

2026-2027 LCAP Annual Update FAQ

SCUSD invited community members to share comments on the revised draft of the 2026-2027 Annual Update to the LCAP through a public comment form. The revised draft and a high-level slide summary shared at the final District Advisory Committee meeting of the year were both linked in the form. Below are answers to the questions submitted through that form, organized by LCAP goal.

Goal 1: Academic Achievement

Does the site allocation formula (Actions 1.8/1.9) weigh performance-gap intensity, or only unduplicated student headcount?

The site allocation formula for Targeted / LCFF Supplemental funds is based on each school's 2025–2026 unduplicated student percentage, as reported in the Fall CALPADS submission, and the school's projected enrollment for the 2026–2027 school year.

In other words, the formula uses the percentage of students at each site who are identified as unduplicated pupils, which includes students who are English learners, foster youth, and/or socioeconomically disadvantaged, and applies that percentage to the projected number of students expected to be enrolled at the site in 2026–2027.

The formula does not separately weigh performance-gap intensity. However, because the funds are intended to support unduplicated pupils, sites use these allocations to plan actions and services that address the needs of their student populations, including academic achievement gaps and other identified areas of need.

Why did English Learner ELA scores decrease 4.06% under Action 1.1 while most other student groups improved? What is the response?

We don't have a single isolated cause as to the reason for the decrease in ELA scores for our English Learners, however we continue to work improve outcomes for this priority student group.

In the coming year, staff will be focusing on Teacher Clarity as the main Tier 1 instructional strategy being implemented in every classroom.



Specifically, we will be focusing on providing learners with learning intentions and success criteria for each lesson taught. This explicit articulation is beneficial to English Learners, and all students.

During professional learning days, all student-facing staff will be learning about learning intentions and success criteria together. At both the elementary and secondary levels, they will be exploring teacher clarity through the lens of the California ELD Standards.

The Literacy Intervention Team is being reduced by 3 TOSAs as part of district “rightsizing.” What is the evidence basis for reducing the Literacy Intervention Team (LIT) by three TOSA positions, given that LIT serves the lowest-performing K-2 students and the English Learner ELA gap is widening?

The LIT team does serve our most vulnerable primary learners, and we recognize the weight of this decision. Reductions across the district were necessary as part of a broader rightsizing effort, and the LIT team was not exempt from that process.

At the same time, we want to be transparent about the instructional vision that informs this direction. Beginning in 2026-2027, all classroom-based, student-facing teachers and staff will engage in professional learning focused on Teacher Clarity, a Tier 1 instructional strategy with a strong evidence base for improving outcomes across student populations, including English Learners. During Professional Learning days, staff will be learning about Teacher Clarity through the lens of ELD/ELA standards.

Our long-term goal, aligned to the North Star Strategic Plan, is to strengthen Tier 1 so that 80% of students access grade-level content successfully in their classroom setting. As that threshold is reached over the next four years, the demand for Tier 2 and Tier 3 intervention naturally decreases.

We know this shift will not happen overnight, and we hear the urgency in your question about our English Learner population. The LIT team is reconfiguring their service model for the coming year to continue reaching students with the greatest need, and we remain committed to monitoring outcomes closely as implementation unfolds.

Is the 100% baseline and 100% target reported for Metric 1.11 (Facilities in Good Repair) self-attested, and could a more granular metric be used for sites currently under bond construction?



This metric is based upon the use of the Facility Inspection Tool (FIT), the mandatory assessment framework used in California to ensure school facilities are "clean, safe, and functional" in compliance with the landmark Williams v. California settlement.

Annually, SCUSD works with the Santa Clara County Office of Education to evaluate a set number of school campuses across our district. Our county partners provide us a score on the FIT, it is not a self-assessment process.

Can the district group and support English learners in after-school enrichment programs using incentives (for example, food while being tutored, or identifying supportive staff members to create community) to encourage voluntary participation?

The LCAP does support before and after school interventions for students. Being creative by creating meaningful communities is an excellent way to motivate students to attend these types of activities.

What specific, targeted supports will parents of Latino/Latina students receive under Action 1.7 to increase their participation in their child's success in school?

SCUSD is always looking for ways to more effectively partner with our families to ensure student success. We are committed to providing interpretation services for families during school meetings such as parent-teacher conferences and IEP meetings, including Latino families. Additionally, we often provide Spanish interpreters at school wide meetings when needed.

Many of our ELSATs speak Spanish, as do our Bilingual community liaisons. They provide support in navigating the school system and are available to answer questions for families as they arise.

Will the district consider a style of teaching that may better support underserved students and students with learning challenges to be more successful in the classroom?

Our focus for the coming school year is Teacher Clarity. This means teachers provide explicit learning objectives and success criteria for every lesson. When students understand what they are learning, why it matters, and what success looks like, they are more likely to achieve it. For teachers, this practice demands equal clarity — when educators can articulate the purpose of a lesson, they deepen their own understanding of the content and their instructional intent.

Sharing learning intentions and success criteria benefits all students, and is particularly impactful for priority populations, including English Learners and students with disabilities, by reducing the ambiguity that can obscure the purpose of classroom work.



The research supports this approach. According to education researcher John Hattie, Teacher Clarity carries an effect size of .75, nearly double the .40 average for instructional strategies, making it among the most effective practices available to classroom teachers.

Will summer school continue to be offered in person at SCUSD campuses to ensure students make measurable annual progress toward mastering California Standards and toward graduation?

Yes. Every summer Extended School Year (ESY) is offered to students whose IEPs require ongoing learning opportunities beyond the typical school year.

In addition, some English Learners will attend a comprehensive ELD program with a writing focus for 6-8th grade newcomers and LTELs (long-term english learners). Students in grades 9-12 will experience integrated ELD signature practices for language access in content classes for 9th-12th newcomers and LTELs.

All 9th-12th grade students have access to summer school for credit recovery opportunities. There are also multiple “bridge” programs happening across the district for specific programs (Wilson, MECHS, SLI).

Each year the Ed Services team reassesses its summer school program, utilizing data to determine the best path forward for our students for the coming summer.

Can students be given opportunities to take on non-academic responsibilities (such as paid or job-like tasks) as a way to build engagement that, in turn, supports academic improvement?

This is a creative and thoughtful suggestion, thank you! We would like to hear more about it, so please consider joining the District Advisory Committee (DAC) in the fall so you can share more about your idea and we can assess its feasibility.

Why does the district not have an adopted, district-wide SEL curriculum (Action 1.9) and what is being done to address inconsistent implementation across sites?

In the North Star Strategic Plan, which will drive the creation of the upcoming creation of the 2027-2030 LCAP, there are specific metrics about adopting a SEL curriculum. The metrics, outlined below:

- *By June 2027, plan for the adoption of a districtwide TK-8 SEL curriculum.*
- *By June 2028, begin evaluating curriculum options, and select two TK-8 SEL curricula to pilot across the district.*

- *By June 2029, pilot the selected TK-8 curricula*
- *By June 2030, continue to implement the selected TK-8 curricula across the district*

Goal 2: School Climate and Student Support

Can Priority 7 (Course Access) metrics be added for elementary arts, music, and PE participation, given that Prop 28 funds arts and music separately but these areas do not currently appear as goals or metrics in the LCAP?

*The LCAP focuses on supporting unduplicated students (English Learners, low income students and homeless/foster youth. Since **all** students have access to arts and PE we do not include metrics about these courses within the LCAP.*

What specific actions in Goal 2 target the disparity in suspension rates between Black/African American students and White students, and what is the year-over-year reduction target?

In the North Star Strategic Plan, which will drive the creation of the upcoming creation of the 2027-2030 LCAP, there are specific metrics about decreasing suspension rates across the district. This focus on district wide suspension rates will positively impact our most highly suspended student groups including Black/African American students, those experiencing homelessness and our long term English learners.

Based on the North Star metrics, reductions across the district are targeted as outlined below:

- *By June 2027: Decrease district wide suspension rates to 2.7%*
- *By June 2028: Decrease district wide suspension rates to 2.4%*
- *By June 2029: Decrease district wide suspension rates to 2.1%*
- *By June 2030: Decrease district wide suspension rates to 1.1%*

This represents a total overall reduction of 1.9%.

What changed that caused the elementary PBIS Tiered Fidelity Inventory (Metrics 2.1/2.3) to decline from 53% meeting fidelity in 2024 to 42% in 2025?

During the 2025-2026 school year, staff leading the PBIS Tiered Fidelity Inventory work was different than in prior. Because of the shift in staffing, from a variety of perspectives, it was not prioritized in the same way it had been in previous years.



Can Action 2.6 (campus safety) realistically be addressed given ongoing classroom aggression and property destruction, and the lack of clear protection or intervention guidance for teachers?

Campus safety is a broad topic that incorporates a variety of tools that work in concert to keep our schools safe. Concrete examples include things such as exterior fencing around our campuses, the use of school site check-in technology such as Raptor/Verkata, video cameras, Campus Supervisors at the secondary level, Comprehensive School Site Safety Plans, behavior technicians and board certified behavior analysts (BCBAs), to name a few.

Additionally, we continue to work to expand the number of staff, both certificated and classified, who are Safety Care trained each year, in order to equip staff with the tools necessary to respond to student behaviors.

Is there a district-wide model, curriculum, or measurement for elementary inclusive practice (co-teaching, and support for students with 504 plans or IEPs in general education classrooms)?

During the 2026-2027 school year, we plan to further refine a district-wide model for co-teaching at the secondary sites, which includes determining metrics of success for the model. As those practices continue to be defined and refined, we hope to expand the focus at the elementary level.

Can Goal 2 include an itemized action plan with a breakdown of the specific interventions, programs, and staffing models the district is funding to address low test scores and support Social-Emotional Learning?

As we continue to refine our MTSS model, those interventions will be explicitly articulated and shared with the larger community.

Goal 3: Family and Student Engagement

Can the district document, in detail, what the labor-management partnership has accomplished in practice?

During the 2024-2025 and 2025-2026 school years, the Labor and Management Partnership Steering (LAMPS) Committee has worked with school teams to identify and set expectations about what school Site Leadership Team (SLT) structures should look like at every school across the district. LAMPS has led multiple Site Leadership Team Networking meetings each year to ensure sites are implementing SLTs consistently across schools. This is one example of



a concrete action LAMPS has accomplished. In the coming school year, LAMPS will be sharing more about what the Labor Management Partnership looks like day-to-day for all staff and managers and will continue to help sites build teaming capacity as related to a multi-tiered system of support (MTSS).

Goal 3 metrics largely track event counts and ParentSquare adoption. Can the LCAP shift toward measuring whether families are actually engaging with and acting on communications, rather than only tracking activity?

As we build the LCAP for the new 2027-2030 cycle, we can take this request into account.

Can district-run enrichment programs (such as farm-to-table, garden, culinary, and STEAM camps) be elevated within the LCAP with stated expansion/growth targets, given their success in building family engagement?

As we build the LCAP for the new 2027-2030 cycle, we can take this request into account.

Where does the LCAP address declining student school-connectedness scores on the California Healthy Kids Survey (CHKS)?

CHKS data is represented in metrics 2.24, 2.25, and 3.16.

When will the Developmental Relationships Survey (DRS) be reinstated, and how is student-level engagement being measured in the interim?

We are currently determining when and how to reinstate the DRS because we do appreciate the student-level engagement that it enables us to measure.

Is Family Resource Center (FRC) funding scaling to match increased demand, or is the level of service per family decreasing?

Yes, through budget analysis, we have determined that the FRC is currently funded appropriately for the services they provide to our families.

How will the district provide financial support for additional in-person translators and interpreters, given that in-person translation is costly when supporting socioeconomically disadvantaged families who need it?

SCUSD is committed to supporting the need of our English learner families for in-person translation and interpretation services.

Is there more the district can do to prepare K-8 students for the transition to 9th grade?

Our high school counselors currently work with incoming 8th graders to support course selection and to provide insight into what the world of high school looks like. Similarly, our high schools offer information nights for students and parents. In August, high schools offer



orientation days for incoming 9th graders as well. If you have additional suggestions and/or ideas, please feel free to reach out to your site principal and/or the Director of Secondary Education, Dr. Maurissa Koide (mkoide@scusd.net). We are eager to hear your ideas!

Beyond cultural celebration events, what is the district doing to build deeper, non-performative partnerships with families, including helping families understand the U.S. and California school systems?

Some of our schools offer PIQE (Parent Institute for Quality Education) classes for parents. This program specifically teaches families how to navigate the US/California school systems.