, Sherwood has one subgroup is in the lowest performance level: Students with Disabilities (ACTION related to this is 1.4).

Standiford Elementary has two subgroups in the lowest performance level for English Language Arts: English Learner and Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6). In Mathematics Standiford has one subgroup in the lowest performance level: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6). Four student subgroups at Standiford are performing at the lowest performance level for Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and More that One Race (ACTION related to this is 1.4).

Stockard Coffee Elementary has three subgroups in the lowest performance level for Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities and Hispanic (ACTION related to this is 1.4).

Sylvan STEAM Elementary has one subgroup in the lowest performance level in English Language Arts: English Learner (ACTIONS related to this are 2.1, 2.3, & 2.6). At Sylvan STEAM one subgroup in Mathematics is at the lowest performance level: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6). In Suspension, Sylvan STEAM has two subgroups in the lowest performance level: White and Two or More Races (ACTIONS related to this is 1.3)

Woodrow Elementary has one subgroup in the lowest performance level for English Language Arts: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6). At Woodrow, in the area of Mathematics there is one subgroup at the lowest performance level: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 &2.6). In Suspension Woodrow has two subgroups in the lowest performance level: Socioeconomically Disadvantaged and Students with Disabilities (ACTION related to this is 1.3). Chronic Absenteeism, at Woodrow has one subgroup in the lowest performance level: White (ACTION related this is 1.4).

Orchard Elementary has one subgroup in the lowest performance level in Chronic Absenteeism: Students with Disabilities (ACTION related to this is 1.4).

Mary Ann Sanders Elementary has one subgroup in the lowest performance level for English Language Arts: Students with Disabilities (ACTIONS related to this are 2.1, 2.3, & 2.6). In Mathematics, Mary Ann Sanders has one subgroup at the lowest performance level: Students with Disabilities (ACTIONS related to the are 2.1, 2.3 & 2.6).

Freedom Elementary has one subgroup in the lowest performance level for English Language Arts: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6). In Mathematics, Freedom has one subgroup at the lowest performance leveL: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6).

Crossroads Elementary has one subgroup in the lowest performance level in English Language Arts: English Learners (ACTIONS related to this area are 2.2 & 2.5). In Mathematics, Crossroads has one subgroup preforming at the lowest performance level: Students with Disabilities (ACTIONS related to this are 2.1, 2.3, 2.5).

Savage Middle School has one subgroup in Mathematics performing at the lowest performance level: Long-Term English Learners (ACTIONS related to this area are 2.1, 2.3 & 2.6). In Chronic Absenteeism, Savage has six subgroups performing at the lowest performance level: English Learner, Long-Term English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White (ACTION related to this is 1.4).

Ustach Middle School has one subgroup performing at the lowest performance level in English Language Arts: Students with Disabilities (ACTIONS related to this are 2.1, 2.3 & 2.6).

Somerset Middle School has two subgroups in the lowest performance level in Suspension: Homeless Youth and Students with Disabilities (ACTION related to this is 1.3). There are two subgroups in the lowest performance level for Chronic Absenteeism at Somerset: Students

with Disabilities and African American students (ACTION related to this is 1.4).

Overall, the Sylvan Union School District has four areas where students performed at the lowest performance level: Students with Disabilities were identified in English Language Arts, Mathematics and Chronic Absenteeism. Long-Term English Learner in Suspension and Chronic Absenteeism. Foster Youth in the areas of Suspension and Chronic Absenteeism. Homeless Youth in Suspension. African American students in English Language Arts, Mathematics and Chronic Absenteeism.

In the 2025-2026 school year one site was identified as eligible for Additional Targeted Support & Improvement (ATSI): Standiford Elementary for Two or More Races and Suspension.

The District continues to enhance Professional Learning Communities (PLC) with 34 early release days per year for collaborative teacher teams to focus on essential questions. SUSD commits to maintaining early release Wednesdays in 2026-2027 for PLC collaboration.

Building upon Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), the district employs the 4C's of RTI—Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. Collaborative teacher teams identify students needing Tier 2 or Tier 3 interventions, focusing on grade-level essentials or intensive remediation.

The Educational Services Department extends support for PLC and RTI processes in 2026-2027 with ongoing training and support. Instructional Coaches play key roles in strengthening instructional strategies, lesson design, and targeted interventions for students who have learning gaps. State and local assessments are utilized to identify areas of need for students and to monitor the progress of individual students.

To maintain a comprehensive tiered system of support and ensure a proactive approach to student well-being, the district will continue to provide counseling services and mental health education for students. Counselors will support all school sites with attendance, engagement, behaviors and the mental health of students. As part of the Tier 1 supports, school-wide positive behavior supports and social emotional learning programs will continue to be a focus for the 2026-2027 school year. These programs will be implemented with fidelity and involve a school-to-home connection. With these supports put into place, and collaborative work with the Stanislaus County Office of Education and the Hannigans with Behavior Solutions our district will continue to address the need to decrease suspension rates of all subgroups and increase positive school climates.

Sylvan Union School District continues to enhance support for English Learners through a comprehensive approach that includes intensive ELD programs at each site, supported by specialists and paraeducators, as well as a middle school Newcomer program. The District is focused on reducing LTEL and at-risk LTEL numbers through targeted interventions. To strengthen family engagement, on-demand interpreting and translation services are provided for meetings and events, with ongoing efforts to expand access to information. Additionally, events such as the Road to Reclassification Information Night and Reclassification Celebrations promote awareness, partnership, and recognition of student success.

Technology integration has played a major role in the academic success of many of our students and is a dedicated focus in all content areas. The work of the Education Technology Program Specialist and the Director of Technology has allowed for both a strong wireless infrastructure and safe and reliable online educational technology platforms for student learning and support. Ongoing professional

development and continued integrated technology practices for all content area teachers is an identified need.

To tackle chronic absenteeism, regular meetings involving attendance secretaries, counselors, and site administrators will continue. We will implement strategies to engage foster youth, homeless students, and those with disabilities, aiming to improve overall attendance rates. The appointment of a Child Welfare and Attendance liaison has been instrumental in promoting positive attendance, eliminating barriers to school attendance, and improving student attendance outcomes at sites.

Monthly meetings with administrative staff address suspension rates and school climate, fostering reflection and discussion. Professional development sessions on other means of correction are provided to staff during staff meetings and through professional development targeting positive behavior interactions. Parent education on these methods is facilitated via Parent Square, district-wide parent nights, and school committee meetings. Positive Behavior Interventions and Supports (PBIS) have been implemented at the three middle schools. During the 2025-2026 school year and extending into the 2026-2027 school year, all sites have implemented Behavior Academies with support from the Hannigan's from Solution Tree. Additionally, the Stanislaus County Office of Education will provide positive behavior support training for Transitional Kindergarten and Kindergarten teachers, including coaching to help address student behavior needs early in their school experience. Effective family communication, including updates on school websites, newsletters, and Parent Square via AERIES, is a priority. District-wide data confirmation events ensure accurate contact information for all Sylvan Union School District families enhancing communication channels.

Sylvan Union School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds and, based on the district's needs assessment, plans to utilize these funds beginning in the 2026–2027 school year through the 2027–2028 school year. The funds will support Goal 2, Action 1: Professional Learning, and Action 2: Professional Learning Communities.

Action 1: Professional Learning and Action 2: Professional Learning Communities align with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing staff training and coaching that support academic learning recovery and student achievement. These actions are designed to strengthen instructional practices through collaboration, implementation of evidence-based strategies, and alignment with the California Mathematics and ELA/ELD Frameworks. Additionally, these efforts support ongoing analysis of student data and targeted instructional planning to address learning gaps identified through the district's needs assessment.

These actions will address the identified areas of need by strengthening teacher capacity through ongoing professional learning and collaborative Professional Learning Communities focused on evidence-based instructional practices. Improved instruction and data analysis will support targeted interventions and academic recovery efforts for students experiencing learning gaps.

The results from the 2024 Smarter Balanced Assessment Consortium (SBAC) in ELA and Math highlights that 41.40% of students in grades 3-8 met or exceeded standards in ELA and 34.58% of students in grades 3-8 met or exceeded standards in math. This data demonstrates that while some students made growth in these academic areas, the overall results report an increase from the 2023 SBAC scores in ELA and declined from the 2023 SBAC Math baseline data for our current data. Two student groups that are showing the most need for support moving forward are Students with Disabilities and English Language Learners. The diversity in learning abilities and needs among our students is evident, emphasizing the continual need to support academic advancement for everyone and to narrow the achievement disparities among different student demographics.
https://bit.ly/DistrictChart

On the California Dashboard, four school sites reported students in the lowest performance level (represented by the color red on the Dashboard).
Coleman F Brown Elementary school had one student group in the lowest level for English Language Arts: Hispanics (ACTIONS related to this are: 2.1, 2.3, & 2.6).
Sylvan STEAM Academy lowest level for English Language Arts (ACTIONS related to this area are: 2.1, 2.3, & 2.6).
Standiford Elementary has two student groups in the lowest level for suspension: Two or More Races and Students with Disabilities (ACTION related to this is 1.3).
Woodrow Elementary was identified in the lowest level of English Learner progress indicator (ACTION related to this is 2.2)
Dan Savage Middle School was identified in the lowest level for English Learner progress indicator (ACTION related to this is 2.2).
Ustach Middle School has one subgroup identified in the lowest level for suspension: Long - Term English Learner (ACTIONS related to this is 1.3).
Somerset Middle School has one subgroup identified in the lowest level for suspension: Socio-Economically Disadvantaged (ACTION related to this is 1.3).

Overall, the Sylvan Union School District had two areas where students performed at the lowest level: Students with Disabilities were identified in the red performance level for English Language Arts and Math; (ACTIONS related to this are 2.3 and 2.4), Long-Term English Learner students were identified in the red performance area for English; (ACTIONS related to this are 2.1, 2.3, & 2.6); African American students were identified in the red performance area for English (ACTIONS related to this are 2.1, 2.3, & 2.6); Homeless students were identified in the red performance area for Math (ACTION related to this is 2.4). Data Sheet

Notably, one subgroup, Foster Youth, was identified on the dashboard with a decrease in Chronic Absenteeism.

In the 2024-2025 school year one school site was identified as eligible for Additional Targeted Support & Improvement (ATSI): Standiford Elementary for Two or More Races and suspension.

By the end of the 2024–2025 fiscal year, Sylvan Union School District will have fully expended its Learning Recovery Emergency Block Grant (LREBG) funds, with no remaining balance to carry over into the following school year. As a result, no further action is required.

The results from the 2023 Smarter Balanced Assessment Consortium (SBAC) in ELA and Math highlights that 41.23% of students in grades 3-8 met or exceeded standards in ELA and 35.27% of students in grades 3-8 met or exceeded standards in Math. This data demonstrates that while some students made growth in these academic areas, the overall results report a decline from the 2022 SBAC baseline data to our current data. Two student groups that are showing the most need for support moving forward are Students with Disabilities and English Language Learners. The diversity in learning abilities among our students is evident, emphasizing the continual need to support academic advancement for everyone and to narrow the achievement disparities among different student demographics.

On the California Dashboard, four school sites reported students in the lowest performance level (represented by the color red on the Dashboard)
Coleman F. Brown school had four student groups in the lowest level for English Language Arts: English Learners, Hispanic, Socio-Economically Disadvantaged and White students (ACTIONS related to this are: 2.1, 2.3, & 2.6).

Sylvan STEAM Academy has two student groups in the lowest level for suspension: Socio-Economically Disadvantaged and White students (ACTION related to this is 1.3).
Somerset Middle school and Standiford Elementary Schools were both in red on the English Learner progress indicator (ACTION related to this is 2.2).
Overall, the Sylvan Union School District had three areas where students performed at the lowest level: Students with Disabilities were identified in the red performance level for English Language Arts and Math (ACTIONS related to this are 2.3 and 2.4) and African American students were identified in the red performance area for Math and Suspension (ACTIONS 2.4 and 1.3).

Notably, eight subgroups were identified on the dashboard with a decrease in Chronic Absenteeism, a highlight for positive change within the district.

In the 2023-2024 school year four school sites were identified as eligible for Additional Targeted Support & Improvement (ATSI).
Sherwood Elementary
- Asian American Students, Chronic Absenteeism

Standiford Elementary
- Two or More Races, Suspension

Savage Middle School
- African American students, Suspension

Somerset Middle School
- African American students, Suspension, ELA, Math

In the upcoming years, 2024-2026, Sylvan Union School District will work with Stanislaus County Office of Education (SCOE) to address the student needs in ELA, Math, and Suspension for African American students. Based on the 2023 CA School Dashboard, Sylvan meets the eligibility criteria for Differentiated Assistance in the following ares: ELA, Math and Suspension Rate for African Americans students. Sylvan is working closely with the Stanislaus County Office of Education to support continuous improvement for the student group outcomes listed above. Based on a collaborative review of data, systems strengths and challenges, Differentiated Assistance will focus on:
1. Support efforts on building a strong foundation (Tier 1) for all students in academics (mathematics, and literacy) and behavioral supports.
2. Defining pathways for intervention (Tier 2 & 3) as well as entry and exit criteria.
3. Tracking and monitoring student progress across all three tiers to determine the effectiveness of Tier 1 implementation and Tier 2 & 3 interventions, through the use of data, Stanislaus STATS.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Sylvan met the eligibility criteria for Differentiated Assistance in several areas. In Student Achievement, African American students and Students with Disabilities met the criteria in both ELA and Math. In Pupil Engagement, African American students, Long-Term English Learners, Foster Youth, and Students with Disabilities met the eligibility requirements. In School Climate, Long-Term English Learners and Foster Youth met the criteria. These results indicate areas where targeted support and improvement efforts are needed. Differentiated Assistance efforts will focus on:

- Offering essential training on understanding Math instruction specifically designed for identified certificated staff.
- Implementing Instructional Coach training and support in both ELA and Math, aimed at assisting all teachers within the district.
- Conducting Positive Behavior Interventions and Supports (PBIS) training for designated teams at the middle school level.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
LCAP Steering Committee	Four LCAP Steering Committee meetings consisting of certificated and classified staff, bargaining unit leaders, district leadership, parents, and students. Steering committee reviewed the current LCAP and the action items along with district data gathered from surveys, California Dashboard and other student data to make informed decisions about start, stop and continuation of LCAP actions.
DELAC Committee	During one of the three DELAC meetings, members present reviewed current LCAP EL action steps. Invited members reviewed districtwide English Learner data from the California Dashboard, ELPAC results, and survey data to make informed decisions about start, stop and continuation of the LCAP actions.
District Leadership	At both District Leadership and Educational Service meetings, consisting of all site and district certificated and classified management, staff reviewed the current LCAP goals, action items, survey data and both local & state achievement data to make informed decisions about start, stop and continuation of the LCAP actions.
School Site Councils	Site administrators met at least twice with their SSC to review the LCAP goals and action items, survey data, local achievement data & state achievement data to make informed decisions and suggestions about start, stop and continuation of the LCAP actions as well as SPSAs.
ELAC Committee	Site administrators met at least once with their ELAC committee to review LCAP EL action steps. The members reviewed site English

Educational Partner(s)	Process for Engagement
	Learner data from the California board, ELPAC results and survey data to make informed decisions about start, stop and continuation of the LCAP actions as well as SPSAs.
Parent Focus Group	Superintendent met three times with the parent focus group, invited members included representation of all 13 school sites, to review California Dashboard data and current LCAP actions to seek input on start, stop and continuation of the LCAP actions.
Certificated Focus Group	Superintendent met three times with the certificated staff focus group, invited members included representation of all 13 school sites, to review California Dashboard data and current LCAP actions to seek input on start, stop and continuation of the LCAP actions.
Classified Focus Group	Superintendent met three times with the classified focus group, invited members included representation of all 13 school sites, to review California Dashboard data and current LCAP actions to seek input on start, stop and continuation of the LCAP actions.
Site Guiding Coalitions	Site administrators met throughout the school year with their Guiding Coalition members to review LCAP goals and actions items, survey data and both local & state achievement data to make informed decisions and suggestions about start, stop and continuation of the LCAP actions.
SELPA	Annually LCAP is shared with SELPA for input and feedback.
Student Voice	Students from various school sites were invited to attend the Annual LCAP Student Conference. Elementary and middle school students participated in five different center-based activities, where they actively engaged and provided meaningful feedback for the LCAP.
Coleman F. Brown Elementary	Site staff, the School Site Council, and the SPSA writing team participated in learning about Equity Multiplier funding, including how the school was identified for funding. Educational partners provided feedback

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

During the 2025–2026 school year, robust preparation took place to support the development of the 2026–2027 LCAP. This process was guided by input from educational partners through a variety of engagement opportunities, including districtwide surveys, budget study sessions, focus groups, student input, listening sessions, and targeted meetings. Key engagement activities included collaboration with School Site Councils, English Learner Advisory Committees (site and district level), district leadership teams, and Guiding Coalitions.

In addition, intentional efforts were made to elevate student and parent voice through activities such as the LCAP Student Conference and feedback gathered during school events. The LCAP Steering Committee played a central role in this process and included classified and certificated staff, bargaining unit representatives (CSEA and SEA), administrators, SUSD Board Members, and parents representing key student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. Student representation included both elementary and middle school perspectives.

This collaborative approach ensured that the development of the 2026–2027 LCAP was grounded in meaningful and inclusive feedback reflective of the broader school community. Educational partners also reviewed the proposed actions and remained actively engaged in monitoring implementation through ongoing review of data and progress updates.

Student feedback was intentionally gathered through the LCAP Student Conference and surveys administered to students in grades 3–8, including representation from English Learners, Foster Youth, and students from low-income households. This input was used to evaluate the effectiveness of actions and services and to determine which should be continued, adjusted, or discontinued. Certificated and classified bargaining unit leaders received data analyses and had the opportunity to provide input on the proposed actions. Additionally, the district consulted with the SELPA regarding services for students with disabilities. The draft 2026–2027 LCAP will be posted for public review and scheduled for a public hearing during the June 9, 2026, Board of Trustees meeting.

Educational partners at Coleman F. Brown were also consulted regarding the Equity Multiplier designation.Their insights emphasized three key areas. First, Equity and Inclusion, focusing on addressing academic disparities among underserved students and ensuring that all students have access to the resources and support necessary for academic success. Second, Improved Outcomes, highlighting that closing the achievement gap benefits not only underserved students but the entire school community, fostering a more equitable and high-performing learning environment while contributing to overall academic success and community well-being. Finally, Long-Term Impact, recognizing that investing in targeted interventions and support initiatives now can yield lasting benefits for underserved students, ultimately reducing inequalities and promoting social mobility within the community.
These considerations are directly reflected in Goal 3 and their associated actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Educational partners of Sylvan Union School District created this goal to focus on engagement with the priorities of parental involvement, pupil engagement and school climate. The actions of this goal will increase attendance rates, lower chronic absenteeism rates while decreasing suspension and expulsion rates. This goal was developed after careful review of the attendance and suspension data which indicated the need to improve in the identified areas to create safe and welcoming schools for all educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Raptor Volunteer Training	In 2023 -2024 Raptor Volunteer reported 764 trained volunteers	In 2024-2025 Raptor Volunteer reported 1,061 trained volunteers	In 2025 -2026 Raptor Volunteer report 1071 trained volunteers	Increase trained volunteers by 2%	Met outcome, increased by 307
1.2	Family engagement opportunities and input for unduplicated students and students with exceptional needs. (i.e. Special education parent training and support, site sponsored	District Wide Parent Training Opportunities= 13 SUSD Staff Survey Spring 2024: 1.6 Students, parents, and the community	District Wide Parent Training Opportunities= 39 SUSD Staff Survey Fall 2024: 1.6 Students, parents, and the	District Wide Parent Training Opportunities= 107 SUSD Staff Survey Fall 2025: 1.6 Students, parents, and the	Increase by 1 parent training opportunity at each school site within the district annually.	Met outcome for parent training opportunities The current difference from baseline is +0.25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	family engagement nights and district sponsored family engagement nights)	have formal ways to provide input regarding the optimal functioning of the school. 3.56	community have formal ways to provide input regarding the optimal functioning of the school. 3.48 SUSD Staff Survey Spring 2025: 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.33	community have formal ways to provide input regarding the optimal functioning of the school. 3.60 SUSD Staff Survey Spring 2026 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.77	SUSD Staff Survey: 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school, at a 4.0 out of a 5 rubric.	for SUSD Staff Survey
1.3	CA Dashboard: Suspension Data	2023 CA Dashboard - Suspension Data All students - Orange - 4.5% suspended at least one day African American - Red - 12.7% suspended at least one day English Learners - Orange - 3.9% suspended at least one day Hispanic - Orange- 4.7% suspended at least one day	2024 CA Dashboard - Suspension Data All students - Yellow - 3.8% suspended at least one day African American - Yellow - 10.5% suspended at least one day English Learners - Green - 2.8% suspended at least one day	2025 CA Dashboard - Suspension Data All students - Orange - 4.1% suspended at least one day African American - Orange - 9.4% suspended at least one day English Learners - Orange - 3.5% suspended at least one day	Decrease all groups by 2%	Difference from Baseline include: All Students: -.4% African Americans: -3.3% English Learners: +0.4% Hispanic:-.7% Homeless: no change from baseline Two or More Races: +1% Socioeconomically Disadvantaged: -.6% Asian: +.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless - Orange - 6.6% suspended at least one day Two or More Races - Orange - 4.2% suspended at least one day Socioeconomically Disadvantaged - Orange - 5.3% suspended at least one day Asian - Yellow - 2.4% suspended at least one day Students with Disabilities - Yellow 4.8% suspended at least one day White - Yellow - 4.4% suspended at least one day Foster Youth - Green - 2.9% suspended at least one day Pacific Islander - Green - 1% suspended at least one day	Hispanic - Yellow - 3.9% suspended at least one day Homeless - Orange - 6.1% suspended at least one day Two or More Races - Yellow - 3.9% suspended at least one day Socioeconomically Disadvantaged - Yellow - 4.6% suspended at least one day Asian - Yellow - 2.2% suspended at least one day Students with Disabilities - Yellow - 4.4% suspended at least one day White - Yellow - 3.6% suspended at least one day Foster Youth - Orange - 4.2%	Hispanic - Orange - 4% suspended at least one day Homeless - Red - 6.6% suspended at least one day Two or More Races - Orange - 5.2% suspended at least one day Socioeconomically Disadvantaged - Orange - 4.7% suspended at least one day Asian - Orange - 2.7% suspended at least one day Students with Disabilities - Orange - 5.4% suspended at least one day White - Orange - 4.4% suspended at least one day Foster Youth - Red - 40% suspended at least one day		Student w/ Disabilities: +.6% White: no change from baseline Foster Youth: +37.1% Pacific Islander: +.1% Filipino: no change from baseline LTEL Baseline: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino - Blue - .5% suspended at least one day Long Term EL (LTEL) - Yellow - 7.6%	suspended at least one day Pacific Islander - Orange - 3% suspended at least one day Filipino - Yellow - 1.4% suspended at least one day Long Term EL (LTEL) - Yellow - 7.6%	Pacific Islander - Yellow - 2.8% suspended at least one day Filipino - Blue - .5% suspended at least one day American Indian - Blue - 0% suspended at least one day Long Term EL (LTEL) - Red - 8.6%		
1.4	SUSD Expulsion Rates	2023-2024 Expulsion Rate 0.0011% Number of expulsions= 9 out of 8,081	2024-2025 Expulsion Rate 0.0015% Number of expulsions= 12 out of 7,982 students	2025-2026 Expulsion Rate= 0%, 2 students out of 7,757 students	Maintain at 0%	Current difference from baseline decreased by 7 expulsions, but maintained percentage rate
1.5	Home to School Transportation	2023-2024 Transportation Services (As indicated in Aeries) 9.02% of SUSD students 1,037 students with am bus stop	2024-2025 Transportation Services (As indicated in Aeries) 15% of SUSD students 1,274students with am bus stops	2025-2026 Transportation Services (As indicated in Aeries) 14.6% of SUSD students	Maintain or Increase to 10% of SUSD students accessing transportation services	Current difference from baseline increase by 5.98% Current difference from baseline increased by 237 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Inflated due to Data Confirmation Process			
1.6	Chronic Absenteeism Rates	2023 CA Dashboard - Chronic Absenteeism All Students - Yellow - 21.3% chronically absent Homeless - Orange - 47% chronically absent Pacific Islander - Orange - 23.7 chronically absent African American - Yellow - 33% chronically absent Asian - Yellow - 13.1% chronically absent English Learners - Yellow - 20.9% chronically absent Hispanic - Yellow - 24.9% chronically absent Two or More Races - Yellow - 19.6% chronically absent	2024 CA Dashboard - Chronic Absenteeism All Students - Yellow - 14.7% chronically absent Homeless - Orange - 40.6% chronically absent Pacific Islander - Green - 8.2% chronically absent African American - Yellow - 25.3% chronically absent Asian - Green - 8.6% chronically absent English Learners - Yellow - 13.4% chronically absent Hispanic - Yellow - 16.8% chronically absent	2025 CA Dashboard - Chronic Absenteeism All Students - Orange - 15.1% chronically absent Homeless - Yellow - 33.9% chronically absent Pacific Islander - Orange - 14.4% chronically absent African American - Red - 25.8% chronically absent Asian - Green - 7.3% chronically absent English Learners - Orange - 13.6% chronically absent Hispanic - Orange - 17.7% chronically absent	Decrease all groups by 1%	Difference from Baseline include: All Students: -6.2% Homeless: -13.1% Pacific Islander: -9.3% African Americans: -7.2% Asian: -5.8% English Learners: -7.3% Hispanic: -7.2% Two or More Races: -5.1% Socioeconomically Disadvantaged: -7.4% Student w/ Disabilities: -8% White: -4.1% Foster Youth: +18.8% Filipino: -2.1% LTEL: +.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - Yellow -24.6% chronically absent Students with Disabilities - Yellow - 29.6% chronically absent White - Yellow - 16.9% chronically absent Filipino - Green - 9% chronically absent Foster Youth - Green - 7.7% chronically absent Long Term EL (LTEL) - Orange - 20.1% Chronically absent	Two or More Races - Yellow - 15.3% chronically absent Socioeconomically Disadvantage - Yellow - 17.2% chronically absent Students with Disabilities - Yellow - 20.4% chronically absent White - Yellow - 12% chronically absent LTELs- Yellow - 20.1% chronically absent Filipino - Blue - 4.9% chronically absent Foster Youth - Orange - 12.5% chronically absent	Two or More Races - Yellow - 14.5% chronically absent Socioeconomically Disadvantage - Orange - 17.2% chronically absent Students with Disabilities - Red - 21.6% chronically absent White - Orange - 12.1% chronically absent LTELs- Red - 20.8% chronically absent Filipino - Orange - 6.4% chronically absent Foster Youth - Red - 23.5% chronically absent		
1.7	SUSD Parent Surveys: Parents were asked about their sense of	2023-2024 Fall Survey Data (5 point rubric)	2024-2025 Fall Family Survey, Data (5 point rubric)	2025-2026 Fall Family Survey, Data (5 point rubric)	All results of the survey items would be at 4.0	Difference from Baseline include: I feel welcome at my child's school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety and connection to the school.	I feel welcome at my child's school. 3.34 I have a trusting and respectful relationship with staff at my child's school. 3.28 My child's school provides me with information and resources to support my child's learning at home. 3.19 2023-2024 Spring Survey Data (5 point rubric) I feel welcome at my child's school. 3.47 I have a trusting and respectful relationship with staff at my child's school. 3.41 My child's school provides me with information and resources to support my child's learning at home. 3.27 My child's school has clear and specific rules	I feel welcome at my child's school. 3.77 I have a trusting and respectful relationship with staff at my child's school. 3.59 My child's school provides me with information and resources to support my child's learning at home. 3.71 My child's school has clear and specific rules and procedures are in place. 3.74 Teachers, staff, and my child have practiced implementing emergency procedures for specific incidents. 3.87 My child's school is a safe place. 3.96	I feel welcome at my child's school. 3.34 I have a trusting and respectful relationship with staff at my child's school. 3.25 My child's school provides me with information and resources to support my child's learning at home. 3.31 My child's school has clear and specific rules and procedures are in place. 3.64 Teachers, staff, and my child have practiced implementing emergency procedures for specific incidents. 3.94 My child's school is a safe place. 3.43	Increasing 10% each year	+.02 increased from baseline I have a trusting and respectful relationship with staff at my child's school. -0..3, difference from percentage is +.84 My child's school provides me with information and resources to support my child's learning at home. +0.16, distance from percentage is +.64 My child's school has clear and specific rules and procedures in place. +0.25, difference from percentage is -1.05 Teachers, staff, and my child have practiced implementing emergency procedures for specific incidents. -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and procedures in place. 4.07 Teachers, staff, and my child have practiced implementing emergency procedures for specific incidents. 4.25 My child's school is a safe place. 4.11	2024-2025 Spring Family Survey Data (5 point rubric) I feel welcome at my child's school. 4.19 I have a trusting and respectful relationship with staff at my child's school. 4.12 My child's school provides me with information and resources to support my child's learning at home. 3.88 My child's school has clear and specific rules and procedures are in place. 4.09 Teachers, staff, and my child have practiced implementing emergency procedures for	2025-2026 Spring Family Survey, Data (5 point rubric) I feel welcome at my child's school. 3.36 I have a trusting and respectful relationship with staff at my child's school. 3.24 My child's school provides me with information and resources to support my child's learning at home. 3.35 My child's school has clear and specific rules and procedures are in place. 3.82 Teachers, staff, and my child have practiced implementing emergency procedures for		0.23, difference from percentage is -0.8 My child's school is a safe place. -0.04, difference from percentage is -0.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			specific incidents.3.91 My child's school is a safe place. 4.07	specific incidents. 4.02 My child's school is a safe place. 4.07		
1.8	Educational Opportunities	2023-2024 Educational Opportunities 122 Field Trip Requests Enrichment Speakers/Guests	2024-2025 Educational Opportunities 131 Field Trip Requests Enrichment Speakers/Guests	2025-2026 Educational Opportunities 131 Field Trip Requests Enrichment Speakers/Guests	Maintain or increase by 2%	Met outcome, increased from baseline by 9 opportunities
1.9	Translation and Interpretation Services	Hanna Interpreting Services 2023-2024 Usage Report Pre-Scheduled Usage: 250 On Demand Usage: 365 Total Usage: 615	Hanna Interpreting Services 2024-2025 Usage Report Pre-Scheduled Usage: 103 On Demand Usage: 517 Total Usage: 620	Hanna Interpreting Services 2025-2026 Usage Report Pre-Scheduled Usage: 121 On Demand Usage: 408 Total Usage: 529	Maintain or increase usage	Decreased usage by 91
1.10	Attendance Rates	Aeries Student Information System	Aeries Student Information System Attendance Rate 2024-2025:	Aeries Student Information System	Increase by .5%	Difference from baseline is -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rate 2023-2024: Average Daily Attendance: 95%	Average Daily Attendance 94.3% (as of 4/25)	Attendance Rate 2025-2026: Average Daily Attendance: 94.60% *As of 4/2/26		
1.11	Dropout Rates - Middle School	CALPADS Report 23-24 (8.1B Report) 0% dropout rate	CALPADS Report 24-25 (8.1B Report) 0% dropout rate	CALPADS Report 25-26 (8.1B Report) 0% dropout rate	Maintain a 0%	Maintained and met outcome
1.12	SUSD Surveys: Staff on the sense of safety and school connectedness.	SUSD Staff Survey Spring 2024: (5 point rubric) 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.72 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.64 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.56	SUSD Staff Survey Fall 2024: (5 point rubric) 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.76 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.54 1.6 Students, parents, and the community have formal ways to provide input regarding the	SUSD Staff Survey Fall 2025: 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.92 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.68 1.6 Students, parents, and the community have formal ways to provide input regarding the	All results of the survey items would be at 4.0	Difference from Baseline include: 1.1 The faculty and staff perceive the school environment as safe and orderly. +0.25 1.2 Students, parents, and the community perceive the school environment as safe and orderly. +0.16 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			optimal functioning of the school. 3.48 SUSD Staff Survey Spring 2025: (5 point rubric) 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.9 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.71 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.33	optimal functioning of the school. 3.65 SUSD Staff Survey Spring 2026: 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.97 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.80 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.68		of the school. +0.12
1.13	SUSD Surveys: Students on the sense of safety and school connectedness.	SUSD Student Survey Fall 2024: (5 point rubric) How are you with how your school is meeting	SUSD Student Survey Fall 2024: (5 point rubric) How are you with how your school is	SUSD Student Survey Fall 2025: How are you with how your school is meeting your	All results of the survey items would be at a 4.0	Difference from Baseline include: How are you with how your school is meeting your

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		your needs around friendships, emotions and mental health? 2.75 Students at our site believe our teachers and/or staff care about and believe in them. 2.74 I feel connected with my classmates. 2.55 I know what to do if an emergency happens at school (such as a fire or lockdown). 3.72 My school is a safe place. 3.50	meeting your needs around friendships, emotions and mental health? 3.48 Students at our site believe our teachers and/or staff care about and believe in them. 3.49 I feel connected with my classmates. 3.23 I know what to do if an emergency happens at school (such as a fire or lockdown). 4.24 My school is a safe place. 3.45 SUSD Student Survey Spring 2025: (5 point rubric) How are you with how your school is	needs around friendships, emotions and mental health? 3.46 Students at our site believe our teachers and/or staff care about and believe in them. 3.12 I feel connected with my classmates. 2.83 I know what to do if an emergency happens at school (such as a fire or lockdown). 4.33 My school is a safe place. 3.78 SUSD Student Survey Spring 2026: How are you with how your school is meeting your needs around friendships,		needs around friendships, emotions and mental health? +0.53 Students at our site believe our teachers and/or staff care about and believe in them. +0.37 I feel connected with my classmates. +0.57 I know what to do if an emergency happens at school (such as a fire or lockdown). +0.50 My school is a safe place. -0.20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			meeting your needs around friendships, emotions and mental health? 3.30 Students at our site believe our teachers and/or staff care about and believe in them. 3.41 I feel connected with my classmates. 3.16 I know what to do if an emergency happens at school (such as a fire or lockdown). 4.22 My school is a safe place. 3.45	emotions and mental health? 3.28 Students at our site believe our teachers and/or staff care about and believe in them. 3.11 I feel connected with my classmates. 3.12 I know what to do if an emergency happens at school (such as a fire or lockdown). 4.22 My school is a safe place. 3.30		
1.14	Family participation opportunities in programs for low income, English learner, SWD and foster youth students. (i.e. PIQE, District wide evening	Local Indicator Survey 2023/2024 SUSD rating for building partnerships for student outcomes is a 3 or initial implementation.	Local Indicator Survey 2024/2025, SUSD rating for building partnerships for student outcomes	Local Indicator Survey 2025/2026, SUSD rating for building partnerships for student outcomes	Increase to a 4 or Full Implementation.	Current difference from baseline is an increase of +0.79

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	engagements with identified topic of learning.)		is a 3.34 or initial implementation.	is a 3.79 or initial implementation.		

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.

Action 1.1 – Parent Training Opportunities
Successes: Successfully provided both district-wide and site-specific parent training sessions, offering both virtual and in-person options, along with transportation support to increase accessibility. Topics included literacy, special education, and Title I programs.
Challenges: Ongoing efforts are being made to improve communication with all educational partners to ensure strong attendance and engagement in parent training opportunities.
Modifications: No modifications are necessary at this time.

Action 1.2 – Social Emotional Learning (SEL)
Successes: Social-Emotional Learning (SEL) instruction was implemented at all school sites, with districtwide SEL curriculum. Staff received training in the district SEL curriculum, as well as in trauma-informed practices and the delivery of targeted support to high-need students.
Challenges: A challenge remains in the consistent implementation and use of the districtwide SEL curriculum, as staff continue to build familiarity and confidence in utilizing all components of the program.
Modifications: To address this, the district conducted Behavior and Curriculum Walks to observe the implementation of the curriculum in practice.

Action 1.3 – Positive Behavior Supports (PBIS)
Successes: PBIS and Behavior Solutions trainings were successfully implemented, supporting the development of safe, inclusive learning environments and promoting equitable behavior systems across sites.
Challenges: As noted in Action 1.2, the implementation of districtwide SEL instruction for the first year.
Modifications: In alignment with Action 1.2, the district adopted a standardized SEL curriculum and provided comprehensive staff training. The district will continue to onboard new staff with SEL training to ensure consistent and effective implementation.

Action 1.4 – Pupil Attendance
Successes: Established regular site check-ins, professional learning opportunities, and incentive programs, all of which contributed to improved student attendance outcomes.
Challenges: Continue to strengthen consistency and support across the system through the district's new structure of focused monthly meetings.

Modifications: Reflect on the effectiveness of the restructured monthly meetings in providing increased opportunities for collaboration, with a focus on strengthening consistency and alignment of attendance practices across all sites.

Action 1.5 – School to Pupil Connections
Successes: Sites implemented SEL programs that enhanced students' perceptions of emotional support and staff care through expanded after-school programs, in-school interventions, and community partnerships.
Challenges: There is an ongoing need to expand supports so students feel connected to their peers. This indicates a need for stronger peer relationship-building efforts.
Modifications: To address logistical barriers, some district teams met for collaboration with other peers or community partners via Google meet or Teams.

Action 1.6 – Translation and Interpretation
Successes: Translation and interpretation services were successfully provided for meetings and events through both prescheduled and on-demand options, enhancing inclusive family engagement.
Challenges: There is an ongoing need to expand language support to additional events such as Aeries Data Confirmation, Back-to-School Night, and Open House.
Modifications: Language access services have been expanded to include a broader range of school events, further strengthening communication and engagement with families.

Action 1.7 – Educational Opportunities
Successes: Field trips, after-school ELOP Academies, assemblies, and guest instructors were successfully implemented to enrich student learning experiences across all student groups.
Challenges: Integrating enrichment activities with core classroom instruction occurred to varying degrees, indicating an opportunity to provide additional support in helping teachers strengthen instructional connections.
Modifications: To address logistical barriers, some sites utilized guest instructors and on-site assemblies as alternatives to off-campus field trips, ensuring continued access to meaningful enrichment opportunities.

Action 1.8 – Safety Protocol
Successes: All sites successfully implemented safety training and emergency preparedness measures, with full execution of planned actions and no significant issues reported.
Challenges: No challenges were identified during implementation.
Modifications: No modifications are necessary at this time.

Action 1.9 – Technical Assistance
Successes: With support from the county office of education, the district has prioritized strengthening Tier 1 behavioral supports and establishing clear Tier 2 and Tier 3 intervention pathways to address chronic absenteeism and suspension rates.
Challenges: A challenge remains in refining the entry and exit criteria; however, this is being addressed through ongoing data monitoring and analysis.
Modifications: A key modification was the development of clearly defined entry and exit criteria for Tier 2 and Tier 3 interventions, alongside enhanced data monitoring systems to evaluate intervention effectiveness.

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

The District had some differences between the district's Budgeted Expenditures (planned spending) versus Estimated Actual Expenditures (what was actually spent this year). These differences were due to both necessary operational changes and the practical realities of putting plans into action throughout the year. Material differences are outlined below:

Action 1.3 Positive Behavior Supports: Budgeted $4,246,462; Actual $5,339,395 Additional expenditures required for paraprofessionals providing behavior support services.

Action 1.5 School to Pupil Connections: Budgeted $6,989,879; Actual $5,835,280 Difference due to expansion of services in the after school program.

Action 1.6 Translation and Interpretation Services: Budgeted $178,997, Actual $48,740 Difference due to unfilled vacancy for support services, extra services covered as needed.

Action 1.7 Educational Opportunities: Budgeted $332,004, Actual $241,300 Difference may vary due to pending cost of additional transportation services.

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

Action 1.1 Parent Training Opportunities: Has demonstrated emerging effectiveness, shown by an increase in district wide parent training opportunities from 13 to 29 and a rise in trained volunteers from 764 to 1,071. However, a slight decline in staff survey scores (3.68 to 3.64) indicates a need for continued focus on improving staff perceptions of parent engagement efforts.

Action 1.2 Social Emotional: The implementation of social-emotional support initiatives, including SEL curriculum, training for educators, and targeted interventions for at-risk students, has led to a positive trend in student perceptions of emotional support, with scores rising from 2.75 to 3.46 and staff care from 2.74 to 3.77. While there has been progress, challenges remain, particularly for students facing academic, behavioral, and attendance struggles, suggesting that continued focus on peer connections, community partnerships, and personalized support is necessary to further enhance social-emotional outcomes.

Action 1.3: The professional learning provided to staff on Positive Behavioral Interventions and Supports (PBIS) and the implementation of the Social-Emotional Learning (SEL) curriculum appear to be contributing to positive student behavior outcomes. The district has maintained a 0% expulsion rate for three consecutive years (2023–2024, 2024–2025, and 2025–2026). Although suspension rates increased slightly for some student groups, the overall number of students suspended at least one day decreased by 41 students in 2025–2026. Suspension rates also improved for some student groups, including African American students (decreasing by 1.1%), while White students experienced a slight

increase (0.7%). Continued refinement of PBIS implementation, along with a sustained focus on student engagement and emotional regulation strategies, will be important to further reduce suspensions, particularly for Foster Youth and Long-Term English Learner (LTEL) students.

Action 1.4 Pupil Attendance: The implementation of regular monitoring, PLC collaboration, and targeted support strategies has resulted in a significant reduction in chronic absenteeism, decreasing from 21.3% to 15.1%, with the Asian student group maintaining Green status; however, despite this progress, targeted efforts must continue to address persistently elevated rates among Students with Disabilities, Long-Term English Learners, and Foster Youth populations.

Action 1.5 School to Pupil Connections: The provision of after-school academies, childcare options, in-school interventions, and counseling assistance, alongside collaborations with local organizations, has led to a notable improvement in students' perceptions of emotional support and staff care, with scores rising from 2.75 to 3.28 and 2.74 to 3.11, respectively. However, the data also indicates that students continue to feel somewhat disconnected from their peers (3.16 to 3.12), suggesting that while academic and emotional support programs are having a positive impact, further efforts to enhance peer relationships and foster stronger school connections are necessary.

Action 1.6 Translation and Interpretation: The implementation of translation and interpretation services has effectively supported increased parent engagement, as reflected in Metric 1.9, and demonstrates the district's ongoing commitment to inclusive and accessible communication. While Metric 1.9 shows a slight decrease in total service usage, this aligns with declining district enrollment and a reduction in the number of identified English Learners. The continued availability of on-demand and prescheduled translation and interpretation services ensures equitable access to communication for all families.

Action 1.7 Educational Opportunities: The increase from 124 to 131 educational opportunities reflects positive progress toward the goal of enriching student learning experiences. Sites have effectively expanded access through a variety of curriculum-connected activities, ensuring all students benefit from engaging, hands-on learning. Support for teachers in integrating these experiences has further contributed to the initiative's success.

Action 1.8 The Spring 2025 SUSD Staff Survey results indicate moderate progress toward fostering a safe, orderly, and inclusive school environment. Staff rated the safety and orderliness of the school at 3.97, while students, parents, and the community rated it lower at 3.30 & 3.43, suggesting general alignment but room for improvement. The score of 3.56 for educational partner input reflects that while some formal avenues for engagement exist, continued efforts are needed to strengthen opportunities for meaningful collaboration.

Action 1.9 Technical assistance has been effective in strengthening Tier 1 behavioral supports and establishing clearer Tier 2 and Tier 3 intervention pathways with support from the County Office of Education. While entry and exit criteria initially posed a challenge, ongoing data monitoring has led to refinements and improved tracking of intervention effectiveness.

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.

Based on our analysis, here are no planned adjustments for the 2024-27 LCAP cycle:

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	Parent Training Opportunities	Comprehensive training for parents should be readily accessible across multiple platforms whenever possible, covering a range of topics aimed at engaging families in supporting their child's entire school journey, encompassing academic, social, and emotional aspects, and aiding them in navigating the educational system effectively.	$37,937.00	Yes
1.2	Social Emotional	All students, including pupils who are low income, English Learners, and Foster Youth, will receive social-emotional learning instruction and support to enhance their engagement in school, fostering a sense of connection and readiness to learn. Tasks and resources for this action may include, but are not limited to: • Facilitate peer and adult connections for students through social and emotional support initiatives. Target students who have struggled with progress, attendance, or behavior issues. • Forge partnerships with foster care agencies and community programs. • Assign a liaison to enhance communication between parents, educational partners, and the school. • Provide a SEL curriculum to support the students in learning skills that will help them find success in implementing social/emotional strategies. • Provide educators with insights, training and support into challenges and obstacles faced by all students, particularly those from low-income families, English Learners, or Foster Youth through training by student support specialists. • Provide materials, resources, and training to support the ongoing programs: Attendance, extra curricular, celebrations and engagement activities that enhance the social and emotional wellbeing of students' connection to their school community.	$2,640,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Positive Behavior Supports	Implement strategies for all students, including those who are low income, English Learners, Foster Youth, African American, Two or More Races, SED and White, to promote positive behavior inside and outside the classroom to enhance student engagement and regular attendance. Tasks and resources for this action may include, but are not limited to: • Train staff to provide positive behavior intervention strategies (PBIS) to all students including low income families, English Learners, or foster youth to create safe school environments. • Train staff to provide all students with strategies related but not limited to engagement and emotional regulation strategies. • Provide a Social Emotional Learning (SEL) curriculum to support the students in learning skills that will help them find success in implementing behavioral/social/emotional/self regulation strategies. • Offer materials, resources, and training to bolster existing programs aimed at fostering students' social and emotional well-being within the school community. This includes support for initiatives such as attendance programs, extracurricular activities, celebrations, and engagement activities.	$5,505,239.00	Yes
1.4	Pupil Attendance	All students, including pupils who are low income, English Learners, Asian and Foster Youth, will be monitored for positive attendance. Tasks and resources for this action may include, but are not limited to: • Schedule regular meetings between attendance specialists and the Child Welfare Liaison to monitor and evaluate the effectiveness of implemented strategies on attendance rates • Foster collaboration within the Professional Learning Community (PLC) process to identify effective strategies for decreasing chronic absenteeism and improving overall pupil attendance • Provide training and support for all educational partners to communicate the importance of the initiative and its potential impact on pupil success. • Provide materials and resources to support the ongoing attendance efforts and celebrations.	$487,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	School to Pupil Connections	All families, including those who are low income, English Learners, and Foster Youth, will have the opportunities to access school-to-home connections. Tasks and resources for this action may include, but are not limited to: • All students will be provided access to after-school academies, childcare options, in-school interventions and counseling assistance. • Information regarding school offerings and resources will be communicated to families through school channels. • Design and implement middle school electives to engage students in diverse interests and foster connections with the school community. • Collaborate with Boys and Girls Club and Sylvan Child Care to offer supplementary programs and support outside of regular school hours. • Provide materials, resources, and training to support the ongoing programs: extra curricular, celebrations and engagement activities that enhance the academic, social and emotional wellbeing of students' connection to their school community.	$14,346,872.00	Yes
1.6	Translation and Interpretation Services	All families, including those who are low income, English Learners, and Foster Youth, will have the opportunities to access translation and interpretation services. Tasks and resources for this action may include, but are not limited to: • Implement translation and interpretation services for parent engagement. • Ensure availability of translation services for parent-teacher conferences. • Provide interpretation services for Student Study Team (SST) meetings. • Offer translation and interpretation support for Individualized Education Program (IEP) meetings. • Extend services to events such as Back to School Night and Open House to facilitate communication with all families.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Ensure accessibility to staff and school programs/services through translation and interpretation.		
1.7	Educational Opportunities	All students, including those who are low income, English Learners, and Foster Youth, will have access to experience educational opportunities connected to classroom instruction. Tasks and resources for this action may include, but are not limited to: • Organize field trips aligned with classroom instruction. • Facilitate hands-on experiences relevant to the curriculum. • Schedule assemblies to supplement classroom learning. • Offer after-school academies focusing on educational topics. • Provide virtual trips to enhance understanding of subject matter. • Ensure variety and accessibility of educational opportunities for all students. • Coordinate with teachers to integrate these experiences into the curriculum effectively.	$484,219.00	Yes
1.8	Safety Protocol	All staff, volunteers, and all students, including those who are low income, English Learners, and Foster Youth, will have ongoing safety training for Standard Response Protocol procedures. Tasks and resources for this action may include, but are not limited to: • Ensure that all schools are equipped with all the necessary safety items as per the Standard Response Protocol. This includes having emergency supplies readily available for both students and staff. Regularly inspect and maintain safety equipment to ensure it is always in proper working condition. • Provide training to all staff and students on safety protocols including drills, use of safety items and coordination with authorities to ensure we are following all safety standards and regulations. • Keep all educational partners informed about our emergency procedures and the availability of safety items. By doing so, we aim to ensure that everyone, including parents, staff, and	$167,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, is well-prepared and understands what to do in case of an emergency. This comprehensive approach to emergency preparedness and response is essential for the safety and well-being of our school community.		
1.9	Technical Assistance	The county office of education is supporting Sylvan Union School District in identified areas of need for chronic absenteeism and suspension rates. We will focus our support efforts on building a strong foundation (Tier 1) for behavioral supports, including absenteeism. We will focus on defining pathways for intervention (Tier 2 & 3) as well as entry and exit criteria. Through the use of data, Stanislaus STATS, will track and monitor student progress across all three Tiers to determine the effectiveness of Tier 1 implementation and Tier 2 & 3 interventions.	$31,340.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy to meet the demands of high school, college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The educational partners at Sylvan Union School District created this goal to focus on pupil outcome and conditions of learning. This goal will address the basic needs, state standards, pupil achievement, course access and additional pupil outcomes. With these priorities in mind the goal will increase achievement for all pupils and decrease the achievement gaps. We will focus on increasing progress and proficiency of English Learners, implementing the California State Standards for Kindergarten through 8th grade, implementing the California frameworks for TK, supporting professional learning and Professional Learning Communities and increasing the integration of instructional technology. This goal was developed after careful review of the district's local measures, which indicated the need for improvement in the identified areas, as well as from input from the district's educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC ELA/Literacy & Mathematics	Spring 2023 SBAC: ELA/Literacy: All Students 41.23% Met or Exceeded Standards	Spring 2024 SBAC: English Language Arts: All Students	Spring 2025 SBAC: English Language Arts: All Students	Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in ELA and	Difference from Baseline include: English Language Arts: All Students Increased Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 9.87% Met or Exceeded Standards Low Income/Socioeconomically Disadvantaged 33.49% Met or Exceeded Standards Mathematics All Students 35.27% Met or Exceeded Standards English Learners 8.74% Met or Exceeded Standards Low Income/Socioeconomically Disadvantaged 27.57% Met or Exceeded Standards	41.40% Met or Exceeded Standards English Learners 8.44% Met or Exceeded Standards Socioeconomically Disadvantaged 33.67% Met or Exceeded Standards Mathematics All Students 34.58% Met or Exceeded Standards English Learners 8.00% Met or Exceeded Standards Socioeconomically Disadvantaged 27.26% Met or Exceeded Standards	42.68% Met or Exceeded Standards English Learners 6.18% Met or Exceeded Standards Socioeconomically Disadvantaged 36.83% Met or Exceeded Standards Mathematics All Students 36.22% Met or Exceeded Standards English Learners 6.93% Met or Exceeded Standards Socioeconomically Disadvantaged 30.17% Met or Exceeded Standards	Mathematics demonstrate measurable growth, with each student progressing by at least 10% toward meeting or exceeding the established standards. ELA/Literacy: All Students 51.23% Met or Exceeded Standards English Learners 19.87% Met or Exceeded Standards Low Income 43.49% Met or Exceeded Standards Mathematics: All Students 45.27% Met or Exceeded Standards English Learners	Standards by 1.45% English Learners Decreased Met or Exceeded Standards by 3.69% Socioeconomically Disadvantaged Increased Met or Exceeded Standards by 3.34% Mathematics All Students Increased Met or Exceeded Standards by 0.95% English Learners Decreased Met or Exceeded Standards by 1.81% Socioeconomically Disadvantaged Increased Met or Exceeded Standards by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					18.74%Met or Exceeded Standards Socioeconomically Disadvantaged 37.57% Met or Exceeded Standards	
2.2	California Science Test	Spring 2023 CAST All Students 26.22% Met or Exceeded Standards English Learners 2.13% Met or Exceeded Standards Low Income 16.82% Met or Exceeded Standards Special Education 6.06% Met or Exceeded CAA Science 6.25% Met or Exceeded Standards	Spring 2024 CAST All Students 25.14% Met or Exceeded Standards English Learners 2.59% Met or Exceeded Standards Socioeconomically Disadvantage 20.11% Special Education 6.06% Met or Exceeded Baseline established 2024/2025 CAA Science 6.25% Met or Exceeded Standards	Spring 2025 CAST All Students 29.30% Met or Exceeded Standards English Learners 2.28% Met or Exceeded Standards Socioeconomically Disadvantage 23.94% Met or Exceeded Standards Special Education 7.08% Met or Exceeded Standards CAA Science 0% Met or Exceeded Standards	Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in Science demonstrate measurable growth, with each student progressing by at least 10% toward meeting or exceeding the established standards. All Students 36.22% Met or Exceeded Standards English Learners 12.13% Met or Exceeded Standards	Difference from Baseline include: CAST All Students Increased Met or Exceeded Standards by 3.08% English Learners Increased Met or Exceeded Standards by 0.15% Socioeconomically Disadvantaged Increased Met or Exceeded Standards by 7.12% Special Education Increased Met or Exceeded Standards by 1.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Baseline established 2024/2025		Socioeconomically Disadvantaged 26.82% Met or Exceeded Standards Special Education 16.06% Met or Exceeded Standards CAA Science 16.25% Met or Exceeded Standards	CAA Science Decreased Met or Exceeded Standards by 6.25%
2.3	California School Dashboard ELA Academic Indicator	Fall 2023 All students- Orange 23.6 Below Standard English Learners- Orange 62.4 Below Standard Socioeconomically Disadvantaged- Orange 41.6 Below Standard Students with Disabilities- Red 99.7 Below Standard African American- Orange 66.7 Below Standard Asian- Yellow .8 Above Standard	Fall 2024 All Students- Orange- 25 Below Standards English Learners- Orange 65.2 Below Standard Socioeconomically Disadvantaged- Orange 43.4 Below Standard Students with Disabilities- Red 109.2 Below Standard	Fall 2025 All Students- Orange- 22.3 Below Standards English Learners- Yellow 57.8 Below Standard Socioeconomically Disadvantaged- Orange 43.4 Below Standard Students with Disabilities- Red 107.5 Below Standard	CA Dashboard Points from Level 3 (standard) increase of 10 points for: All students and all student groups increase 10 points All Students 13.6 Below Standard English Learners 52.4 Below Standard Socioeconomically Disadvantaged 31.6 Below Standard	Difference from Baseline include: All students- Orange Decreased Below Standard by 1.3 English Learners- Yellow Decreased Below Standard by 4.6 Socioeconomically Disadvantaged- Orange Increased Below Standard by1.8 Students with Disabilities- Red Increased Below Standard by 7.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- Orange 41.1 Below Standard White- Yellow 4.8 Below Standard Pacific Islander- Yellow 22.1 Below Standard Filipino- Blue 59.5 Above Standard Two or More Races- Orange 16.8 Below Standard Homeless- Orange 59.9 Below Standard LTELS- Red 99.1 Below Standard, Baseline established 2024/2025	African American- Red 71.3 Below Standard Asian- Yellow 2.4 Above Standard Hispanic- Orange 41.7 Below Standard White- Yellow 4.9 Below Standard Pacific Islander- Orange 32.1 Below Standard Filipino- Blue 63 Above Standard Two or More Races- Orange 24.9 Below Standard Homeless- Orange 55.4 Below Standard LTELs-Red 99.1 Below Standard	African American- Red 79.7 Below Standard Asian- Yellow 3.4 Above Standard Hispanic- Orange 39.2 Below Standard White- Yellow 2.6 Below Standard Pacific Islander- Yellow 8.7 Below Standard Filipino- Blue 65 Above Standard Two or More Races- Yellow 15.5 Below Standard Homeless- Orange 61.2 Below Standard LTELs- Orange	Students with Disabilities 89.7 Below Standard African American 56.7 Below Standard Asian 9.2 Above Standard Hispanic 31.1 Below Standard White 5.2 Above Standard Pacific Islander 12.1 Below Standard Filipino 69.5 Above Standard Two or More Races 6.8 Below Standard Homeless 49.9 Below Standard	African American- Red Increased Below Standard by 13 Asian- Yellow Increased Above Standard by 2.6 Hispanic- Orange Decreased Below Standard by 1.9 White- Yellow Decreased Below Standard by 2.2 Met Target Pacific Islander- Yellow Decreased Below Standard by 13.4 Filipino- Blue Increased Above Standard by 5.5 Two or More Races- Yellow Decreased Below Standard by 1.3 Homeless- Orange Increased Below Standard by 1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				93.6 Below Standard	LTELS 89.1 Below Standard	LTELS- Orange Decreased Below Standard by 5.5
2.4	California School Dashboard Mathematics Academic Indicator	Fall 2023 All students- Orange 23.6 Below Standard English Learners- Orange 81.9 Below Standard Socioeconomically Disadvantaged- Yellow 62.9 Below Standard Students with Disabilities- Red 120.4 Below Standard African American- Red 107.5 Below Standard Asian- Yellow 11 Below Standard Hispanic- Orange 64.5 Below Standard White- Yellow 21.8 Below Standards Pacific Islander- Orange 42.5 Below Standard Filipino- Blue 43.8 Above Standard	Fall 2024 All students- Orange 42.6 Below Standard English Learners- Orange 80.5 Below Standard Socioeconomically Disadvantaged- Orange 61.1 Below Standard Students with Disabilities- Red 122.3 Below Standard African American- Yellow 94.3 Below Standard Asian- Yellow 6.9 Below Standard Hispanic- Orange	Fall 2025 All students- Orange 40.5 Below Standard English Learners- Yellow 75.1 Below Standard Socioeconomically Disadvantaged- Yellow 54.4 Below Standard Students with Disabilities- Red 127.2 Below Standard African American- Red 103.5 Below Standard Asian- Yellow 9.4 Below Standard Hispanic- Orange	CA Dashboard Points from Level 3 (standard) increase of 10 points for: All students and all student groups increase 10 points All Students 13.6 Below Standard English Learners 71.9 Below Standard Socioeconomically Disadvantaged 52.9 Below Standard Students with Disabilities 110.4 Below Standard African American 97.5 Below Standard Asian 1 Below Standard	Difference from Baseline include: All students- Orange Increased Below Standard by 16.9 English Learners- Yellow Decreased Below Standard by 6.8 Socioeconomically Disadvantaged- Yellow Decreased Below Standard by 8.5 Students with Disabilities- Red Increased Below Standard by 6.8 African American- Red Decreased Below Standard by 4 Asian- Yellow Decreased Below Standard by 1.6 Hispanic- Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races- Orange 33.3 Below Standards Homeless- Orange 86.4 Below Standard LTELs- Orange 136 Below Standard Baseline established 2024/2025	61.9 Below Standard White- Yellow 19.9 Below Standards Pacific Islander- Orange 42 Below Standard Filipino- Blue 48.6 Above Standard Two or More Races- Orange 37.8 Below Standard Homeless- Red- 101.2 Below Standard LTELs- Orange 136 Below Standard	59.6 Below Standard White- Yellow 18.8 Below Standards Pacific Islander- Green 19.7 Below Standard Filipino- Blue 52.7 Above Standard Two or More Races- Yellow 34.8 Below Standard Homeless- Yellow 85.3 Below Standard LTELs- Orange 119.2 Below Standard	Hispanic 54.5 Below Standard White 11.8 Below Standards Pacific Islander 32.5 Below Standard Filipino 53.8 Above Standard Two or More Races 23.3 Below Standards Homeless 76.4 Below Standard LTELS 126 Below Standard	Decreased Below Standard by 4.9 White- Yellow Decreased Below Standard by 3 Pacific Islander- Green Decreased Below Standard by 22.8 Met Target Filipino- Blue Increased Above Standard by 8.9 Met Target Two or More Races- Yellow Increased Below Standard by 1.5 Homeless- Yellow Decreased Below Standard by 1.1 LTELs- Orange Decreased Below Standard 16.8 Met Target
2.5	Sylvan District ELA & Mathematics	Metric Updated 2024-2025 Baseline Baseline Data iReady 2024-2025	New Benchmark iReady 2024-2025 ELA	iReady 2025-2026 ELA	Over the next three years, the Sylvan Union School District aims to ensure that 100% of students	Difference from Baseline D1 Overall District Wide (K-8)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA D1 Overall District Wide (K-8) Mid or Above: 11% (831 students) Early on Grade Level: 14% (1,062 students) One Grade Below: 36% (2,670 students) Two Grades Below: 17% (1,309 students) Three or More Grades Below: 22% (1,643 students) D1 Overall by Domain: Phonological Awareness (K-2): Mid or Above: 8% Early on Grade Level: 3% One Grade Below: 12% Two Grades Below: 5% Three or More Grades Below: none Phonics: Mid or Above: 57% Early on Grade Level: 4% One Grade Below: 17% Two Grades Below: 10% Three or More Grades Below: 13%	D1 Overall District Wide (K-8) Mid or Above: 11% (831 students) Early on Grade Level: 14% (1,062 students) One Grade Below: 36% (2,670 students) Two Grades Below: 17% (1,309 students) Three or More Grades Below: 22% (1,643 students) D1 Overall by Domain: Phonological Awareness (K-2): Mid or Above: 8% Early on Grade Level: 3% One Grade Below: 12% Two Grades Below: 5% Three or More Grades Below: none Phonics: Mid or Above: 57% Early on Grade Level: 4%	D1 Overall District Wide (K-8) Mid or Above: 12% (836 students) Early on Grade Level: 15% (1,082 students) One Grade Below: 37% (2,629 students) Two Grades Below: 16% (1,151 students) Three or More Grades Below: 21% (1,470 students) D1 Overall by Domain: Phonological Awareness (K-2): Mid or Above: 9% Early on Grade Level: 3% One Grade Below: 12% Two Grades Below: 4% Three or More Grades Below: none Phonics: Mid or Above: 60% Early on Grade Level: 4%	in ELA and Mathematics demonstrate measurable growth, with each student progressing by at least 10% toward at or above grade level as measured by local assessments.	Mid or Above: +1% (+5 students) Early on Grade Level: +1% (+20 students) One Grade Below: +1% (+41 students) Two Grades Below: -1% (+158 students) Three or More Grades Below: -1% (-173 students) D1 Overall by Domain: Phonological Awareness Mid or Above: +1% Early on Grade Level: =% One Grade Below: =% Two Grades Below: -1% Three or More Grades Below: =% Phonics: Mid or Above: +3% Early on Grade Level: =% One Grade Below: =% Two Grades Below: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High-Frequency Words: Mid or Above: 71% Early on Grade Level: 3% One Grade Below: 15% Two Grades Below: 7% Three or More Grades Below: 4% Vocabulary: Mid or Above: 11% Early on Grade Level: 14% One Grade Below: 37% Two Grades Below: 19% Three or More Grades Below: 20% Comprehension Overall: Mid or Above: 13% Early on Grade Level: 13% One Grade Below: 34% Two Grades Below: 17% Three or More Grades Below: 23% Literature: Mid or Above: 16% Early on Grade Level: 13% One Grade Below: 32% Two Grades Below:17%	One Grade Below: 17% Two Grades Below: 10% Three or More Grades Below: 13% High-Frequency Words: Mid or Above: 71% Early on Grade Level: 3% One Grade Below: 15% Two Grades Below: 7% Three or More Grades Below: 4% Vocabulary: Mid or Above: 11% Early on Grade Level: 14% One Grade Below: 37% Two Grades Below: 19% Three or More Grades Below: 20% Comprehension Overall: Mid or Above: 13% Early on Grade Level: 13%	One Grade Below: 17% Two Grades Below: 9% Three or More Grades Below: 11% High-Frequency Words: Mid or Above: 74% Early on Grade Level: 3% One Grade Below: 14% Two Grades Below: 6% Three or More Grades Below: 3% Vocabulary: Mid or Above: 11% Early on Grade Level: 15% One Grade Below: 36% Two Grades Below: 19% Three or More Grades Below: 19% Comprehension Overall: Mid or Above: 14% Early on Grade Level: 14%		Three or More Grades Below: -2% High-Frequency Words: Mid or Above: +3% Early on Grade Level: =% One Grade Below: -1% Two Grades Below: -1% Three or More Grades Below: -1% Vocabulary: Mid or Above: =% Early on Grade Level: +1% One Grade Below: +1% Two Grades Below: -1% Three or More Grades Below: -1% Comprehension Overall: Mid or Above: +1% Early on Grade Level: =% One Grade Below: =%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Three or More Grades Below: 23% Informational Text: Mid or Above: 12% Early on Grade Level: 13% One Grade Below: 32% Two Grades Below: 18% Three or More Grades Below: 25% Baseline iReady 2024-2025 Math D1 Overall District Wide (K-8) Mid or Above: 4% (264 students) Early on Grade Level: 10% (718 students) One Grade Below: 45% (3,346 students) Two Grades Below: 21% (1,522 students) Three or More Grades Below: 21% (1,539 students) D1 Overall by Domain: Number & Operations: Mid or Above: 7% Early on Grade Level: 11%	One Grade Below: 34% Two Grades Below: 17% Three or More Grades Below: 23% Literature: Mid or Above: 16% Early on Grade Level: 13% One Grade Below: 32% Two Grades Below:17% Three or More Grades Below: 23% Informational Text: Mid or Above: 12% Early on Grade Level: 13% One Grade Below: 32% Two Grades Below: 18% Three or More Grades Below: 25% iReady 2024-2025 Math	One Grade Below: 34% Two Grades Below: 16% Three or More Grades Below:22% Literature: Mid or Above: 18% Early on Grade Level: 13% One Grade Below: 33% Two Grades Below: 15% Three or More Grades Below: 20% Informational Text: Mid or Above: 14% Early on Grade Level: 13% One Grade Below: 32% Two Grades Below: 16% Three or More Grades Below: 24% iReady 2025-2026 Math		Two Grades Below: -1% Three or More Grades Below: -1% Literature: Mid or Above: +2% Early on Grade Level: =% One Grade Below: +1% Two Grades Below: -2% Three or More Grades Below: -3% Informational Text: Mid or Above: +2% Early on Grade Level: =% One Grade Below: =% Two Grades Below: -2% Three or More Grades Below: -1% iReady 2025-2026 Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One Grade Below: 45% Two Grades Below: 19% Three or More Grades Below:17% Algebra & Algebraic Thinking: Mid or Above: 7% Early on Grade Level: 12% One Grade Below: 45% Two Grades Below: 18% Three or More Grades Below: 18% Measurement & Data: Mid or Above: 10% Early on Grade Level: 10% One Grade Below: 39% Two Grades Below: 20% Three or More Grades Below: 22% Geometry: Mid or Above: 6% Early on Grade Level: 8% One Grade Below: 39% Two Grades Below: 22% Three or More Grades Below: 25%	D1 Overall District Wide (K-8) Mid or Above: 4% (264 students) Early on Grade Level: 10% (718 students) One Grade Below: 45% (3,346 students) Two Grades Below: 21% (1,522 students) Three or More Grades Below: 21% (1,539 students) D1 Overall by Domain: Number & Operations: Mid or Above: 7% Early on Grade Level: 11% One Grade Below: 45% Two Grades Below: 19% Three or More Grades Below:17% Algebra & Algebraic Thinking: Mid or Above: 7%	D1 Overall District Wide (K-8) Mid or Above: 5% (323 students) Early on Grade Level: 10% (741 students) One Grade Below: 47% (3,378 students) Two Grades Below: 19% (1,349 students) Three or More Grades Below: 19% (1,357 students) D1 Overall by Domain: Number & Operations: Mid or Above: 8% Early on Grade Level: 12% One Grade Below: 46% Two Grades Below: 17% Three or More Grades Below: 16% Algebra & Algebraic Thinking: Mid or Above: 16%		D1 Overall District Wide (K-8) Mid or Above: +1% (+59 students) Early on Grade Level: = (+23 students) One Grade Below: +2% (+32 students) Two Grades Below: -2% (-172 students) Three or More Grades Below: -2% (-182 students) D1 Overall by Domain: Numbers & Operations Mid or Above: +1% Early on Grade Level: =% One Grade Below: +2% Two Grades Below: -2% Three or More Grades Below: -2% Algebra & Algebraic Thinking: Mid or Above: +9% Early on Grade Level: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady 2024-2025 ELA D2 Overall District Wide (K-8) Mid or Above: 18% (1,367 students) Early on Grade Level: 19% (1,402 students) One Grade Below: 33% (2,434 students) Two Grades Below: 13% (939 students) Three or More Grades Below: 18% (1,304 students) D2 Overall by Domain: Phonological Awareness (K-2): Mid or Above: 13% Early on Grade Level: 5% One Grade Below: 9% Two Grades Below: 3% Three or More Grades Below: none Phonics: Mid or Above: 66% Early on Grade Level: One Grade Below: 5% Two Grades Below: 6% Three or More Grades Below: 9%	Early on Grade Level: 12% One Grade Below: 45% Two Grades Below: 18% Three or More Grades Below: 18% Measurement & Data: Mid or Above: 10% Early on Grade Level: 10% One Grade Below: 39% Two Grades Below: 20% Three or More Grades Below: 22% Geometry: Mid or Above: 6% Early on Grade Level: 8% One Grade Below: 39% Two Grades Below: 22% Three or More Grades Below: 25% iReady 2024-2025	Early on Grade Level: 7% One Grade Below: 14% Two Grades Below: 46% Three or More Grades Below: 17% Measurement & Data: Mid or Above: 12% Early on Grade Level: 11% One Grade Below: 40% Two Grades Below: 18% Three or More Grades Below: 20% Geometry: Mid or Above: 7% Early on Grade Level: 9% One Grade Below: 40% Two Grades Below: 20% Three or More Grades Below: 24% iReady 2025-2026		One Grade Below: -31% Two Grades Below: +28% Three or More Grades Below: -1% Measurement & Data Mid or Above: +2% Early on Grade Level: -1% One Grade Below: +1% Two Grades Below: +28% Three or More Grades Below: 16% Geometry: Mid or Above: +1% Early on Grade Level: +1% One Grade Below: +1% Two Grades Below: -2% Three or More Grades Below: -2% iReady 2025-2026 ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High-Frequency Words: Mid or Above: 79% Early on Grade Level: 4% One Grade Below: 11% Two Grades Below: 3% Three or More Grades Below: 3% Vocabulary: Mid or Above: 18% Early on Grade Level: 17% One Grade Below: 34% Two Grades Below: 14% Three or More Grades Below: 16% Comprehension Overall: Mid or Above: 20% Early on Grade Level: 17% One Grade Below: 31% Two Grades Below: 13% Three or More Grades Below: 19% Literature: Mid or Above: 24% Early on Grade Level: 15% One Grade Below: 31% Two Grades Below: 13%	ELA D2 Overall District Wide (K-8) Mid or Above: 18% (1,367 students) Early on Grade Level: 19% (1,402 students) One Grade Below: 33% (2,434 students) Two Grades Below: 13% (939 students) Three or More Grades Below: 18% (1,304 students) D2 Overall by Domain: Phonological Awareness (K-2): Mid or Above: 13% Early on Grade Level: 5% One Grade Below: 9% Two Grades Below: 3% Three or More Grades Below: none Phonics: Mid or Above: 66%	ELA D2 Overall District Wide (K-8) Mid or Above: 18% (1,294 students) Early on Grade Level: 19% (1,336 students) One Grade Below: 32% (2,317 students) Two Grades Below: 13% (952 students) Three or More Grades Below: 18% (1,263 students) D2 Overall by Domain: Phonological Awareness (K-2): Mid or Above: 12% Early on Grade Level: 4% One Grade Below: 9% Two Grades Below:3% Three or More Grades Below: none Phonics: Mid or Above:66%		D2 Overall District Wide (K-8) Mid or Above: =% (-72 students) Early on Grade Level: =% (-62 students) One Grade Below: -1% (-117 students) Two Grades Below: =% (+13 students) Three or More Grades Below: =% (-41 students) D2 Overall by Domain: Phonological Awareness (K-2): Mid or Above: -1% Early on Grade Level: -1% One Grade Below: =% Two Grades Below: =% Three or More Grades Below: =% Phonics: Mid or Above:=% Early on Grade Level: =% One Grade Below: =%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Three or More Grades Below: 17% Informational Text: Mid or Above: 19% Early on Grade Level: 16% One Grade Below: 30% Two Grades Below: 14% Three or More Grades Below: 21% iReady 2024-2025 Math D2 Overall District Wide (K-8) Mid or Above: 10% (721 students) Early on Grade Level: 16% (1,156 students) One Grade Below: 45% (3,374 students) Two Grades Below: 13% (995 students) Three or More Grades Below: 16% (1,176 students) D2 Overall by Domain: Number & Operations: Mid or Above: 17% Early on Grade Level: 18% One Grade Below: 41%	Early on Grade Level: 5% One Grade Below: 14% Two Grades Below: 6% Three or More Grades Below: 9% High-Frequency Words: Mid or Above: 79% Early on Grade Level: 4% One Grade Below: 11% Two Grades Below: 3% Three or More Grades Below: 3% Vocabulary: Mid or Above: 18% Early on Grade Level: 17% One Grade Below: 34% Two Grades Below: 14% Three or More Grades Below: 16% Comprehension Overall: Mid or Above: 20%	Early on Grade Level: 5% One Grade Below: 14% Two Grades Below: 6% Three or More Grades Below: 9% High-Frequency Words: Mid or Above: 80% Early on Grade Level: 3% One Grade Below: 11% Two Grades Below: 3% Three or More Grades Below: 3% Vocabulary: Mid or Above: 17% Early on Grade Level: 17% One Grade Below: 35% Two Grades Below: 14% Three or More Grades Below: 17% Comprehension Overall: Mid or Above: 20%		Two Grades Below: =% Three or More Grades Below: =% High-Frequency Words: Mid or Above: +1% Early on Grade Level: -3% One Grade Below: =% Two Grades Below:=% Three or More Grades Below: =% Vocabulary: Mid or Above: -1% Early on Grade Level: =% One Grade Below: +1% Two Grades Below: =% Three or More Grades Below: +1% Comprehension Overall: Mid or Above: =% Early on Grade Level: -1% One Grade Below: =%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two Grades Below:11% Three or More Grades Below:13% Algebra & Algebraic Thinking: Mid or Above: 17% Early on Grade Level:18% One Grade Below: 39% Two Grades Below: 12% Three or More Grades Below:15% Measurement & Data: Mid or Above: 17% Early on Grade Level: 13% One Grade Below: 39% Two Grades Below: 14% Three or More Grades Below:18% Geometry: Mid or Above: 11% Early on Grade Level: 11% One Grade Below: 41% Two Grades Below: 17% Three or More Grades Below: 20%	Early on Grade Level: 17% One Grade Below: 31% Two Grades Below: 13% Three or More Grades Below: 19% Literature: Mid or Above: 24% Early on Grade Level: 15% One Grade Below: 31% Two Grades Below: 13% Three or More Grades Below: 17% Informational Text: Mid or Above: 19% Early on Grade Level: 16% One Grade Below: 30% Two Grades Below: 14% Three or More Grades Below: 21% iReady 2024-2025 Math	Early on Grade Level: 16% One Grade Below: 31% Two Grades Below: 13% Three or More Grades Below: 19% Literature: Mid or Above: 24% Early on Grade Level: 15% One Grade Below: 30% Two Grades Below: 12% Three or More Grades Below: 18% Informational Text: Mid or Above: 19% Early on Grade Level: 16% One Grade Below: 29% Two Grades Below: 14% Three or More Grades Below: 22% iReady 2025-2026 Math		Two Grades Below: =% Three or More Grades Below: =% Literature: Mid or Above: =% Early on Grade Level: =% One Grade Below: -1% Two Grades Below: =% Three or More Grades Below: =% Informational Text: Mid or Above: =% Early on Grade Level: =% One Grade Below: -1% Two Grades Below: =% Three or More Grades Below: +1% iReady 2025-2026 Math D2 Overall District Wide (K-8) Mid or Above: = (-3 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			D2 Overall District Wide (K-8) Mid or Above: 10% (721 students) Early on Grade Level: 16% (1,156 students) One Grade Below: 45% (3,374 students) Two Grades Below: 13% (995 students) Three or More Grades Below: 16% (1,176 students) D2 Overall by Domain: Number & Operations: Mid or Above: 17% Early on Grade Level: 18% One Grade Below: 41% Two Grades Below:11% Three or More Grades Below:13% Algebra & Algebraic Thinking: Mid or Above: 17%	D2 Overall District Wide (K-8) Mid or Above: 10% (698 students) Early on Grade Level: 16% (1,117 students) One Grade Below: 46% (3,297 students) Two Grades Below: 13% (905 students) Three or More Grades Below: 16% (1,132 students) D2 Overall by Domain: Number & Operations: Mid or Above: 17% Early on Grade Level: 18% One Grade Below: 41% Two Grades Below:11% Three or More Grades Below: 13% Algebra & Algebraic Thinking: Mid or Above: 17%		Early on Grade Level: = (-59 students) One Grade Below: +1% (-777 students) Two Grades Below: = (-90 students) Three or More Grades Below: = (+44students) D2 Overall by Domain: Number & Operations: Mid or Above: =% Early on Grade Level: =% One Grade Below: =% Two Grades Below:=% Three or More Grades Below:=% Algebra & Algebraic Thinking: Mid or Above: =% Early on Grade Level: -1% One Grade Below: +1% Two Grades Below: =%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Early on Grade Level:18% One Grade Below: 39% Two Grades Below: 12% Three or More Grades Below:15% Measurement & Data: Mid or Above: 17% Early on Grade Level: 13% One Grade Below: 39% Two Grades Below: 14% Three or More Grades Below:18% Geometry: Mid or Above: 11% Early on Grade Level: 11% One Grade Below: 41% Two Grades Below: 17% Three or More Grades Below: 20%	Early on Grade Level: 17% One Grade Below: 40% Two Grades Below: 12% Three or More Grades Below: 14% Measurement & Data: Mid or Above: 18% Early on Grade Level: 13% One Grade Below: 39% Two Grades Below:14% Three or More Grades Below: 17% Geometry: Mid or Above: 11% Early on Grade Level: 12% One Grade Below: 40% Two Grades Below: 17% Three or More Grades Below: 20%		Three or More Grades Below: -1% Measurement & Data: Mid or Above:+1% Early on Grade Level:=% One Grade Below: =% Two Grades Below: =% Three or More Grades Below: -1% Geometry: Mid or Above: =% Early on Grade Level: +1% One Grade Below:-1% Two Grades Below: =% Three or More Grades Below: =%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	English Language Proficiency Assessments for California	Spring 2023 (Percentage of students at Level 4 Well Developed) English Proficiency Assessment for California (ELPAC) ELPAC: All students 17.53% Well Developed 216 students Kindergarten 20.74% Well Developed 39 students First Grade 6.54% Well Developed 7 students Second Grade 13.29% Well Developed 21 students Third Grade 12.14% Well Developed 17 students Fourth Grade 16.30% Well Developed 22 students Fifth Grade 24.32 Well Developed 36 students Sixth Grade	Spring 2024 (Percentage of students at Level 4 Well Developed) English Proficiency Assessment for California (ELPAC) ELPAC: All students 14.04% Well Developed 175 students Kindergarten 14.56% Well Developed 30 students First Grade 11.81% Well Developed 15 students Second Grade 10.74% Well Developed 13 students Third Grade 7.95% Well Developed 12 students Fourth Grade 16.06% Well Developed	Spring 2025 (Percentage of students at Level 4 Well Developed) English Proficiency Assessment for California (ELPAC) ELPAC: All students 16.02% Well Developed 185 students Kindergarten 21.38% Well Developed 31 students First Grade 10.56% Well Developed 15 students Second Grade 7.32% Well Developed 9 students Third Grade 6.67% Well Developed 8 students Fourth Grade 16.20% Well Developed	All grade levels will increase at least 20 scale score points which would result in a growth with the same ELD Proficiency level or a move to the next level Summative ELPAC/Alternate Summative ELPAC descriptor.	Difference from Baseline include: ELPAC All students Decreased in "Well Developed" by 1.51% Kindergarten Increased in "Well Developed" by .64% First Grade Increased in "Well Developed" by 4.02% Second Grade Decreased in "Well Developed" by 5.97% Third Grade Decreased in "Well Developed" by 5.47% Fourth Grade Decreased in "Well Developed" by 0.10% Fifth Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.97% Well Developed 19 students Seventh Grade 25.83% Well Developed 31 students Eighth Grade 24.00% Well Developed 24 students	22 students Fifth Grade 23.33% Well Developed 28 students Sixth Grade 10.45% Well Developed 14 students Seventh Grade 15.04% Well Developed 20 students Eighth Grade 17.98% Well Developed 21 students	23 students Fifth Grade 23.77% Well Developed 29 students Sixth Grade 11.65% Well Developed 12 students Seventh Grade 18.05% Well Developed 24 students Eighth Grade 27.20% Well Developed 34 students		Decreased in "Well Developed" by 0.55% Sixth Grade Increased in "Well Developed" by 2.32% Seventh Grade Decreased in "Well Developed" by 6.98% Eighth Grade Increased in "Well Developed" by 3.2%
2.7	English Learner Reclassification Rate	2023-2024 140 of EL students were reclassified Total number of EL = 1,264 11%	2024-2025 199 of EL students were reclassified Total number of EL= 1,241 16%	2025-2026 215 of EL students were reclassified Total number of EL = 1,081 19.8%	Increase by 2%	Met outcome Difference from Baseline include: +1% in the number of EL students reclassified
2.8	Long Term English Learners (LTEL)	2022-2023 Dataquest LTEL Report 648 of English Learners 0-3 years	2023-2024 Dataquest LTEL Report 668 of English Learners 0-3 years	2024-2025 Dataquest LTEL Report 600 of English Learners 0-3 years	Decrease the number of Long Term English Learners (LTEL) by 3%	Difference from Baseline include: Increased number of ELs in program

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		201 of English Learners 4-5 years At-Risk LTEL 145 of English Learners 6+ years LTEL 270 of English Learners 4+ years Not At-Risk or LTEL	172 of English Learners 4-5 years At-Risk LTEL 162 of English Learners 6+ years LTEL 239 of English Learners 4+ years Not At-Risk or LTEL	149 of English Learners 4-5 years At-Risk LTEL 156 of English Learners 6+ years LTEL 241 of English Learners 4+ years Not At-Risk or LTEL 2025-2026 Dataquest LTEL Report 618 of English Learners 0-3 years 150 of English Learners 4-5 years At-Risk LTEL 128 of English Learners 6+ years LTEL 197 of English Learners 4+ years Not At-Risk or LTEL	140.65 English Learners 6+ year LTEL	0-3 years, +20 students Decreased number of ELs in program 4-5 years, -29 students Increased number of ELs in program 6+ years, +17 students Decreased number of ELs 4+ years Not At Risk or LTEL, 31 students
2.9	Pathway Feedback	October 2023 Impact on Current Professional Practices: Overall: 96% Average to Strong Impact Little to No Impact: 4% Average Impact: 19% Above Average/HIgh Impact: 77%	October 2024 310 Feedback Responses Impact on Current Professional Practices: Overall: 95.5% Average to Strong Impact	October 2025 288 Feedback Responses 94.1 % of participants were able to "take-away" activities or strategies that staff	98% of staff able to “take-away” activities or strategies that they are able to put into practice	Difference from Baseline on Current Professional Practices: Overall: Decreased of 0.3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		97.4% of participants were able to "take-away" activities or strategies that staff were able to put into practice March 2024 Impact on Current Professional practices: Overall: 96.7% Average to Strong Impact Little to No Impact: 3.3% Average Impact: 19.6% Above Average/High Impact: 77.1%	Little to No Impact: 4.5% Average Impact: 24.5% Above Average/High Impact: 71% 97.4% of participants were able to "take-away" activities or strategies that staff were able to put into practice March 2025 Impact on Current Professional Practices: Overall: 91% Average to Strong Impact Little to No Impact: 9.1% Average Impact: 22.7% Above Average/HIgh Impact: 68.2% 90.9% of participants were able to "take-away" activities or	were able to put into practice Discontinued survey items: Impact on Current Professional Practices: Overall: % Average to Strong Impact Little to No Impact: % Average Impact: % Above Average/High Impact: %		Little to No Impact: Increase of 0.5% Average Impact: Increase of 5.5% Above Average/High Average Impact: Decrease of 6% Maintained 97.4% for "take away" activities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			strategies that staff were able to put into practice			
2.10	Professional Learning Communities (PLC)	PLC Survey Fall 2023 (5 point rubric) Learning as our fundamental purpose- 3.01 (average) Building a collaborative culture through high-performing teams- 3.22 (average) A focus on results- 2.98 (average)	PLC Survey Fall 2024 (5 point rubric) Learning as our fundamental purpose-3.02 (average) Building a collaborative culture through high-performing teams- 3.18 (average) A focus on results- 2.97 (average)	PLC Survey Fall 2025 (5 point rubric) Learning as our fundamental purpose- 3.08 (average) Building a collaborative culture through high-performing teams- 3.26 (average) A focus on results- 3.06 PLC Survey Spring 2026 (5 point rubric) Learning as our fundamental purpose- 3.22 (average) Building a collaborative culture through high-performing teams- 3.34 (average)	Increase to an average of 4 on the 5 point rubric	Difference from Baseline include: Learning as our fundamental purpose-Increased by 0.21 Building a collaborative culture through high-performing teams- Increased by 0.12 A focus on results- Increased by 0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				A focus on results-3.28		
2.11	Access to Standards Aligned Core Materials	Board of Trustees Resolution of Sufficient Textbooks/Instructional Materials August, 29, 2023	Board of Trustees Resolution of Sufficient Textbooks/Instructional Materials August 27, 2024	Board of Trustees Resolution of Sufficient Textbooks/Instructional Materials August 26, 2025	Maintain 100%	Met outcome
2.12	Library & Materials Access	Baseline: 2023-2024 School Year: All 13 sites provided before, during and/or after school access to the library	2024-2025: All 13 sites provided before, during and/or after school access to the library.	2025-2026: All 13 sites provided before, during and/or after school access to the library.	Maintain	Met outcome
2.13	SUSD Employment Retention Report	2023-2024 School Year: Number of staff members years of service by type: Certificated 30-40 yrs: 9 26-29 yrs: 18 20-25 yrs: 80 10-19 yrs: 88 6-9 yrs: 50 3-5 yrs: 84 1-2 yrs: 106 <1 yr: 3 Classified 30-40 yrs: 4 26-29 yrs: 6 20-25 yrs: 23 10-19 yrs: 93	2024-2025 School Year: Number of staff members years of service by type: Certificated 30-40 yrs: 7 26-29 yrs: 17 20-25 yrs: 67 10-19 yrs: 84 6-9 yrs: 89 3-5 yrs: 80 1-2 yrs: 90 <1 yr: 44 Classified 30-40 yrs: 4 26-29 yrs: 3 20-25 yrs: 15 10-19 yrs: 88	2025-2026 School Year: Number of staff members years of service by type: Certificated 30-40 yrs: 8 26-29 yrs: 23 20-25 yrs: 72 10-19 yrs: 105 6-9 yrs: 74 3-5 yrs: 89 1-2 yrs: 65 <1 yr: 25 Classified 30-40 yrs: 3 26-29 yrs: 3 20-25 yrs: 24 10-19 yrs: 84	Maintain 75% or more of current staff	Difference from Baseline include: For certificated staff, those with less than 1 year of service decreased from 44 to 25, and those with 10-19 years increased from 84 to 105, Classified staff show <1 year increasing from 76 to 97. Certificated management also saw growth in newer staff, with 3-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-9 yrs: 86 3-5 yrs: 98 1-2 yrs: 178 <1 yr: 26 Certificated Management 30-40 yrs: 0 26-29 yrs: 2 20-25 yrs: 4 10-19 yrs: 2 6-9 yrs: 6 3-5 yrs: 7 1-2 yrs: 22 <1 yr: 0 Classified Management 30-40 yrs: 0 26-29 yrs: 1 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 1 3-5 yrs: 3 1-2 yrs: 0 <1 yr: 1 Confidential Management 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 1 3-5 yrs: 1 1-2 yrs: 3 <1 yr: 0	6-9 yrs: 78 3-5 yrs: 85 1-2 yrs: 146 <1 yr: 76 Certificated Management 30-40 yrs: 0 26-29 yrs: 1 20-25 yrs: 7 10-19 yrs: 8 6-9 yrs: 9 3-5 yrs: 8 1-2 yrs: 9 <1 yr: 4 Classified Management 30-40 yrs: 0 26-29 yrs: 1 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 4 3-5 yrs: 2 1-2 yrs: 0 <1 yr: 1 Confidential Management 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 1 3-5 yrs: 0 1-2 yrs: 0	6-9 yrs: 73 3-5 yrs: 111 1-2 yrs: 136 <1 yr: 97 Certificated Management 30-40 yrs: 0 26-29 yrs: 1 20-25 yrs: 1 10-19 yrs: 6 6-9 yrs: 7 3-5 yrs: 13 1-2 yrs: 11 <1 yr: 1 Classified Management 30-40 yrs: 0 26-29 yrs: 1 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 4 3-5 yrs: 2 1-2 yrs: 1 <1 yr: 0 Confidential Management 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 1 3-5 yrs: 0 1-2 yrs: 0 <1 yr: 0		5 year rising from 8 to 13. New Baseline data established in 2025/2026 Overall years of Service 30-40 yrs: 11 26-29 yrs: 28 20-25 yrs: 97 10-19 yrs: 195 6-9 yrs: 158 3-5 yrs: 215 1-2 yrs: 215 <1 yr: 123

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Non Represented 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 0 3-5 yrs: 5 1-2 yrs: 0 <1 yr: 0	<1 yr: 0 Non Represented 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 0 3-5 yrs: 0 1-2 yrs: 0 <1 yr: 2	Non Represented 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 0 3-5 yrs: 0 1-2 yrs: 2 <1 yr: 0 New Baseline data established in 2025/2026 Overall years of Service 30-40 yrs: 11 26-29 yrs: 28 20-25 yrs: 97 10-19 yrs: 195 6-9 yrs: 158 3-5 yrs: 215 1-2 yrs: 215 <1 yr: 123		
2.14	Access to Technology	Annual SUSD Staff Survey Spring 2024 1.8) The fiscal, operational and technological resources of the school are managed in a way that director supports teachers. 3.52 (5 point rubric)	Annual SUSD Staff Survey Spring 2025 1.8) The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers.	Annual SUSD Staff Survey Spring 2026 1.8) The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers.	Maintain or Increase to 4	Difference from Baseline include: Annual SUSD Staff Survey 1.8) The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3.50 (5 point rubric)	3.78 (5 point rubric)		Increased. by .28 (5 point rubric)
2.15	Use of instructional Technology	Annual SUSD Student Survey Spring 2024 1.8b) Teachers in my school use technology to help me learn 3.75 (5 point rubric)	Annual SUSD Student Survey Spring 2025 1.8b) Teachers in my school use technology to help me learn. 3.83 (5 point rubric)	Annual SUSD Student Survey 1.8b) Teachers in my school use technology to help me learn. 3.78 (5 point rubric)	Maintain or Increase to 4	Difference from Baseline include: Annual SUSD Student Survey 1.8b) Teachers in my school use technology to help me learn Decreased by .05 (5 point rubric)
2.16	Digital Citizenship Completion Rate	Fall 2023 Baseline- 94% of required staff completed Digital Citizenship lessons	Fall 2024- 97% of required staff completed Digital Citizenship lessons	Fall 2025- 98% of required staff completed Digital Citizenship lessons	Maintain at 94%	An increase of 4% from the baseline
2.17	High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	CALPADS Report (4.3 Staff Teaching Assignments) 2023-2024	CALPADS Report (4.3 Staff Teaching Assignments) 2024-2025 Fall 2 Reporting	CALPADS Report (4.3 Staff Teaching Assignments) 2025-2026 Fall 2 Reporting	Maintain	Maintained
2.18	School Facilities Inspection Reports	Summer 2023- FIT Report: 100%	Summer 2024 - FIT Report: 100%	Summer 2025 - FIT Report 100%	Maintain 100%	Met outcome
2.19	Local Indicator Survey	Spring 2024- Providing Professional Learning for recently adopted academic	Fall 2024 Providing Professional Learning for	Fall 2025 Providing Professional Learning for	Increase to Full Implementation	Difference from Baseline include: Providing Professional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards: 3.43 Initial Implementation Instructional Materials aligned to the adopted academic standards: 3.53 Initial Implementation Implementing policies/programs to support staff in identifying areas to improve delivering instruction:3.25 Initial Implementation Engage families in advisory groups with decision-making opportunities: 3.32 Initial Implementation	recently adopted academic standards: 3.66 Initial Implementation Instructional Materials aligned to the adopted academic standards: 3.48 Initial Implementation Implementing policies/programs to support staff in identifying areas to improve delivering instruction:3.23 Initial Implementation Engage families in advisory groups with decision-making opportunities: 3.32 Initial Implementation	recently adopted academic standards: 3.70 Initial Implementation Instructional Materials aligned to the adopted academic standards: 3.98 Initial Implementation Implementing policies/programs to support staff in identifying areas to improve delivering instruction:3.80 Initial Implementation Engage families in advisory groups with decision-making opportunities: 3.54 Initial Implementation		Learning for recently adopted academic standards: Increased by 0.27 Initial Implementation Instructional Materials aligned to the adopted academic standards: Increased by 0.45 Initial Implementation Implementing policies/programs to support staff in identifying areas to improve delivering instruction: Increased 0.55 Initial Implementation Engage families in advisory groups with decision-making opportunities: Increased .22 Initial Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	California Dashboard English Learner Progress Indicator	2023 English Learner Progress Indicator 47.3% of EL who progressed 1 ELPI Level 2.7% Maintained ELPI Level 4 31.4% Maintained ELPI Level 1, 2L, 2H, 3L, 3H 18.6% Decreased at least one ELPI Level 2024 English Learner Progress Indicator, baseline established 2024/2025 All Students-Yellow 47.3% making progress English Learners-Orange 47.3% making progress LTELs- Yellow 54.8% making progress	2024 English Learner Progress Indicator All Students-Yellow 47.3% making progress English Learners-Orange 47.3% making progress LTELs- Yellow 54.8% making progress 46.3% of EL making progressed 1 ELPI Level 1% Maintained ELPI Level 4 34.5% Maintained ELPI Level 1, 2L, 2H, 3L, 3H 18.6% Decreased at least one ELPI Level	2025 English Learner Progress Indicator All students-Green 51.4% making progress English Learners - 51.4 % making progress LTELS- Green 60.3% making progress 50.7% of EL making progressed 1 ELPI Level 1.1% Maintained ELPI Level 4 35.9% Maintained ELPI Level 1, 2L, 2H, 3L, 3H 12.4% Decreased at least one ELPI Level	55% of English Learners will make progress toward English proficiency by 2027-2028	Difference from Baseline: Increased by 4.1% of EL who progressed 1 ELPI Level Decreased by 1.6% Maintained ELPI Level 4 Increased 4.5% Maintained ELPI Level 1, 2L, 2H, 3L, 3H Decreased 6.2% at Decreased at least one ELPI Level All Students-Green 51.4% increased English Learners-Orange 51.4%increased LTELs- Yellow 60.3% increased
2.21	Local Indicator	2023-2024 100% of students, including unduplicated students, and Students with Disabilities, have access to a broad	2024-2025 100% of students, including unduplicated students, and Students with Disabilities, have	2025-2026 100% of students, including unduplicated students, and Students with Disabilities, have	Maintain	Met outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course of study and programs and services.	access to a broad course of study and programs and services.	access to a broad course of study and programs and services.		
2.22	Early Literacy Screeners	Fall 2025 All students 75.5% on Target Kindergarten 81.1% on Target 1st Grade 73.8% on Target 2nd Grade 72.3% on Target			All students in all grades will increase by at least 3% in the 2027-2028 school year.	Establish Baseline in 2026

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.

Action 2.1 – Professional Development
Successes: Expanded PD to support early literacy and 3–8 math. Focused on grading practices and PLC development.
Challenge: Balancing instructional time with expanded PD sessions.
Modification: Incorporated PD Pathways to allow for flexible staff participation.

Action 2.2 – Professional Learning Communities (PLCs)
Successes: Sustained PLC structures across sites, secured collaboration time, and deepened embedded coaching via support from Solution Tree.
Challenge: Ensuring consistent implementation across all sites.
Modification: Added administrative monitoring to align site practices.

Action 2.3 – Library Access
Successes: Ensured library access for all students with schedules, open hours, diverse options, and programs promoting reading

Challenge: No challenges occurred.
Modification: No modifications were needed.

Action 2.4 – Technology Integration
Successes: Progressed in meaningful technology integration through embedded professional learning, monitored usage data, and provided digital citizenship resources.
Challenge: No challenges occurred.
Modification: No modifications were needed.

Action 2.5 – Support for English Learners
Successes: Increased staff understanding of ELD standards through Professional Learning opportunities and clarified Integrated vs. Designated ELD for all certificated staff.
Challenge: Creating an equitable master schedule for comprehensive ELD across all grades is a complex, ongoing challenge involving staffing, time, and program consistency. Continued collaboration and planning are necessary to address this.
Modification: Embedded EL strategies into staff meetings and lesson planning time.

Action 2.6 – Multi-Tiered System of Supports (MTSS)
Successes: Embedded coaching supported MTSS implementation at all sites. Data was used to address academic and behavioral needs.
Challenge: Staff consistency in tiered support implementation.
Modification: Targeted admin training and site-specific coaching were added.

Action 2.7 – Personnel
Successes: Recruited qualified candidates through job fairs and college partnerships. Mentorship and induction supported retention.
Challenge: High competition for candidates in high-need credential areas.
Modification: Increased visibility through virtual outreach and early recruitment efforts.

Action 2.8 - Facilities
Successes: The district has demonstrated consistent completion of TIR Report and proactive facility maintenance.
Challenge: Ensuring timely resolution of all reported facility concerns due to the volume of maintenance requests across school sites.
Modification: District was able to strengthen support through the addition of a maintenance supervisor.

Action 2.9 - Technical Assistance
Successes: Implementation of Tier 1 academic supports in literacy and math.
Challenge: Clearly and consistently defining and applying student success criteria.

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 Professional Learning: Budgeted $2,401,108, Actual $3,859,209 Additional expenditures required for addition of district-wide year long traning program.

Action 2.4 Technology Integration: Budgeted $4,214,513, Actual $2,195,875 Difference due to adjustment for timing of additional equipment (June vs. July)

Action 2.5 English Language Learners: Budgeted $2,705,207, Actual $3,820,002 Additional expenditures required for increased cost and services for literacy intervention.

Action 2.6 Mulit-Tiered Systems of Support: Budgeted $100,567, Actual $262,913 Additional expenditures required for increased supplies and services.

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

Action 2.1: Professional Learning: The comparative data from both the Local Indicator Survey and professional learning feedback from October 2023 to March 2026 reflect consistent progress, with a slight increase in implementation of academic standards (from 3.43 to 3.70) and over 95% of staff reporting an average to strong impact on instructional practices, along with 94.14% identifying actionable takeaways. These results indicate that the continued emphasis on Professional Learning Communities (PLCs) and alignment with Sylvan District's mission, vision, and goals is effectively supporting professional growth and should remain a central focus to sustain and deepen instructional improvement.

Action 2.2: Comparative PLC survey data from Fall 2023 through Spring 2026 demonstrates stable trends with incremental growth across all three indicators, reflecting measurable progress in strengthening Professional Learning Community (PLC) practices. Compared to the baseline, survey results increased by: Learning as Our Fundamental Purpose: +0.21, Building a Collaborative Culture Through High-Performing Teams: +0.12 and a Focus on Results: +0.3. These gains indicate continued improvement in districtwide PLC implementation. To sustain this momentum, the district will continue prioritizing protected collaboration time for PLCs and strengthening site leadership capacity to support collaborative structures, including Response to Intervention (RTI), in order to foster a results-oriented culture aligned with district priorities.

Action 2.3: Library Access: Based on the comparative data, all 13 school sites consistently provided library access before, during, and/or after school during the 2023–2024, 2024–2025 and 2025-2026 school years, demonstrating sustained commitment to equitable access. While access remains strong, continued focus on inclusive policies, diverse literary offerings, and literacy-focused programming will be essential to further enrich student engagement and support lifelong reading habits.

Action 2.4: Comparative data from the SUSD Staff and Student Surveys indicates positive progress in technology integration, with modest increases in ratings from Spring 2024 to Spring 2026, reflecting effective support for and use of technology in instruction. Additionally, Digital Citizenship lesson completion rates have remained high, with 98% of staff completing the lessons in Fall 2025, demonstrating continued success in promoting responsible digital citizenship among students.

Action 2.5: Comparative data indicates gradual progress in supporting EL students. The percentage of students making progress by one ELPI level remained steady at 47.3% in 2023 and 2024, increasing to 50.7% in 2025. Reclassification rates declined from 11% in 2023 to 8% in 2024, followed by an increase to 16% in 2025 and a current rate of 12% in 2026. Despite these gains, a significant proportion of Long-Term English Learners (LTELs) continue to demonstrate limited growth. This underscores the need to strengthen professional development, refine instructional strategies, and implement targeted interventions to more effectively support English learners' academic achievement and language development.

Action 2.6: Recent student performance data, including Spring 2025 CAASPP and i-Ready results, indicate continued progress within the district's Multi-Tiered System of Supports (MTSS). While many students are demonstrating growth within performance bands, fewer are advancing into higher performance levels. English Learners and socioeconomically disadvantaged students continue to perform below district expectations in both English Language Arts (ELA) and Mathematics, highlighting the need for continued targeted support. i-Ready results show modest improvement in both ELA and Mathematics. In ELA, the percentage of students performing at mid or above grade level increased by 1%, and students performing early on grade level also increased by 1%. Students performing two grade levels below decreased by 1%, while those performing three or more grade levels below increased by 1%. In Mathematics, students performing at mid or above grade level increased by 1%, the percentage of students performing early on grade level remained stable, students performing two grade levels below decreased by 1%, and those performing three or more grade levels below decreased by 2%. Spring 2025 CAASPP results also reflect positive growth, with the percentage of students meeting or exceeding standards increasing by 1.45 percentage points in ELA and 0.95 percentage points in Mathematics. While these results demonstrate steady progress, achievement gaps remain. Continued refinement of MTSS implementation, targeted interventions for English Learners and socioeconomically disadvantaged students, and consistent instructional practices across sites will be essential to accelerating student achievement. Classroom walkthroughs in the primary grades indicate promising implementation of effective instructional strategies, contributing to positive early trends in student learning and growth.

Action 2.7: Personnel: Recruitment and retention efforts have demonstrated mixed effectiveness. Data from 2023–2024 to 2025–2026 shows an increase in staff tenure across certificated and classified roles, indicating improved retention among experienced employees. At the same time, there has been a notable influx of staff with less than one year of service, within certificated and classified positions. This suggests that while recruitment efforts have strengthened, continued focus on retention strategies and professional development is necessary to support long-term stability and workforce growth.

Action 2.8: Facilities: The routine facility inspections and maintenance efforts have been highly effective, as demonstrated by the consistent 100% rating on the Facility Inspection Tool (FIT) Report from summer 2023 to summer 2025. This indicates that safety hazards and maintenance issues are being successfully addressed, maintaining a safe and conducive learning environment for students and staff.

Action 2.9: Technical Assistance: Technical Assistance has been effective in implementing Tier 1 academic supports in literacy and math. However, the consistent definition and application of student success criteria remains an area for improvement.

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.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Action Modifications:
Action 2.1: The action was updated to include LREBG funding details, an explanation of how the funds will support the identified area of need, and the metrics that will be used to monitor the impact of the action.
Action 2.2: The action was updated to include LREBG funding details, an explanation of how the funds will support the identified area of need, and the metrics that will be used to monitor the impact of the action.

Metric Modifications:
Modified Metric 2.9: The metric measuring the impact on current professional practices was removed from the evaluation tool.
Modified Metric 2.13: New baseline data for Overall Years of Service was established in 2025/2026 and added to the metric to support more accurate analysis of employee retention and to ensure a more precise representation of staffing stability across the organization.
Added Metric 2.22: Sylvan Union School District met state requirements for the annual administration of Early Literacy Screeners for students in kindergarten through second grade. Multitudes was adopted by the Board of Trustees in Spring 2025, and both the baseline and target were established during the 2025–2026 school year.

These modifications align with our effective analysis and implementation experiences from the current year.

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	Professional Learning	This LREBG supported action will support professional learning in the science of reading, literacy programs, and research-based curricular, instructional, and leadership strategies aligned to the California ELA/ELD Framework and district goals. All staff who support students, including those who are low income, English Learners, and Foster Youth, will have professional learning opportunities to improve student outcomes and accelerate learning recovery through evidence-based instructional practices. Tasks and resources for this action may include, but are not limited to: • Utilize professional learning as the primary method for all school staff, including teachers, administrators, counselors, specialists, and classified support staff, to gain proficiency in implementing and supporting research-based curricular, instructional, literacy,	$3,451,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and leadership strategies. (LREBG Funding of $45,000 over the course of 2 years) • Provide professional learning and training in the science of reading and evidence-based literacy programs to strengthen foundational reading instruction and accelerate student literacy outcomes. If work exceeds the professional work day, provide staff with pay associated with these extended work days. (LREBG Funding of $260,000 over the course of 2 years) • Emphasize and continue to provide professional learning on the use of Professional Learning Communities (PLCs) as a framework for collaborative learning and continuous improvement. • Direct the focus of all professional learning initiatives toward Sylvan District's mission, vision, values, goals, and promise. Research supports evidence-based literacy instruction and professional learning as effective strategies for improving student achievement and closing learning gaps. Training grounded in the science of reading strengthens educator capacity to deliver systematic, explicit instruction in foundational literacy skills, supporting improved outcomes for students experiencing unfinished learning. Metrics used to monitor: 2.1, 2.3, 2.4 and 2.9. LREBG Funding of $305,000 over the course of 2 years.		
2.2	Professional Learning Communities	This LREBG supported action will support the continued expansion and strengthening of the PLC process to address student achievement gaps across all areas of learning. All staff who support students, including those who are low income, English Learners, and Foster Youth, will engage in protected time focused on the work of Professional Learning Communities (PLCs) to improve student outcomes and accelerate learning recovery through collaborative, evidence-based practices. Tasks and resources for this action may include, but are not limited to: • Allocate consistent and protected time for Professional Learning Communities (PLCs) to prioritize collaborative work among teacher teams focused on improving student learning outcomes and responding to identified learning gaps.	$2,425,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide professional learning, coaching, and support to strengthen implementation of the PLC process, including collaborative inquiry, the use of student data, common assessments, and targeted intervention planning. (LREBG Funding of $45,000 over the course of 2 years) • Engage Site Leadership Team/Guiding Coalition members in supporting and sustaining the PLC process within school sites. • Collaborative teacher teams will work together to establish and maintain a schoolwide Response to Intervention (RTI) model using relevant student data and evidence-based instructional practices, building upon the foundation established through the PLC process. Research supports Professional Learning Communities as an effective, evidence-based structure for improving teaching practices and increasing student achievement. Collaborative teams that regularly analyze student learning data, develop common instructional responses, and implement targeted interventions are better positioned to identify and address unfinished learning and close achievement gaps for historically underserved student groups. Metrics used to monitor: 2.1, 2.2, 2.3, 2.4 and 2.10. LREBG Funding of $45,000 over the course of 2 years.		
2.3	Library Access	All students, including those who are low income, English Learners, and Foster Youth, will have library access. Tasks and resources for this action may include, but are not limited to: • Ensure equitable library access, support, and resources by establishing inclusive policies, addressing barriers to access, and providing assistance and guidance for student research and learning. • Promote diverse reading experiences by gathering a collection of literature covering various genres and encouraging students to explore different genres to broaden their literary horizons and enrich their reading experiences. • Foster literacy through library programs by implementing literacy-focused activities, workshops, and reading clubs to instill a	$1,359,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
		passion for reading and promote lifelong learning among students.		
2.4	Technology Integration	All staff and all students, including those who are low income, English Learners, and Foster Youth, will have technology integration to support, improve, and/or enhance outcomes. Tasks and resources for this action may include, but are not limited to: • Integrate technology in all content areas by embedding professional learning opportunities for educators and providing technology infrastructure support overseen by key educational partners such as the Director of Technology, Director of Professional Learning, Program Specialist for Educational Technology, and the technology department. • Monitor technology integration efforts by establishing oversight mechanisms led by designated personnel, ensuring coordination among relevant educational partners to track progress, address challenges, and make necessary adjustments to enhance the effectiveness of technology integration. • Empower students to become responsible digital citizens and proficient users of technology by integrating technology seamlessly into their learning experiences, ensuring their safety, privacy, and appropriate use while enhancing their overall academic achievement and digital literacy skills.	$2,933,787.00	Yes
2.5	English Language Learners	All staff who work with the student body, including those who are low income, English Learners, and Foster Youth, will have training and support on how to meet the needs of English Learners. Tasks and resources for this action may include, but are not limited to: Enhance staff understanding of ELD Standards: • Provide professional development for certificated and classified staff based on the ELA/ELD Framework and the EL Roadmap to ensure effective support for English learners in accessing State Standards through integrated and designated ELD. Implement a Comprehensive ELD Program for ELs, Newcomers, and Long Term English Learners (LTELs):	$3,435,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ELD/Literacy Specialists will implement a consistent ELD program, collaborating with classroom teachers to ensure all students receive appropriate instruction. Ensure equitable access and support for English Learners. Provide materials, resources, and training to support the ongoing programs (i.e. extra curricular, celebrations and engagement activities) that enhance the academic and social and emotional wellbeing of English Learners.		
2.6	Multi-Tiered Systems of Support	All staff members responsible for supporting students, including those from EL and SED student groups who performed in the red as indicated on the California Dashboard (ELA: English learners, Hispanic, SED, White and African American; Math: Hispanic, English language, students with disabilities, and African American), will receive comprehensive training on multi-tiered systems of support (MTSS) driven by data, aimed at effectively supporting, improving, and enhancing student outcomes. Tasks and resources for this action may include, but are not limited to: • Utilize Multi-Tiered System of Support (MTSS) as an integrated framework for academic, behavioral, and social success, emphasizing State Standards, core instruction, differentiated learning, and student-centered approaches. • Provide personalized support within the MTSS framework tailored to meet diverse student requirements, ensuring alignment of systems to address individualized needs effectively. • Incorporate local data during collaborative efforts to inform instruction, analyzing student group data closely to guide the collaborative decision-making processes.	$100,567.00	Yes
2.7	Personnel	Sylvan Union School District will recruit, train, and retain qualified staff to support all students including those who are low income, English Learners, and Foster Youth. Tasks and resources for this action may include, but are not limited to: Recruit qualified personnel: • Implement comprehensive recruitment strategies aimed at attracting qualified candidates.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Utilize diverse advertising channels to promote job openings and reach a wide range of potential applicants. Train Personnel: • Provide ongoing professional development opportunities to enhance skills and knowledge. Implement retention strategies including mentorship programs and avenues for career advancement. Offer Competitive Wages and Benefits: • Conduct market research to align wages with industry standards and provide attractive benefits packages, including healthcare, retirement plans, and additional incentives.		
2.8	Facilities	Sylvan Union School District will ensure safe and clean facilities to support all students including those who are low income, English Learners, and Foster Youth. Tasks and resources for this action may include, but are not limited to: Regular Facility Inspections: • Conduct routine inspections to assess the condition of school facilities, identifying and addressing any safety hazards or maintenance issues to ensure a safe and conducive learning environment for all educational partners. Maintenance for Safety and Health: • Prioritize maintenance tasks to ensure a safe and healthy learning environment, addressing issues promptly to prevent potential risks to students and staff, while also continuously monitoring and improving safety measures. • Implement a system for ongoing monitoring of facility conditions and continuously improve maintenance protocols based on feedback and evolving needs.	$292,660.00	No
2.9	Technical Assistance	The county office of education is supporting Sylvan Union School District in identified areas of need for academic performance. We will focus our support efforts on building a strong foundation (Tier 1) for all students in	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academics (literacy and mathematics). We will also focus on defining pathways for intervention (Tier 2 & Tier 3) as well as entry and exit criteria. Through the use of data, Stanislaus STATS, we will track and monitor student progress across all three tiers to determine the effectiveness of Tier 1 implementation and Tier 2 & 3 interventions.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sylvan Union School District (SUSD) will strategically allocate and utilize Equity Multiplier funds at Coleman F. Brown (CFB) Elementary to reduce academic disparities among underserved student populations, as evidenced by measurable decreases in chronic absenteeism and suspension rates and improvements in academic proficiency levels in core subjects.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

After consulting with staff, students, and parents, Sylvan Union School District aims to address persistent academic disparities among underserved student populations at CFB. By strategically allocating Equity Multiplier funds, the district can implement targeted interventions and support initiatives to meet these students' specific needs.

The continued implementation of a Multi-Tiered System of Supports (MTSS), with Character Strong serving as a Tier 1 social-emotional support, along with Tier 2 and Tier 3 interventions through Behavior Academies and PBIS at CFB, is expected to reduce suspension rates among Socioeconomically Disadvantaged Students, Students with Disabilities, and White students. Additionally, efforts to address chronic absenteeism among Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students are focused on fostering a warm, welcoming environment where students, families, and staff feel safe and supported.

The goal is designed to support all students in achieving growth in English Language Arts and Mathematics through the implementation of MTSS strategies. This includes providing targeted training and support in effective Tier 1 instructional practices in both ELA and math, with a focus on strengthening foundational skills for all learners to help close achievement gaps. In addition, increased supports at Tiers 2 and 3 will be implemented to further address the needs of specific student groups, with the intent of improving academic outcomes in ELA for English Learners, Students with Disabilities, and White students, and in mathematics for 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	California School Dashboard: Suspension	Fall 2025			Decrease all groups by 2%	0 difference-baseline year;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students- Red 4.1% suspended at least one day Socioeconomically Disadvantaged- Red 4.7% suspended at least one day Students with Disabilities- Red 12.5% suspended at least one day White- Red 9.7% suspended at least one day			All Students- 2.1% suspended at least one day Socioeconomically Disadvantaged- 2.7% suspended at least one day Students with Disabilities- 10.5% suspended at least one day White- 7.7% suspended at least one day	change will be calculated in 2026-2027.
3.2	California School Dashboard: Chronic Absenteeism	Fall 2025 All Students- Red 22.9 % chronically absent Hispanic- Red 28.7% chronically absent Socioeconomically Disadvantaged- Red 23.6% chronically absent Students with Disabilities- Red 27.7% chronically absent White- Red 21.1% chronically absent			Decrease all groups by 1% All Students- 21.9% chronically absent Hispanic- 27.7% chronically absent Socioeconomically Disadvantaged- 22.6% chronically absent Students with Disabilities- 26.7% chronically absent	0 difference- baseline year; change will be calculated in 2026-2027.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White- 20.1% chronically absent	
3.3	California School Dashboard ELA Academic Indicator	Fall 2025 All Students- Orange 83.6 points Below Standards English Learners- Red 107.3 points Below Standards Socioeconomically Disadvantaged- Red 88.7 points Below Standards White- Red 98 points Below Standards			CA Dashboard Points from Level 3 (standard) increase of 10 points for: All Students- 73.6 points Below Standards English Learners- 97.3 points Below Standards Socioeconomically Disadvantaged- 78.7 points Below Standards White- 88 points Below Standards	0 difference- baseline year; change will be calculated in 2026-2027.
3.4	California School Dashboard Mathematics Academic Indicator	Fall 2025 All Students- Yellow 81.1 points Below Standards English Learners- Red 106.3 points Below Standards			CA Dashboard Points from Level 3 (standard) increase of 10 points for: All Students- 71.1 points Below Standards English Learners- 96.3 points Below Standards	0 difference- baseline year; change will be calculated in 2026-2027.
3.5	SBAC English Language Arts Indicator	Spring 2025 SBAC: English Language Arts:			Over the next three years, the Sylvan Union	0 difference- baseline year; change will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 22.9 % Met or Exceeded Standards English Learners 4.34% Met or Exceeded Standards Socioeconomically Disadvantaged 21.77% Met or Exceeded Standards White 12.12% Met or Exceeded Standards			School District aims to ensure that 100% of students in ELA demonstrate measurable growth, with each student progressing by at least 10% toward meeting or exceeding the established standards. All Students 32.9% Met or Exceeded Standards English Learners 14.34% Met or Exceeded Standards Socioeconomically Disadvantaged 31.77% Met or Exceeded Standards White 22.12% Met or Exceeded Standards	calculated in 2026-2027.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	SBAC Mathematics Indicator	Spring 2025 SBAC Mathematics All Students 19.88% Met or Exceeded Standards English Learners 6.52% Met or Exceeded Standards			Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in Mathematics demonstrate measurable growth, with each student progressing by at least 10% toward meeting or exceeding the established standards. All Students 29.88% Met or Exceeded Standards English Learners 16.52% Met or Exceeded Standards	0 difference-baseline year; change will be calculated in 2026-2027.
3.7	Early Literacy Screeners	Fall 2025 All students 67.6% on Target Kindergarten 69% on Target 1st Grade 72.3% on Target			All students in all grades will increase by at least 3% in the 2027-2028 school year.	0 difference-baseline year; change will be calculated in 2026-2027.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd Grade 61.7% on Target				
3.8	Diagnostic ELA & Mathematics	Reading D3 Overall Mid or Above Grade Level: 17% (53 students) Early On Grade Level: 21% (65 students) One Grade Level Below: 39% (120 students) Two Grade Levels Below: 14% (45 students) Three or More Grade Levels Below: 9% (28 students) Math D3 Overall Mid or Above Grade Level: 8% (25 students) Early On Grade Level: 17% (53 students) One Grade Level Below: 55% (171 students) Two Grade Levels Below: 11% (35 students) Three or More Grade Levels Below: 8% (26 students)			Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in ELA and Mathematics demonstrate measurable growth, with each student progressing by at least 10% toward at or above grade level as measured by local assessments.	0 difference-baseline year; change will be calculated in 2026-2027.

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.

N/A

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.

N/A

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

N/A

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.

N/A

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	Professional Learning	All staff who support all students including those who are Low Income, English Learners, and White, will have professional learning opportunities to improve student outcomes. Tasks and resources for this action may include, but are not limited to: • Utilize professional learning as the primary method for all school staff, including all teachers, administrators, counselors, specialists, and classified support staff, to gain proficiency in implementing and supporting research-based curricular, instructional, and leadership strategies. • Emphasize and continue to provide professional learning on the use of Professional Learning Communities (PLCs) as a framework for collaborative learning.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Direct the focus of all professional learning initiatives towards Sylvan District's mission, vision, values, goals, and promise.		
3.2	Professional Learning Communities (PLC)	All staff who support all students including those who are low income, English Learners, and White, will engage in protected time to focus on the work of a Professional Learning Community (PLC) to improve student outcomes. Tasks and resources for this action may include, but are not limited to: • Allocating consistent, protected time for PLCs to prioritize collaborative work among teacher teams, with Site Leadership Teams/Guiding Coalition members actively supporting the PLC process at each site. • Supporting collaborative teacher teams in establishing and sustaining a schoolwide Response to Intervention (RTI) model, grounded in the analysis of relevant student data and aligned with the PLC framework. • Identifying and implementing high-leverage Tier 1 and Tier 2 instructional strategies that remove barriers and promote student mastery of essential standards.	$25,000.00	No
3.3	Instructional Facilitator	The Instructional Facilitator will support the implementation of targeted interventions in English Language Arts and Mathematics for White, English Learner (EL), and Socioeconomically Disadvantaged (SED) students. Using multiple data sources, including CAASPP, SBAC, and local assessments, the facilitator will work with teachers and collaborative teams to identify specific student learning needs and develop responsive instructional plans. Through coaching, modeling, and ongoing progress monitoring, the Instructional Facilitator will help ensure that evidence-based intervention strategies are consistently implemented to address identified skill gaps. This targeted support is designed to accelerate student learning, close achievement gaps, and improve overall academic outcomes for identified student groups.	$293,780.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Math Intervention Teacher	The Math Intervention Teacher will support the implementation of targeted mathematics interventions for White, English Learner (EL), and Socioeconomically Disadvantaged (SED) students. Using multiple data sources, including CAASPP, SBAC, diagnostic assessments, and local measures, the specialist will collaborate with teachers and instructional teams to identify student learning needs and develop responsive intervention plans focused on foundational and grade-level mathematical understanding. Through coaching, modeling, small-group instructional support, and ongoing progress monitoring, the Math Intervention Specialist will help ensure that evidence-based instructional practices and intervention strategies are consistently implemented to address identified skill gaps. This targeted support is designed to strengthen mathematical proficiency, accelerate student achievement, close learning gaps, and improve overall outcomes for identified student groups.	$134,966.00	No

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
$19,389,834	$1,784,790

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
22.435%	0.253%	$213,141.00	22.688%

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:** Parent Training Opportunities **Need:** Based on our parent survey, our unduplicated student parent group would benefit from more learning opportunities and channels for input to better be equipped with the knowledge required to actively engage in their child's education.	Offering comprehensive training through multiple platforms and covering a range of topics related to their child's education will equip EL and SED parents with the skills to support their children. When all parent groups have the tools to navigate the education system and provide input on school programs and supports, all students benefit from enhanced support both at school and at home. This district-wide action by the LEA aims to	Metric: 1.1 Raptor Volunteer Training 1.2 Family engagement opportunities and input 1.14 Family participation opportunities in programs for low income, English learner, SWD and foster youth students. (i.e. PIQE, District wide evening

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 In 2023 -2024 Raptor Volunteer report 764 trained volunteers 1.2 SUSD Staff Survey Spring 2024: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.56 Spring parent survey results (out of a 5 scale rubric): I feel welcome at my child's school. 3.47 I have a trusting and respectful relationship with staff at my child's school. 3.41 My child's school provides me with information and resources to support my child's learning at home. 3.27 1.14 SUSD rating for building partnerships for student outcomes is a 3 or initial implementation. **Scope:** LEA-wide	improve school-to-home connections across the entire district.	engagements with identified topic of learning.)
1.2	**Action:** Social Emotional **Need:** Based on our suspension and chronic absenteeism dashboard indicators, our EL and SED students will benefit from additional	Offering social-emotional instruction and support equips EL and SED students with the skills to manage emotions and build connections, creating a foundation for full participation in all aspects of school life. This action is provided LEA-wide to improve student connection and engagement at all schools.	Metric: 1.3 Suspension Data 1.6 Chronic Absenteeism 1.12 SUSD Staff Survey

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
	services to ensure that they are fully supported to achieve in school. Overall Suspension Rate: 4.5% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6% SUSD Staff Survey Spring 2024: 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.72 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.64 **Scope:** LEA-wide	When all students have the tools to manage emotions and build positive relationships, the classroom becomes a calmer and more focused environment.	
1.3	**Action:** Positive Behavior Supports **Need:** Our suspension dashboard indicates that EL, and SED student groups would benefit from increased staff training. This training will help staff better support these students in navigating school responsibilities. 2023-2024 Expulsion Rate 0% CALPADS Report 23-24 (8.1B Report) 0% dropout rate	Implementing positive behavior intervention strategies and emotional regulation techniques provides EL, and SED students with skills that will enhance both positive attendance and behavior. Training staff with these strategies helps develop relationships between students and staff, lessening behaviors and creating an environment of acceptance and inclusivity. When all students are supported by staff in a positive and proactive way, the culture and climate of the school becomes a calmer, more focused environment. Thus reducing suspensions,	Metric: 1.3 Suspension Data 1.4 Expulsion Rate 1.6 Chronic Absenteeism 1.11 Dropout 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
	Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6% **Scope:** LEA-wide	increasing attendance and keeping expulsion rates low. This action is provided LEA-wide to increase positive attendance and increase positive behaviors in and outside of the classroom for all students.	
1.4	**Action:** Pupil Attendance **Need:** Based on our chronic absenteeism dashboard indicator and the AERIES attendance rates data, and educational partner input, our EL and SED students would benefit from additional services to ensure that they are fully supported to achieve in school. Transportation Services (As indicated in Aeries) 9.02% of SUSD students Aeries Student Information System Attendance Rate 2023-2024: Average Daily Attendance: 95% Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6%	By providing attendance specialists and a Child Welfare Liaison to monitor and support EL and SED student attendance, students will develop skills and strategies to maintain positive attendance, thereby enhancing their learning opportunities at school. When all students receive support to develop skills and strategies for maintaining positive attendance, they can access Tier I instruction as intended. This allows everyone to learn more efficiently, which is why this action is implemented LEA-wide.	Metric: 1.5 Home to School Transportation 1.6 Chronic Absenteeism 1.10 Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Asian: Sherwood: 35.7% Stockard Coffee: 24.2% **Scope:** LEA-wide		
1.5	**Action:** School to Pupil Connections **Need:** Our student surveys on school connectedness indicate that our EL and SED students would benefit from stronger connections between school and home. This improvement will ensure they have the opportunities and support needed to engage and achieve at high levels in school. 2023-2024 Educational Opportunities 122 = Field Trip Requests OR Enrichment Guests SUSD Student Survey 2024: How are you with how your school is meeting your needs around friendships, emotions and mental health? 2.75 Students at our site believe our teachers and/or staff care about and believe in them. 2.74 I feel connected with my classmates. 2.55 I know what to do if an emergency happens at school (such as a fire or lockdown). 3.72	By introducing engaging after-school academies, offering childcare options, implementing in-school interventions, and enhancing communication with families, we will enable our EL and SED students to participate fully in extended day opportunities. This will strengthen their connection to school and support their full participation in all aspects of school life. Offering these opportunities to all students helps build a positive school culture, fostering pupil connections across all schools LEA-wide.	Metrics: 1.8 Educational Opportunities 1.13 SUSD Student Survey 1.14 Family participation opportunities in programs for low income, English learner, SWD and foster youth students. (i.e. PIQE, District wide evening engagements with identified topic of learning.)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	My school is a safe place. 3.50 1.14 SUSD rating for building partnerships for student outcomes is a 3 or initial implementation. **Scope:** LEA-wide		
1.6	**Action:** Translation and Interpretation Services **Need:** Based on the SUSD Spring Parent Survey and total use of the SUSD translation interpretation services, EL and SED students would benefit from maintaining or adding additional services for translation and interpretation to ensure they fully supported to achieve in school. 2023-2024 Spring Survey Data (5 point rubric) I feel welcome at my child's school. 3.47 I have a trusting and respectful relationship with staff at my child's school. 3.41 My child's school provides me with information and resources to support my child's learning at home. 3.27 Hanna Interpreting Services 2023-2024 Usage Report	Providing quality translation and interpretation services creates a welcoming environment and positive communication for educational partners and equips EL and SED students with the school to home connections needed to build a positive learning environment and school supports necessary for them to fully participate in all aspects of school life. When all students have positive school to home connections and feel welcomed at school, the school environment becomes inclusive for all. This allows everyone to learn more effectively and is why this action is being provided LEA wide.	Metrics: 1.7 SUSD Parent Survey 1.9 Translation and Interpretation Services

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
	Pre-Scheduled Usage: 250 On Demand Usage: 365 Total Usage: 615 **Scope:** LEA-wide		
1.7	**Action:** Educational Opportunities **Need:** Based on CA Dashboard Data, local measures and educational partner input, our EL and SED students would benefit from an increase of educational opportunities connected to classroom instruction to ensure that they experience all learning opportunities. Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6% 2023-2024 Educational Opportunities 122 Field Trip Requests Enrichment Guests **Scope:**	Implementing additional opportunities for EL and SED students to access educational experiences aligned with classroom instruction will enhance academic achievement and engagement, thereby creating a foundation for comprehensive student participation. This action is provided LEA-wide so that all students can engage in educational experiences that enhance academic performance and engagement.	Metrics: 1.3 Suspension Data 1.7 SUSD Parent Survey 1.8 Educational Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Safety Protocol **Need:** Based on both our suspension and chronic absenteeism dashboard and SUSD Spring 2024 staff survey, our EL and SED students would benefit additional safety training and communication to help equip students with the skills necessary to remain calm and focused during events that would require the implementation of their learned safety skills. Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6% SUSD Staff Survey Spring 2024: 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.72 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.64 **Scope:**	By enhancing safety training and communication and ensuring thorough training in Standard Response Protocol procedures, our EL and SED students will be well-prepared to apply these skills when needed. This preparedness will help students feel safe and connected to the school, enabling them to focus on academic engagement and performance. All students would benefit from enhanced safety training and communication as well as ensuring all participate in Standard Response Protocol procedures. As a result, this action is provided LEA wide to support all students in feeling safe and connected to school.	Metrics: 1.3 Suspension Data 1.7 Chronic Absenteeism 1.12 SUSD Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Technical Assistance **Need:** Based on our suspension and chronic absenteeism dashboard indicators, our EL and SED students will benefit from staff being trained on Tier 1 behavioral supports, including absenteeism and Tiers 2 & 3 interventions to increase student engagement through positive supports and relationship building. Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6% **Scope:** LEA-wide	By providing increased training and support for certificated and classified staff in creating welcoming and safe school environments, EL and SED student attendance will rise and suspension rates will decrease because staff will be able to develop positive relationships with students and will have strategies to engage them in their learning. When all students feel welcomed and are engaged in school, the school and classroom become a calm, focused place where rich learning can take place. This action is provided LEA wide to improve positive attendance and decrease school suspensions district wide.	Metrics: 1.3 Suspension Data 1.7 Chronic Absenteeism
2.1	**Action:** Professional Learning **Need:** Based on our academic performance outcomes in ELA and Math, our EL and SED students will benefit from rigorous, engaging,	By offering rigorous, engaging, high-quality training to develop teacher and leader capacity EL and SED students will be provided strong Tier 1 academic instruction as well as Tier 2 and Tier 3 interventions creating a foundation for learning, ensuring full participation in all academics areas.	Metrics: 2.1: SBAC ELA/Literacy & Mathematics 2.3: California School Dashboard ELA Academic Indicator

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
	high-quality training for staff to develop teacher and leader capacity creating a foundation for effective initial instruction, ensuring that all EL and SED are fully supported to achieve in school. SBAC scores English Language Arts All students 41.23% Met or Exceeded standard EL students 9.87% Met or Exceeded standard SED students 33.49% Met Exceeded standard Mathematics All Students 35.27% Met or Exceeded standard EL students 8.74% Met or Exceeded standard SED students 27.57% Met or Exceeded standard California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard Math All students : Orange 23.6 below standard EL students: 81.9 below standard SED students: 62.9 below standard Pathway Feedback	When all staff have access to rigorous, engaging and high-quality training the classroom becomes a more accessible, structured, and focused learning environment. This allows everyone to learn more effectively, which is why this action is being implemented across the entire LEA.	2.4: California School Dashboard Mathematics Academic Indicator 2.9: Pathway Feedback

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
	Impact on current professional practices: Overall: 96% **Scope:** LEA-wide		
2.2	**Action:** Professional Learning Communities **Need:** Based on our academic performance outcomes in ELA and Math our EL and SED students could benefit from staff members who actively engage in the PLC process, by to responding to the four essential questions, using data to drive instruction and continually monitor student outcomes ensuring that all EL and SED are fully supported to achieve in school. SBAC scores English Language Arts All students 41.23% Met or Exceeded standard EL students 9.87% Met or Exceeded standard SED students 33.49% Met Exceeded standard Mathematics All Students 35.27% Met or Exceeded standard EL students 8.74% Met or Exceeded standard SED students 27.57% Met or Exceeded standard	By establishing collaborative teams, staff will monitor and implement effective teaching strategies, track student data and growth, and respond to the four essential questions of the PLC process to ensure the implementation of essential standards, all aimed at increasing ELA and SED student academic outcomes. When all students receive support to meet their individual needs through the implementation of the PLC process, which involves addressing the four essential questions, the classroom becomes more focused on each student's learning. This is why this action is provided LEA-wide to enhance student achievement.	Metrics: 2.1: SBAC ELA/Literacy & Mathematics 2.2 California Science Test 2.3: California School Dashboard ELA Academic Indicator 2.4: California School Dashboard Mathematics Academic Indicator 2.10 Professional Learning Communities

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
	California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard Math All students : Orange 23.6 below standard EL students: 81.9 below standard SED students: 62.9 below standard Fall 2023 PLC Survey Learning as our fundamental purpose: 3.01 average Building a collaborative culture through high performing teams: 3.22 A focus on results: 2.98 **Scope:** LEA-wide		
2.3	**Action:** Library Access **Need:** Based on our data concerning library access and the availability of standards-aligned core materials, it's clear that our EL and SED students would benefit from additional library services. These services would ensure they are fully supported in their academic achievement by providing access to a variety of genres, culturally relevant literature, and	Providing access to the school library for EL and SED students ensures equitable library access, promotes diverse reading experiences, and fosters literacy through programs, activities, and resources. This will create a supportive learning environment and improve academics for EL and SED students. When all students have access to the school library and its materials, it promotes diverse reading experiences and literacy programs, making the library a center for continuous support	Metrics: 2.11 Access to Standards Aligned Core Materials 2.12 Library Schedules

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
	materials before, during, and after school. This will increase opportunities for EL and SED students to access the necessary materials and ensure they are fully supported in their academic success. Resolution of sufficient textbooks/instructional materials passed on August 29, 2023 by the Board Library and materials access: All 13 sites provided before, during and/or after school access to the library and materials **Scope:** LEA-wide	and learning. This allows all students to learn more effectively, which is why this action is being implemented across the entire LEA.	
2.4	**Action:** Technology Integration **Need:** Our data indicates a continuous need for professional learning opportunities for staff on the implementation of technology during the instructional day, through student projects and/or assignments and allow students to access technology needed to be successful in their academics that would support the learning for our EL and SED students. By providing technology based instructional practices, student centered assignments and technical applications our EL and SED students would benefit from staff learning and implementing such practices. Annual SUSD Staff Survey Spring 2024	Ensuring equitable access to technology integration for EL and SED students and staff are provided with professional development, infrastructure support, and device support promotes an environment for safe use and classroom integration of technology. This approach fosters and increases digital citizenship and technical proficiency for EL and SED students, enabling them to learn accurately from teachers who effectively use technology in their instruction and they are actively engaged in their learning. All students benefit from classrooms that incorporate engaging technology and student-centered activities. These approaches make learning more interactive, support diverse learning styles, and promote more effective learning—making them valuable for all students and the reason this support is being provided LEA-wide.	Metrics: 2.14: Access to Technology 2.15: Use of instructional Technology 2.16: Digital Citizenship Completion 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
	Fiscal operational and technological resources of the school are managed in a way that directors supports teachers 3.25 Annual SUSD Student Survey Spring 2024 Teachers in my school use technology to help me learn: 3.75 Digital Citizenship complete rate: 94% of required staff completed digital citizenship lessons **Scope:** LEA-wide		
2.5	**Action:** English Language Learners **Need:** Based on our data, it indicates the need for professional growth among all staff members regarding the English Learner Development (ELD) Standards, EL instructional strategies and the EL Roadmap is essential for providing effective language support and instruction for all English Learner students. This commitment will ensure that our EL and LTEL students are fully supported to acquire the English language and achieve in school. ELPAC All Students 17.53% Well Developed	By offering and implementing rigorous, engaging, high-quality EL instruction and providing training to develop teacher and leader capacity with English Learner Development (ELD) Standards, EL instructional strategies and the EL Roadmap allows EL students to fully participate in all aspects of school life. Strategies implemented for English Learners have positive benefits for all students. These strategies include but are not limited to vocabulary development, visuals, graphic organizers, manipulatives and other strategies that support all students with learning. This enables all students to learn more effectively, which is why this support is being provided LEA-wide.	Metrics: 2.6: English Language Proficiency Assessments for California 2.7: English Learner Reclassification Rate 2.8: Long Term English Learners (LTEL)

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 Reclassification Rate: 137 students were reclassified Dataquest LTEL report 648 EL students are LTELS **Scope:** LEA-wide		
2.6	**Action:** Multi-Tiered Systems of Support **Need:** Based on our data there is an Increasing need to support or EL and SED students in academics, behavioral and social development. Our EL and SED students will benefit from staff being in trained on Tier 1 behavioral and social supports, and Tier 2 & Tier 3 behavioral and social supports as well as de-escalation strategies to increase student engagement through positive supports, relationships and academics. The EL and SED students would benefit from additional services to ensure that they are fully supported to achieve in school. California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard Math All students : Orange 23.6 below standard EL students: 81.9 below standard	By using MTSS as an integrated framework, our EL and SED students would benefit form tailored learning experiences that focus on de-escalation practices, Tier 1 behavioral and social instructional strategies and Tier 2 & Tier 3 intervention strategies. This alignment of systems ensures a comprehensive approach to improving EL and SED outcomes. Strategies implemented for English Learners have positive benefits for all students. This enables everyone to learn more effectively, which is why this support is being provided LEA-wide,	Metrics: 2.3 CA Dashboard ELA Indicator 2.4 CA Dashboard Math Indicator 2.10: Professional Learning Communities (PLC) Survey 2.13 SUSD Employment Retention Report

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 students: 62.9 below standard Fall 2023 PLC Survey Learning as our fundamental purpose: 3.01 average Building a collaborative culture through high performing teams: 3.22 A focus on results: 2.98 Certificated staff, by years of service <1-5 yrs: 193 6-9 yrs: 50 10-19 yrs: 88 20-40 yrs: 107 Classified staff, by years of service <1-5 yrs: 302 6-9 yrs: 88 10-19 yrs: 93 20-40 yrs: 33 Certificated management, by years of service <1-5 yrs: 29 6-9 yrs: 6 10-19 yrs: 2 20-40 yrs: 6 Classified management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 1 Confidential management, by years of service <1-5 yrs: 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
	6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 0 Non-represented, by years of service <1-5 yrs: 5 6-9 yrs: 0 10-19 yrs: 0 20-40 yrs: 0 **Scope:** LEA-wide		
2.7	**Action:** Personnel **Need:** Based on the given the number of employees who have served SUSD for five years or less, we need to implement various strategies to recruit, train, and retain qualified staff to support EL and SED student outcomes. By incorporating diverse advertising channels, incorporating comprehensive recruitment strategies aimed at attracting qualified candidates, train personnel in an ongoing fashion. Training includes onboarding, building knowledge base and skills for the specific position. By recruiting, training and retaining qualified staff that support our EL and SED students allows the students to be successful in school Certificated staff, by years of service <1-5 yrs: 193 6-9 yrs: 50	By implementing a comprehensive recruitment plan to attract qualified candidates and offering ongoing training are essential steps toward enhancing our EL and SED student outcomes. When all students are supported by highly qualified staff members, they learn more effectively. This is why this action is being implemented across the entire LEA.	Metrics: 2.16 Sylvan Retention Survey 2.17 CALPADS (4.3 Staff Teaching Assignments)

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
	10-19 yrs: 88 20-40 yrs: 107 Classified staff, by years of service <1-5 yrs: 302 6-9 yrs: 88 10-19 yrs: 93 20-40 yrs: 33 Certificated management, by years of service <1-5 yrs: 29 6-9 yrs: 6 10-19 yrs: 2 20-40 yrs: 6 Classified management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 1 Confidential management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 0 Non-represented, by years of service <1-5 yrs: 5 6-9 yrs: 0 10-19 yrs: 0 20-40 yrs: 0 **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Technical Assistance **Need:** Based on our academic performance outcomes, our EL and SED students will benefit from rigorous, engaging, high-quality training for staff to develop teacher and leader capacity creating a foundation for effective initial and content instruction, ensuring that all EL and SED are fully supported to achieve in school. Spring 2023 SBAC data: SBAC scores English Language Arts All students 41.23% Met or Exceeded standard EL students 9.87% Met or Exceeded standard SED students 33.49% Met Exceeded standard Mathematics All Students 35.27% Met or Exceeded standard EL students 8.74% Met or Exceeded standard SED students 27.57% Met or Exceeded standard Spring CAST All Students 26.22% Met or Exceeded standard	By offering rigorous, engaging, high-quality training to develop teacher and leader capacity EL and SED students will be provided strong Tier 1 academic instruction as well as Tier 2 and Tier 3 interventions creating a foundation for learning, ensuring full participation in all academics areas. When all staff have access to rigorous, engaging and high-quality training the classroom becomes a more accessible, structured, and focused learning environment. This allows everyone to learn more effectively, which is why this action is being implemented across the entire LEA.	Metrics: 2.1 SBAC ELA/Literacy and Mathematics 2.2 California Science Test 2.3 CA Dashboard ELA Indicator 2.4 CA Dashboard Math Indicator

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
	EL students 2.13% SED students 16382% Met or Exceeded standard California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard Math All students : Orange 23.6 below standard EL students: 81.9 below standard SED students: 62.9 below standard Fall 2023 PLC Survey Learning as our fundamental purpose: 3.01 average **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

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.

The additional concentration funding will be used to increase certificated and classified staffing to provide additional targeted instruction and services for foster youth, English learners, and low -income students. The allocation for these staff are included in Goal 1 Action 1, Goal 1, Action 2, Goal 2 Action 1, Goal 2 Action 2 and Goal 2 Action 5.

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	Elementary: 30.29 Middle: 34.05	Elementary: 25.35 Middle: 34.33
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: 17.01 Middle: 17.75	Elementary: 15.37 Middle: 17.98

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	$86,425,050	19,389,834	22.435%	0.253%	22.688%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,856,508.00	$17,386,088.00	$0.00	$1,001,555.00	$38,244,151.00	$27,291,461.00	$10,952,690.00

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	Parent Training Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$5,541.00	$32,396.00	$0.00	$0.00	$0.00	$37,937.00	$37,937.00	
1	1.2	Social Emotional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,640,835.00	$0.00	$1,973,233.00	$667,602.00	$0.00	$0.00	$2,640,835.00	
1	1.3	Positive Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$5,505,239.00	$0.00	$4,102,700.00	$1,402,539.00	$0.00	$0.00	$5,505,239.00	
1	1.4	Pupil Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$487,549.00	$0.00	$109,633.00	$377,916.00	$0.00	$0.00	$487,549.00	
1	1.5	School to Pupil Connections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$6,691,926.00	$7,654,946.00	$1,106,785.00	$13,240,087.00	$0.00	$0.00	$14,346,872.00	
1	1.6	Translation and Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00	
1	1.7	Educational Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$484,219.00	$347,989.00	$136,230.00	$0.00	$0.00	$484,219.00	
1	1.8	Safety Protocol	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$68,158.00	$99,000.00	$0.00	$167,158.00	$0.00	$0.00	$167,158.00	
1	1.9	Technical Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$31,340.00	$0.00	$0.00	$0.00	$31,340.00	$31,340.00	

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	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,350,987.00	$100,923.00	$2,714,040.00	$0.00	$0.00	$737,870.00	$3,451,910.00	
2	2.2	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,220,594.00	$204,767.00	$2,425,361.00	$0.00	$0.00	$0.00	$2,425,361.00	
2	2.3	Library Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,171,615.00	$187,899.00	$1,328,487.00	$31,027.00	$0.00	$0.00	$1,359,514.00	
2	2.4	Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$992,154.00	$1,941,633.00	$2,356,664.00	$577,123.00	$0.00	$0.00	$2,933,787.00	
2	2.5	English Language Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	on-going	$3,435,457.00	$0.00	$3,291,049.00	$0.00	$0.00	$144,408.00	$3,435,457.00	
2	2.6	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$100,567.00	$100,567.00	$0.00	$0.00	$0.00	$100,567.00	
2	2.7	Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8	Facilities	All	No			All Schools	on-going	$292,660.00	$0.00	$0.00	$292,660.00	$0.00	$0.00	$292,660.00	
2	2.9	Technical Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Professional Learning	All Students with Disabilities English Language Learners, White Students	No			Specific Schools: Coleman F. Brown Elementary		$0.00	$40,000.00		$40,000.00			$40,000.00	
3	3.2	Professional Learning Communities (PLC)	Students with Disabilities Socioeconomically Disadvantaged, English Learners and White Students	No			Specific Schools: Coleman F. Brown		$0.00	$25,000.00		$25,000.00			$25,000.00	
3	3.3	Instructional Facilitator	All EL, SED, White	No			Specific Schools: Coleman F. Brown		$293,780.00	$0.00		$293,780.00			$293,780.00	

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	3.4	Math Intervention Teacher	All EL, SED, White	No			Specific Schools: Coleman F. Brown		$134,966.00	$0.00		$134,966.00			$134,966.00	

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
$86,425,050	19,389,834	22.435%	0.253%	22.688%	$19,856,508.00	0.000%	22.975 %	**Total:**	$19,856,508.00
								LEA-wide Total:	$19,856,508.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Parent Training Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.2**	Social Emotional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,973,233.00	
1	**1.3**	Positive Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,102,700.00	
1	**1.4**	Pupil Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,633.00	
1	**1.5**	School to Pupil Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,106,785.00	
1	**1.6**	Translation and Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Educational Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$347,989.00	
1	1.8	Safety Protocol	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.9	Technical Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,714,040.00	
2	2.2	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,425,361.00	
2	2.3	Library Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,328,487.00	
2	2.4	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,356,664.00	
2	2.5	English Language Learners	Yes	LEA-wide	English Learners	All Schools	$3,291,049.00	
2	2.6	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,567.00	
2	2.7	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.8	Facilities				All Schools	$0.00	
2	2.9	Technical Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$32,053,141.00	$33,919,487.00

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**	Parent Training Opportunities	Yes	$35,680.00	$28,524
1	**1.2**	Social Emotional	Yes	$2,470,232.00	$2,672,053
1	**1.3**	Positive Behavior Supports	Yes	$5,373,271.00	$4,982,468
1	**1.4**	Pupil Attendance	Yes	$442,579.00	$470,293
1	**1.5**	School to Pupil Connections	Yes	$8,460,206.00	$12,587,951
1	**1.6**	Translation and Interpretation Services	Yes	$67,315.00	$50,189
1	**1.7**	Educational Opportunities	Yes	$710,507.00	$503,328
1	**1.8**	Safety Protocol	Yes	$121,485.00	$141,749
1	**1.9**	Technical Assistance	Yes	$0.00	0
2	**2.1**	Professional Learning	Yes	$3,785,545.00	$3,626,789
2	**2.2**	Professional Learning Communities	Yes	$2,209,312.00	$1,783,149

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)
2	**2.3**	Library Access	Yes	$1,214,880.00	$1,449,972
2	**2.4**	Technology Integration	Yes	$2,370,204.00	$2,257,714
2	**2.5**	English Language Learners	Yes	$4,398,698.00	$2,958,674
2	**2.6**	Multi-Tiered Systems of Support	Yes	$100,567.00	$11,715
2	**2.7**	Personnel	Yes	$0.00	0
2	**2.8**	Facilities	No	$292,660.00	$394,919
2	**2.9**	Technical Assistance	Yes	$0.00	0

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)
$18,591,338.00	$19,424,251.00	$18,378,197.00	$1,046,054.00	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	Parent Training Opportunities	Yes	$0.00	0		
1	1.2	Social Emotional	Yes	$1,881,899.00	$2,040,556		
1	1.3	Positive Behavior Supports	Yes	$4,186,004.00	$4,389,675		
1	1.4	Pupil Attendance	Yes	$99,361.00	$110,547		
1	1.5	School to Pupil Connections	Yes	$137,610.00	$1,171,564		
1	1.6	Translation and Interpretation Services	Yes	$0.00	0		
1	1.7	Educational Opportunities	Yes	$221,317.00	$365,895		
1	1.8	Safety Protocol	Yes	$42,684.00	$8,866		
1	1.9	Technical Assistance	Yes	$0.00	0		
2	2.1	Professional Learning	Yes	$3,209,546.00	$2,472,721		
2	2.2	Professional Learning Communities	Yes	$2,209,312.00	$1,783,149		
2	2.3	Library Access	Yes	$1,115,785.00	$1,412,363		
2	2.4	Technology Integration	Yes	$1,859,631.00	$1,703,762		

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)
2	**2.5**	English Language Learners	Yes	$4,360,535.00	$2,860,848		
2	**2.6**	Multi-Tiered Systems of Support	Yes	$100,567.00	$58,251		
2	**2.7**	Personnel	Yes	$0.00	0		
2	**2.9**	Technical Assistance	Yes	$0.00	0		

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)
$84,385,481	$18,591,338.00	0.00%	22.031%	$18,378,197.00	0.000%	21.779%	$213,141.00	0.253%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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