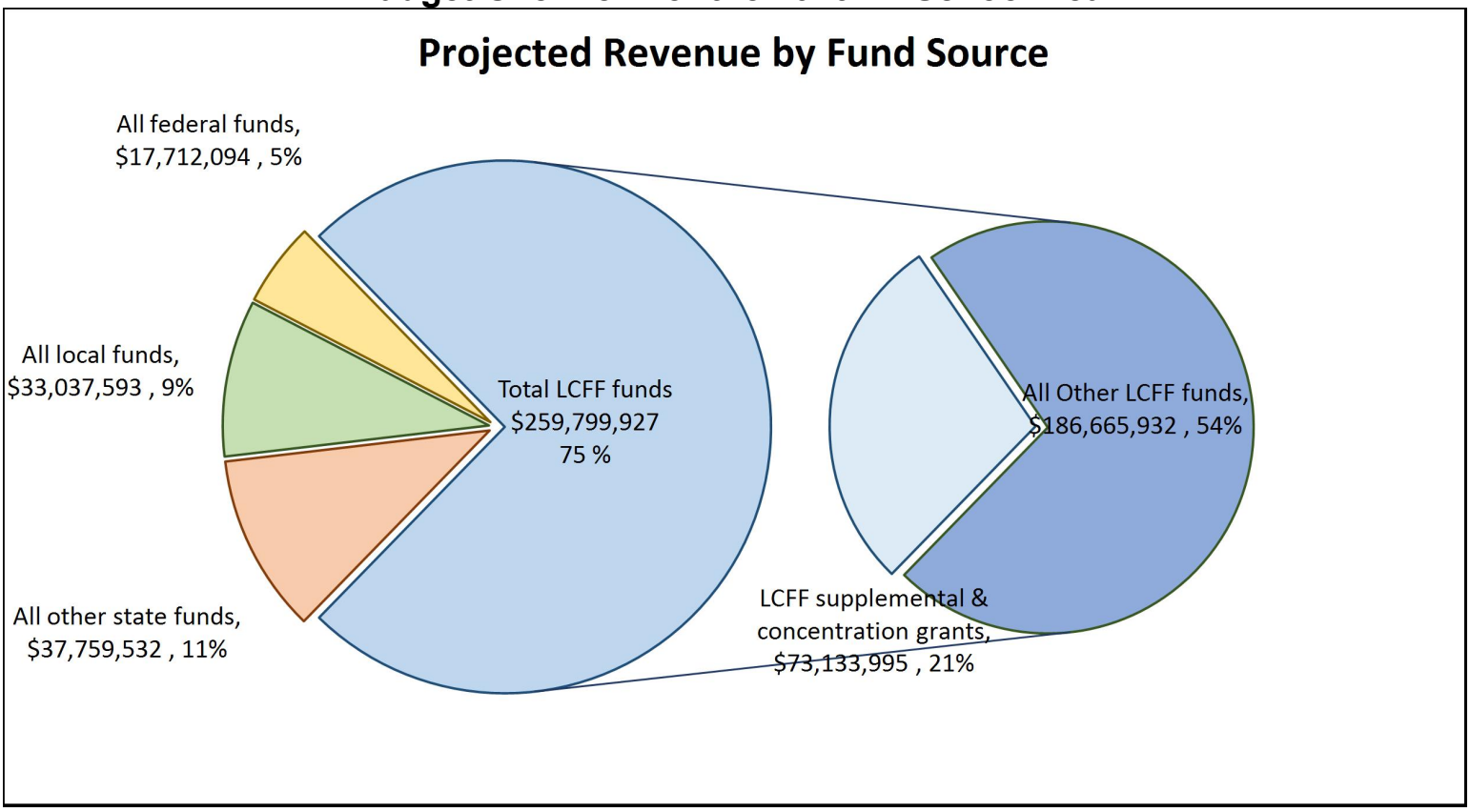
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salinas Union High School District
CDS Code: 27 66159 0000000
School Year: 2026-27
LEA contact information:
Dr. Zandra Jo Galván
Superintendent
zandra.galvan@salinasuhsd.org
831-796-7000

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

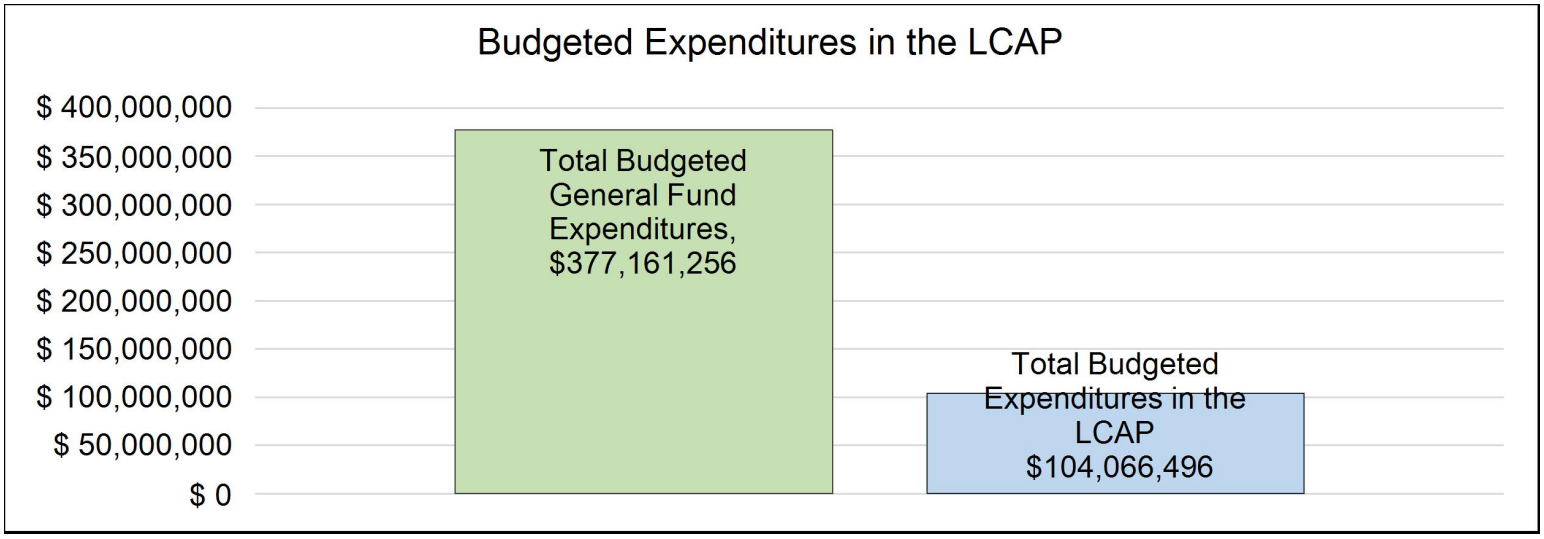


This chart shows the total general purpose revenue Salinas Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salinas Union High School District is $348,309,146, of which $259,799,927 is Local Control Funding Formula (LCFF), $37,759,532 is other state funds, $33,037,593 is local funds, and $17,712,094 is federal funds. Of the $259,799,927 in LCFF Funds, $73,133,995 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 Salinas Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Salinas Union High School District plans to spend $377,161,256 for the 2026-27 school year. Of that amount, $104,066,496 is tied to actions/services in the LCAP and $273,094,760 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

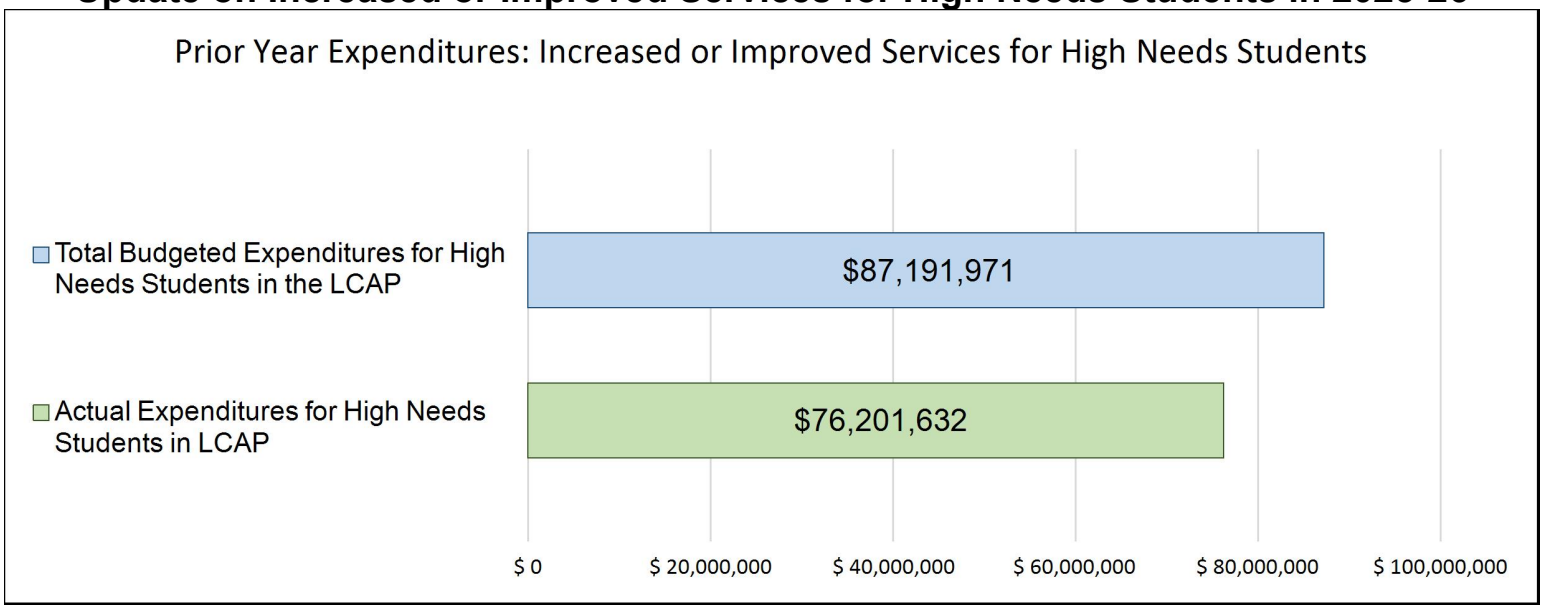
General Fund budget expenditures not included in the Local Control and Accountability Plan (LCAP) consist of all unrestricted expenditures, as well as most restricted categorical program budgets. These include, but are not limited to, Special Education, Title I, Title II, Title III, Title IV, Migrant Education, Vocational Education Programs, After School Education and SAfety, Career Technical Education Incentive Grant, K12 Strong Workforce, Agricultural Vocational Incentive, California Partnership Academies, Lottery, Arts and Music in Schools (Prop 28), Community Schools Partnership Programs, Restricted Maintenance Account, Local Programs, and the Regional Occupational Program (ROP).

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

In 2026-27, Salinas Union High School District is projecting it will receive $73,133,995 based on the enrollment of foster youth, English learner, and low-income students. Salinas Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salinas Union High School District plans to spend $87,513,603 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 Salinas Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Salinas Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Salinas Union High School District's LCAP budgeted $87,191,971 for planned actions to increase or improve services for high needs students. Salinas Union High School District actually spent $76,201,632 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $10,990,339 had the following impact on Salinas Union High School District's ability to increase or improve services for high needs students:

In 2025–26, the difference was primarily attributable to several factors across multiple goals and actions, none of which materially reduced the overall quality or scope of services provided to high-needs students:

Staffing Vacancies and Lower-Than-Anticipated Salary Costs: Several planned positions remained unfilled during the 2025–26 school year, including one of two Special Education Coach positions (Action 2.9) and the 0.2 FTE Educational Technology position (Action 2.4). Additionally, lower-than-anticipated certificated salary expenditures in areas such as staff retention and professional development (Actions 2.2 and 2.3) resulted in unspent allocations. In cases where positions were vacant, services were maintained through existing staff, with plans to address capacity in 2026–27.

Unimplemented or Scaled-Back Programs: The planned Newcomer Pilot Program (Action 2.8) was not implemented due to staffing and program planning adjustments. Remaining funds were strategically reallocated to a Summer Math Institute and AVID Summer Institute, continuing to serve English Learner students through alternative, research-aligned programming.

Strategic Use of Other Categorical Funding: In several instances, other categorical funding sources—including Title I, Title III, and Equity Multiplier funds—were used as primary funding for actions such as after-school literacy and math programming, extended ELD support hours, and sixth-period course offerings. This reduced the draw on LCAP funds without reducing the services delivered.

Reduced Conference and Travel Expenditures: Professional development expenses were lower than budgeted because consultants delivered training on-site within the district, reducing the need for external conferences and travel. Schools also funded a portion of their own professional learning, further contributing to the overall expenditure variance.

Despite the overall expenditure difference, the district continued to increase and improve services for high-needs students — including socioeconomically disadvantaged students, English Learners, foster youth, and students with disabilities — across all goals. The district fully or substantially implemented core supports such as retention bonuses, instructional coaching, family engagement personnel, health services, and targeted academic interventions. Budget adjustments for 2026–27 reflect lessons learned, with revised allocations better aligned to actual staffing levels and program delivery.

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
Salinas Union High School District	Dr. Zandra Jo Galván Superintendent	zandra.galvan@salinasuhsd.org 831-796-7000

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 Salinas Union High School District (SUHSD) serves a diverse and dynamic student population of 15,345 students across five comprehensive high schools, four middle schools, one independent study school, one alternative high school, an ROP Center, and an adult school. Guided by our mission to meet the academic, behavioral, and social-emotional needs of each student through educational equity, innovation, discovery, and support, SUHSD ensures that every student can achieve their aspirations.
Our student body reflects both the richness and complexity of the community we serve. Socioeconomically disadvantaged students (SED) make up 88.8% of enrollment, English Learners (EL) represent 15.9%, Long Term English Learners (LTEL) 10.7%, and Homeless Youth (HY)and Foster Youth (FY) account for 5.7% of our students — a reminder of the real and urgent needs that shape our work every day.

The ethnic and racial composition of the District reflects the cultural heritage of the Salinas community. The majority of our students — 91.8% — identify as Hispanic. White students represent 4.4%, Filipino students 1.4%, Asian students 0.7%, Black/African American students 0.5%, and American Indian/Alaska Native students and students identifying with two or more races each represent 0.7% of enrollment.

SUHSD is committed to addressing the distinct needs of its student population by ensuring equitable access to educational opportunities. We provide targeted support for socioeconomically disadvantaged students and English Learners, and we work to eliminate the barriers that can prevent our most vulnerable students from fully accessing the education they deserve. In doing so, we move closer to our vision of being an exemplary district committed to advancing every student.

In 2026–2027, El Puente School, Mount Toro Continuation School, and Carr Lake Community Day School qualified to receive Equity Multiplier Funds. This strategic investment provides these sites with additional resources to strengthen their educational programs and expand learning opportunities for the students who need them most.

Reflections: Annual Performance

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

Reflections: Annual Performance

The Salinas Union High School District (SUHSD) reflects on its annual performance through a comprehensive review of the California School Dashboard (Dashboard) and local data sources. This Year 2 reflection captures significant progress across multiple indicators, while also identifying persistent challenges that continue to shape the District's priorities and strategic investments.

Successes and Positive Trends

The District is proud to report meaningful growth across several key state indicators. Graduation rates have been a standout area of progress, rising from an 82.4% baseline to 85.5% in Year 1 and 89.7% in Year 2 — a cumulative improvement of 7.5 percentage points above baseline for all students. English Learner (EL) students demonstrated especially significant growth, improving 15.6 percentage points from the baseline, reflecting the impact of targeted bilingual supports and sheltered course structures.

College and Career Indicator (CCI) outcomes have also strengthened considerably. The percentage of graduates prepared for college or a career climbed from 42.8% at baseline to 52.9% in Year 2, representing a 10.1-percentage-point gain and signaling that the District's pathway and dual-enrollment investments are bearing fruit.

In Academic Performance, both ELA and Math have trended positively from the baseline. Math performance improved from 102.8 points below the standard at baseline to 93.3 points below in Year 2, a gain of 9.5 points. ELA moved from 30.2 points below at baseline to 25.1 points below in Year 2, a 5.1-point improvement overall — though the District notes a slight regression from Year 1 (24.1 points below) that warrants continued attention and instructional focus.

Chronic Absenteeism in grades 7–8 has also shown consistent improvement, declining from 17.6% at baseline to 13.1% in Year 2, a reduction of 3.9 percentage points districtwide. This progress reflects the sustained work of the Attendance Support Specialist and school-based PBIS implementation.

One of the most compelling local data points is the dramatic expansion of Wellness Center services. Student interactions with wellness personnel grew from approximately 16,000 to over 65,000 in the 2024–25 school year, underscoring the growing reach and value of socio-emotional supports across the District.

Challenges and Areas of Concern

Despite these gains, the District acknowledges persistent challenges that require continued and targeted intervention. Suspension rates, while showing a marginal overall decrease of 0.2 percentage points from baseline to Year 2, remain a concern — particularly due to ongoing disproportionality affecting English Learners, African American students, and Homeless Youth. The District is deepening its commitment to restorative practices and Positive Behavioral Interventions and Supports (PBIS) to address these disparities.

Local climate survey data also reveals a troubling trend in student emotional safety. The percentage of students reporting they feel emotionally safe declined from 87% at baseline to 79% in Year 1. While Wellness Centers are partially addressing this gap, this indicator remains a priority for the coming year.

Persistent subgroup achievement gaps continue to require targeted action. Students with Disabilities (SWD), Homeless Youth (HY), and Long-Term English Learners (LTEL) continue to perform significantly below standard in both ELA and Mathematics across multiple school sites.

Addressing Identified Needs

To support the most vulnerable student populations, the District has implemented a range of strategic actions. In academics, collaborative grade-level meetings in ELA and Math have centered on integrated English Language Development and high-leverage instructional strategies, with particular attention to LTELs and SWD. The hiring of a Literacy Specialist has strengthened Tier 2 reading interventions and supported implementation of the districtwide Literacy Plan. Bilingual paraeducators, reduced class sizes in sheltered courses, and targeted professional development have expanded access and support for English Learners.

For behavior and attendance, the District's Attendance Support Specialist leads data-driven, school-site strategies designed to remove systemic barriers for high-needs families. PBIS and restorative practices continue to serve as the foundation for reducing suspensions and improving school climate.

Sites and Student Groups at the Lowest Performance Level (2023 Dashboard — Unchanged for Three-Year Cycle)

As required by the LCAP template, the following sites and student groups received the lowest performance level (Red) on one or more state indicators on the 2023 Dashboard and will remain identified throughout this three-year LCAP cycle:

Graduation Rate: SUHSD (English Learners [EL], Students with Disabilities [SWD], Alisal High (EL); El Puente School (All Students [ALL], Hispanic [HI], Socioeconomically Disadvantaged [SED], EL); Everett Alvarez High School (EL, SWD); Mount Toro High School (ALL, EL, HI, SED); Salinas High School (EL).

ELA CAASPP: SUHSD(African American [AA], EL, Homeless [HOM], SWD); Alisal High (SWD); El Puente (ALL, HI, SED); El Sausal Middle (EL, SWD); Everett Alvarez High School (EL,SWD); Harden Middle School (EL, SWD); La Paz Middle School (EL); North Salinas High (EL, SWD); Rancho San Juan High (EL, SWD)

Math CAASPP: SUHSD (AA, EL, HOM, SWD); Alisal High (SWD), El Puente (ALL, HI, SED); El Sausal Middle (EL, SWD); Everett Alvarez High (ALL, EL, HI, SED, SWD); Harden Middle School (ALL, EL, HI, SED, SWD); La Paz Middle School (ALL, EL, HI, SED); Rancho San Juan High (ALL, EL, HI, SED, SWD); Washington Middle School (EL, SWD)

College/Career Indicator (CCI): El Puente (ALL, EL, HI, SED); Everett Alvarez (SWD); Mt. Toro High School (ALL, EL, HI, SED).

Chronic Absenteeism: El Puente (ALL, HI); El Sausal Middle (EL); La Paz Middle (SWD)

Suspension Rate: SUHSD (AA, Foster (FOS); Alisal High School (HY); Carr Lake Community Day School (All students, SED); Harden Middle School (EL); Washington Middle School (HY); El Sausal Middle (EL); Harden Middle (ALL, HI, SED, SWD); Salinas High (EL, SWD)

ELPI: Mount Toro High (EL)

Progress of Baseline "Red" Groups

A review of the "current difference from baseline" data demonstrates meaningful progress for many groups that were originally identified as Red on the 2023 Dashboard. Graduation rates improved dramatically for El Puente School (+37.6% All students, +30.0% EL) and Mt. Toro High School (+22.8% All students). In ELA, El Puente School's All students subgroup gained 77.2 points, and EAHS SWD students gained 41.7 points. In Math, Rancho San Juan High School showed strong districtwide gains (+37.3 points All students), and ESMS SWD students improved by 42.5 points. Chronic absenteeism for La Paz Middle School SWD students decreased by 14 percentage points. Suspension rates for ESMS EL students dropped by 9.9 percentage points. These gains affirm that the District's strategic investments are moving outcomes for historically underserved students, even as important work remains. Funds from the Learning Recovery Emergency Block (LREBG) were used to support the following LCAP actions: 1.3 Literacy, 1,4 English Learners, 1.5 English Language Arts, 1.6 Math, 1.11 Assessments, 1.13 Graduation, 1.22 Monitoring Systems, 3.4 Restorative Practices, and 3.9 Chronic Absenteeism.

SUHSD has $7,986,757 in remaining LREBG funding, which will be allocated to LREBG-funded actions during the 2026–2027 school year.

Based on our overall analysis of the CA Dashboard, local data measures, and the LREBG needs analysis, we will fund the following actions with LREBG: Actions 1.3, 1.4, 1.5, 1.6, 1.11, 1.13, 3.4, and 3.9.

These actions are allowable within the scope of LREBG and reflect evidence-based approaches to addressing the gaps identified in the data analysis. In addition, these actions align with the actions Educational Partners most highly valued based on their input. For each action, the rationale for its selection and the application of LREBG funding, along with additional data and the metric(s) used to measure effectiveness, are included below.

Reflections: Technical Assistance

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

SUHSD qualified for Differentiated Assistance based on the performance of its Homeless students on the 2025 California School Dashboard in Priority 4 (Pupil Achievement) and Priority 5 (Student Engagement). Specifically, Homeless Youth (HY) received a Red performance level

on both the English Language Arts and Mathematics Academic Indicators, attaining scores of -60.4 and -121.8 points below standard, respectively. Both indicators showed no change in status from the 2024 Dashboard, resulting in continued Red performance levels in 2025. Additionally, HY students received a Red on the Chronic Absenteeism indicator, with 26% absent 10% or more of the school year during the 2024–25 academic year—an increase of 1.6 percentage points from the prior year.
In Year Two (2025–26), the district has undertaken the following work as part of its Differentiated Assistance:

Data Disaggregation and Instructional Response. The district regularly disaggregates both state and local assessment data by student group, including Homeless Youth and Foster Youth. Common formative and summative assessment data are systematically broken down to identify performance patterns and gaps, informing targeted enrichment and intervention planning under Action 1.11 (Assessments). Teachers engage in structured data reflection cycles, analyzing district assessment results by student group to plan responsive instruction and targeted interventions. Principals and intervention teams also use grade reports to identify students in need of remediation and to provide timely credit-recovery opportunities.

Academic Interventions and Credit Recovery. SUHSD has continued to implement robust academic interventions through Action 1.12 (Academic Interventions) and Action 1.13 (Graduation Red Indicator), with specific focus on Homeless Youth and Foster Youth. Intervention and credit recovery opportunities are provided both within and outside the school day, including X- and Y-period support and winter, spring, and summer intersession programming. These efforts have contributed to meaningful growth: the Homeless student graduation rate increased from 70.8% (2023 baseline) to 83.3% in Year Two—a gain of 12.5 percentage points. Chronic absenteeism among Homeless students also improved, declining from 30.4% at baseline to 26.0% in Year Two, though it remains elevated and remains a priority.

Foster and Homeless Staff Training. Under Action 2.6 (Foster and Homeless – Training All Staff), all educational partners and school personnel have had opportunities to engage in professional development designed to strengthen support for Homeless Youth. These sessions deepen staff understanding of the legal rights, educational protections, and systemic barriers these students face, while equipping staff with practical strategies to ensure equitable access, academic success, and a sense of belonging.

Areas Requiring Continued Focus. While graduation rates have improved significantly, persistent challenges remain. Homeless students continue to perform well below standard in both ELA and Math on the CAASPP, and the proportion of Homeless Youth meeting UC/CSU A-G requirements declined from 42.5% to 28.5%—indicating that while more students are graduating, fewer are completing the coursework needed for postsecondary access. Chronic absenteeism also remains disproportionately high for this group relative to the overall student population. The district will continue to intensify targeted supports, monitoring, and data-informed interventions for Homeless Youth throughout Year Two and into Year Three to address these persistent gaps.

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.

In 2025-26, the following schools within the SUHSD were eligible for Comprehensive Support and Improvement (CSI):

El Puente School
Mount Toro High School

For the 2026-27 school year, only El Puente School continues with CSI status.

Support for Identified Schools

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

SUHSD remains committed to effectively monitoring and evaluating the implementation of its LCAP, with particular attention to supporting student and school improvement at El Puente School (EPS), the sole school continuing with Comprehensive Support and Improvement (CSI) status in 2026–27.

The District will continue to support EPS in refining and implementing its CSI plan based on identified needs, using the most current California Dashboard and local data, as well as educational partner input, to provide meaningful feedback on academic achievement, attendance, and the socioeconomic needs of students and families. As a CSI school, EPS will build on prior year progress — most notably the significant increase in graduation rates for ALL students, which increased from 30.7% in 2024 to 66.2% in 2025, ELs increased from 25% to 57.6%, LTEL increased from 28.1% to 60.4%, SED increased from 30.3% to 66%, and Hispanic increased from 31.3% to 65.5%. At the same time, the school continues to address the persistent gaps that have prevented it from meeting the threshold to exit CSI status.

The Educational Services team will support the site principal through regular meetings, data reviews, and ongoing technical assistance to evaluate and monitor the implementation and impact of the current CSI plan. These collaborative touchpoints will ensure that the school remains responsive to emerging student needs and aligned with district priorities.

During the 2026–27 school year, the Educational Services team will continue working closely with EPS to conduct and refine a comprehensive needs assessment. This assessment will examine student performance data, school culture, staff capacity, and other relevant factors to identify specific challenges and prioritize areas for continued improvement. The District and school leadership team, under the direction of the principal, will use this assessment to guide decisions around budget allocations, access to technology and instructional materials, teacher qualifications, class sizes, and other conditions that impact educational equity across student groups.

Where resource inequities are identified through the needs and assets assessment and diagnostic tools, the District will support EPS in developing and implementing evidence-based interventions. These interventions will prioritize targeted resources and supports for the students with the greatest need, ensuring equitable access to learning opportunities and strengthening the overall conditions for teaching and learning.

Monitoring and Evaluating Effectiveness

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

SUHSD is committed to rigorously monitoring and evaluating the implementation of its CSI plan to support student and school improvement. Central to this process is El Puente School's (EPS) action plan, which serves as a comprehensive strategic guide incorporating evidence-based interventions designed to enhance student outcomes and address identified resource inequities. The District will provide consistent, ongoing support throughout implementation to ensure EPS effectively executes its plan.

The District will regularly collect and analyze data on the effectiveness of implemented interventions to determine whether resource inequities are decreasing and whether student outcomes are improving — most notably in graduation rates, where EPS has demonstrated meaningful growth (28.6% in 2023, 30.7% in 2024, and 66.2% in 2025). Adjustments will be made promptly as needed to maintain continuous improvement toward the CSI exit criteria.

In 2026-27, the District will re-implement Instructional Leadership Team structures and Plan-Do-Study-Act (PDSA) cycles to deepen the school's capacity for data-informed improvement. The Educational Services team will provide professional development to support staff in developing and using PDSA cycles to address identified areas of need. District Leadership Meetings will focus explicitly on equity-centered practices, data analysis, resource-allocation strategies, and the effective implementation of evidence-based interventions.

The Special Projects Directors will meet regularly with the EPS team, guide the School Site Council (SSC), and collaborate with educational partners to review the School Plan for Student Achievement (SPSA) and evaluate progress toward identified goals. The site principal will adjust actions and services as needed based on current data and will provide progress updates to site teams at least quarterly, with particular attention to the outcomes of English Learners, Students with Disabilities, and homeless youth.

Working in partnership with the Educational Services team, EPS will conduct regular, detailed reviews of key data indicators — including student grade distributions, credit completion rates, attendance trends, academic progress measures, student engagement, and participation in intervention opportunities. These data points will be analyzed within school leadership team meetings and site-level task force meetings to support informed, collaborative decision-making. The CSI funds will be strategically allocated toward activities with a demonstrated record of driving continuous improvement, including:

- Building Capacity: Providing targeted professional learning and coaching to strengthen staff skills and leadership.
- Collaboration with Educational Partners: Deepening meaningful partnerships to improve coherence and collective impact.
- Needs Assessment and Root Cause Analysis: Engaging in rigorous analysis of quantitative and qualitative data — including Street Data methods — to identify and address root causes of underperformance.
- Data-Driven Monitoring and Evaluation: Regularly assessing progress to refine and strengthen practices on an ongoing basis.

Through these intentional monitoring, evaluation, and continuous improvement practices, SUHSD remains fully committed to creating conditions that foster equitable outcomes, responsive support systems, and meaningful academic progress for every student at El Puente School.

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 Surveys (Students, Parents, Staff) February 10, 2026, to March 13, 2026 SUHSD LCAP Advisory Meetings April 2, 2026 April 11, 2026 April 15, 2026 May 4, 2026 June 1, 2026 School Site LCAP Community Meetings Alisal HS- Nov 25, 2025, and Feb 18, 2026 Everett Alvarez HS- Dec 3, 2025, and Feb 11, 2026 North Salinas HS- Nov 13, 2025 and Mar 11, 2026 Rancho San Juan HS- Oct 23, 2025 and Mar 11, 2026 Salinas HS- Oct 16, 2025 and Mar 17, 2026 El Sausal MS- Sept 19, 2025, and Feb 20, 2026 Harden MS- Oct 16, 2025, and Feb 26, 2026 La Paz MS- Sept 3, 2025, and Feb 4, 2026 Washington MS- Oct 21, 2025, and Feb 4, 2026 El Puente School- Sept 24, 2025, and March 18, 2026 Mount Toro HS- Oct 29, 2025, and Jan 28, 2026 Cafe with the Superintendent October 24, 2025	The Salinas Union High School District maintained its commitment to transparent communication and meaningful engagement with educational partners by sustaining established systems for sharing information and gathering feedback from parents, students, staff, site administrators, and community members. As part of the LCAP development process, the district shared information regarding its mission and vision, current LCAP goals and expenditures, and key student outcome data to support informed participation. Educational partners were invited to attend stakeholder meetings held at each school site, providing multiple opportunities for families and community members to share perspectives on district priorities and student needs. The district initiated its stakeholder input process through surveys administered to students, parents and families, staff, and community members from February through mid-March 2026. Survey topics included school culture and climate, communication, student successes and challenges, instructional supports, and opportunities for parent involvement in decision-making. During the survey administration window, the district monitored participation rates to ensure broad representation across educational partner groups and school sites. The district received a total of 8,947 survey responses: 6,281 from students, 1,847 from parents and families, and 819 from staff. District

Educational Partner(s)	Process for Engagement
January 22, 2026 February 25, 2026 March 31, 2026 April 22, 2026 Community Advisory Coalition September 29, 2025 October 27, 2025 February 23, 2026 March 30, 2026 District English Language Advisory Committee Wednesday, May 13, 2026 Salinas Valley Federation of Teachers March 9, 2026 California Schools Employee Association March 20, 2026 Student Advisory Council September 16, 2025 October 21, 2025 November 18, 2025 January 20, 2026 February 17, 2026 May 19, 2026 Equity Multiplier School Site Council Parent Groups LCAP Surveys Staff meetings SELPA Consultation June 15, 2026	staff analyzed the results and presented findings to educational partners during four advisory committee meetings held between April and May 2026. In addition, all school sites conducted two site-level LCAP presentations to review data, discuss identified needs, and gather additional feedback on proposed goals, actions, and services. Cabinet members also met with union representatives from both SVFT and CSEA to collaborate and gather recommendations regarding the continuation, expansion, or addition of district services. These consultations ensured that the perspectives of certificated and classified staff were incorporated into the LCAP development process. The district further engaged educational partners through additional forums, including Cafecito with the Superintendent, the Student Advisory Council, and the Community Advisory Coalition. Each of these meetings provided dedicated opportunities to share data, discuss district priorities, and solicit input from diverse stakeholder groups. The Student Advisory Council (SAC) was engaged as part of the district's broader LCAP stakeholder consultation process in spring 2026. Student representatives from multiple school sites reviewed districtwide LCAP survey results and provided structured written feedback identifying data trends, areas of concern, and recommended priorities for the 2026–2027 school year. Students representing grades 8 through 12 participated, offering perspectives that reflected both middle and high school experiences across the district. Collectively, this engagement process informed the district's identification of priorities related to school climate, communication, student support services, and family engagement. Educational partner feedback consistently highlighted the need for consistent communication practices, accessible information, and stronger connections between schools and families. The district used this feedback to refine actions and services to improve student connectedness, increase family participation, and strengthen responsiveness to the needs of unduplicated pupil groups.

Educational Partner(s)	Process for Engagement
	In addition, El Puente, Mount Toro, and Carr Lake met with their educational partners to consult on the use of Equity Multiplier funds, including LCAP advisory meetings, school site councils (SSCs), the English Language Advisory Committee, and staff meetings.

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

For the 2026–2027 school year, the Salinas Union High School District refined its Local Control and Accountability Plan through a collaborative, data-informed process grounded in feedback from a broad range of educational partners. The district gathered input, ideas, and recommended priorities through multiple engagement pathways, including an online LCAP survey, small and large-group advisory meetings, site-level LCAP presentations, and targeted consultations with the District English Learner Advisory Committee (DELAC), the Student Advisory Council (SAC), and the Community Advisory Coalition (CAC). Educational partners engaged throughout this process included directors, site administrators, counselors, teachers on special assignment, classified staff, students, parents and guardians, community members, and representatives from the Salinas Valley Federation of Teachers (SVFT) and the California School Employees Association (CSEA).

In spring 2026, the district hosted four LCAP Advisory Committee meetings designed to foster reflection, consensus-building, and collaboration across stakeholder groups. Participants reviewed district- and site-level data and worked in small groups to identify and prioritize actions and services aligned to student needs and the district's LCAP goals. The collective feedback gathered through these engagement pathways directly shaped the goals, actions, services, and expenditures reflected in the adopted LCAP.

The district continues to pursue six LCAP goals: three broad, districtwide goals focused on academic achievement, school climate, and family and community engagement, and three Equity Multiplier focus goals designed to address the specific needs of students at Carr Lake, El Puente, and Mount Toro. The sections below describe how feedback from educational partners specifically influenced each of these goals.

Goal 1

Educational partners across all groups emphasized the importance of expanding access to rigorous, relevant academic opportunities and providing robust support systems for all students, particularly English Learners (EL), Long-Term English Learners (LTELs), and Students with Disabilities (SWD). The following recommendations were gathered and have shaped the actions and services under Goal 1:

- Continue to support and develop Professional Learning Communities across all sites. (Staff, SVFT)
- Restore and protect common Professional Learning Team (PLT) planning time to allow for meaningful collaboration and continuous improvement cycles. (SVFT, Staff)
- Continue to provide intervention and support for all students, including Saturday school, tutorials, and intersession. (Parents, Staff)
- Increase and expand college preparation opportunities, including AVID, CTE, Dual Enrollment, and Short Career Pathways. (Parents, SVFT, Students, Staff)
- Continue the stipend for dual enrollment teachers to recognize the additional responsibilities of initial setup, grading, and CANVAS course management. (SVFT)
- Provide additional technology upgrades and digital learning resources. (Parents)
- Increase students' access to safe, modern, outdoor learning spaces. (Parents)

- Provide more English Learner (EL) support and preparation for reclassification and ELPAC success. (Parents)
- Increase career exposure opportunities such as internships, hospital volunteer opportunities, career fairs, STEM field trips, and hands-on learning experiences in both college-pathway and non-college-pathway fields. (Parents, Students, SVFT)
- Continue reducing class sizes for LTEL and EL students. (SVFT)
- Continue and lower the total class size in co-taught classes. (SVFT)
- Continue focusing on literacy priorities and exploring how to support students in building reading habits. (SVFT)
- Continue and expand elective and CTE courses for Students with Disabilities and English Learners. (Staff)
- Offer the Civic Action and Social Issues Elective at each middle school site to expand civic engagement and increase access to the State Seal of Civic Engagement. (SVFT)
- Develop or expand partnerships with community organizations and internship opportunities. (All)
- Provide students with financial literacy and finance elective courses. (SVFT, Parents)
- Provide and increase technology literacy courses and educational resources for both students and parents. (Parents)
- Train paraeducators in specialized literacy and math intervention strategies to strengthen Tier 1 and Tier 2 support for students. (CSEA)
- Provide site-based Newcomer support teams to better meet the unique academic and social-emotional needs of newcomer English Learners. (SVFT)
- Additionally, the following recommendations from educational partners will be reviewed, planned, and measured during the 2026–2027 school year:
- Research and consider expanding the student schedule to a seven-period day, piloting at the middle school level to expand elective access for Long-Term English Learners and other students. (SVFT)
- Increase access to courses that help English Learners (EL) meet graduation requirements. (Parents, Staff)
- Increase access to CTE courses, develop incentives to retain high-quality teachers, and offer parent awareness workshops specifically for families of Students with Disabilities (SWD). (Staff)
- Continue to support and expand awareness of the Seal of Biliteracy and Seal of Civic Engagement. (Staff)

Goal 2
Feedback from educational partners emphasized the importance of hiring and retaining employees, supporting professional growth, and fostering a school culture in which all staff feel valued and supported in their roles. The following recommendations were gathered and have shaped the actions and services under Goal 2:

- Embed professional development to increase culturally responsive and respectful school practices. (Staff, SVFT)
- Strengthen teacher professional development, particularly around student relationships, responsiveness, and differentiated support practices. (Staff, SVFT)
- Expand professional development to paraeducators, security officers, and front office staff to ensure all employees are integrated into the district's instructional and social-emotional goals. (CSEA, Staff)
- Provide professional development in Social-Emotional Learning, Restorative Practices, de-escalation techniques, and trauma-informed approaches. (Staff)
- Increase teacher-to-teacher observation opportunities and provide adolescent development training for all certificated staff. (SVFT, Staff)
- Improve the hiring process and provide new hires with greater clarity on timelines, procedures, and expectations. (Staff, SVFT)

- Continue mentorship for new teachers and counselors, including site-based socials where veteran and new teachers can build meaningful connections. (SVFT)
- Continue and expand stipends for staff who provide direct services to Students with Disabilities and English Learners, including stipends for BCLAD-credentialed staff and bilingual Speech-Language Pathologists and Psychologists. (SVFT)
- Continue annual employee Wellness Clinics that provide health screenings and biometric assessments to support staff well-being. (SVFT)
- Provide HR training on healthcare, leave policies, salary schedule placement, retirement, and workers' compensation so that all employees have clear access to their benefits. (SVFT)

Integrate all non-instructional staff — including security officers, bus drivers, and noon-duty supervisors — into Tier 1 PBIS training to ensure a unified, campus-wide approach to positive school culture. (CSEA)

- Provide training for bilingual classified staff in specialized translation and interpretation to better support English Learner families. (CSEA)
- Increase student awareness of and access to the Seal of Civic Engagement (students)
- Expand college and career preparation to include financial literacy and practical life skills instruction (students)
- Improve communication about available tutorials and after-school academic support services (students)

Goal 3

Goal 3 focuses on student wellness and safety, the Multi-Tiered System of Supports (MTSS), and family and community engagement. Educational partners identified the need for a common, aligned, and responsive MTSS framework across all school sites to more effectively identify and support student needs, particularly through Tier 3 interventions and academic support.

Positive Behavioral Interventions and Supports (PBIS) continue to have a strong impact across all school sites and contribute significantly to a positive school climate. Educational partners recommended sustaining and expanding recognition and incentive systems to reinforce positive student behavior, and extending access to ASB and extracurricular activities to ensure all student groups — including marginalized students — have equitable opportunities to participate.

Implementing Yondr pouches at middle schools has improved student behavior and academic focus, with data showing increased engagement and fewer disciplinary incidents related to cell phone use. Both parents and staff continue to strongly support expanding cell phone-free protocols, including the use of Yondr pouches, to high school campuses.

Educational partners also recommended offering parent workshops addressing teen and social issues, as well as training on Individualized Education Programs (IEPs), Section 504 plans, and the student reclassification process. The following recommendations were gathered and have shaped the actions and services under Goal 3:

- Continue to expand outreach to families and strengthen communication between schools, families, and the broader community. (All)
- Expand and strengthen parent engagement opportunities to include more evening meetings and Saturday sessions. (Parents)
- Develop a plan to establish family resource centers at school sites to better connect families to wraparound supports. (District)
- Continue and strengthen existing mental health resources, including Wellness Centers at all campuses. (Parents, Students, SVFT)
- Continue and expand cell phone-free protocols and procedures districtwide, including the use of Yondr pouches at additional grade levels. (Parents, Staff, SVFT)
- Provide dedicated staffing and targeted interventions to address chronic absenteeism. (SVFT, Staff)
- Continue and expand parent workshops focused on academics and social-emotional supports. (Parents)

- Modernize data systems to improve the tracking and reporting of attendance and chronic absenteeism. (CSEA)
- Maintain safe, clean, and technology-ready environments by investing in facilities, IT support, and operational infrastructure that enable students to arrive in "ready-to-learn" conditions. (CSEA)
- Expand awareness of and access to Wellness Center services across all sites (students)
- Address concerns about the equitable and consistent application of student discipline (students)
- Strengthen support and inclusion for youth in transition and LGBTQ+ students (students)

Goal 4 Mount Toro High School (MTHS) and Goal 6 Carr Lake share a School Site Council and parent engagement stakeholder meeting due to the school sites' population; Carr Lake has an enrollment of 18 students, and MTHS has an enrollment of 204 students. The administration and support staff are shared among both school sites. The following is a summary of the feedback from teachers, students, and parents regarding the needs of these two alternative school settings:

-Continue to provide extended learning opportunities outside of the school day for credit recovery (teachers, parents, students)
-Continue to have stable classroom teachers (teachers, students, parents)
-Continue to enhance and embrace the MTSS and PBIS implementation (teachers and students)
-Increase socio-emotional support staff: social workers and counselors (parents and students
-Increase access to CTE and visual and performing arts pathways (parents, teachers, students)
-Continue opportunities for professional development (PDSA cycles) and collaboration with other content teachers (teachers)
-Reconsider cell phone policies (students and parents)
-Professional development for teachers to ensure they provide high-quality teaching for MTHS students (parents)
-Consider hiring tutors to support in the classroom (parents)

Goal 5: El Puente is an independent study school with an enrollment of approximately 326 students. The following summarizes EPS needs.

-Continue to provide after-school interventions and credit recovery class; both in-person and hybrid, after school, before school, lunch breaks, and school breaks (students, teachers, parents)
-Continue to provide opportunities for collaboration and scope and sequence planning (teachers)
-Provide supplemental materials for literacy and mathematics (teachers)
-Expand CTE pathways and real-life experiences for students (students, parents)
-Advanced Placement courses and exam option available for EPS students (parents)
-Increase wellness center services and maintain all staff (parents and students)
-Provide professional development for staff to support the community (parents)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SUHSD will ensure every student thrives by providing equitable access to rigorous, engaging, and high-impact academic learning along with meaningful enrichment, expanded opportunities for growth, and personalized support, empowering all graduates to discover their passions and succeed in college, career, and as transformative leaders in their communities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal aligns with the District's mission to prepare students for college and career. Our Dashboard shows that English Learners, Students with Disabilities, and Homeless Students lag behind all students on the College and Career indicator so this will be an area of focus for our District for the next three years. The actions listed below will help to achieve this goal by focusing on instruction in the content areas, professional learning, support for English Learners, assessments, and college and career preparedness. The state and local metrics will measure the effectiveness of these actions.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	2023 SUHSD Cohort Graduation Rate: • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% HY	2024 SUHSD Cohort Graduation Rate: • 85.5% All • 85.7% SED • 68.5% EL	2025 SUHSD Cohort Graduation Rate: • 89.7% All • 89.8% SED • 76.2% EL	• 88% All • 87.9% SED • 76.5% EL • 76% SWD • 82% HY	• +7.5% All • +8.1% SED • +15.6% EL • +8.4% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sites/Student Groups with 2023 Dashboard Red Performance levels: El Puente: • 28.6% All • 28% Hispanic • 28.3% SED • 27.6% EL AHS • 61.1% EL EAHS • 55.6% SWD • 55.4% EL MTHS • 60.4% All • 61.5% Hispanic • 60.5% SED • 65.6% EL SHS • 55.7% EL	• 64.5% SWD • 64.2% HY Sites/Student Groups with 2024 Dashboard Red Performance levels: El Puente: • 30.7% All • 31.3% Hispanic • 30.3% SED • 25% EL AHS • 73.4% EL EAHS • 75% SWD • 84.5% EL MTHS • 70.9% All • 70.8% Hispanic • 70.6% SED • 62% EL SHS • 79.3% EL	• 80.5% LTEL • 68.4% SWD • 83.3% HY Sites/Student Groups with 2025 Dashboard Red Performance levels: El Puente: • 66.2% All • 65.5% Hispanic • 66% SED • 57.6% EL • 60.4% LTEL NSHS • 62% SWD RSJHS • 67.6% SWD	Site/District red performance level outcomes to match target for year 3 district outcomes	• +12.5% HY Sites/Student Groups with 2024 Dashboard Red Performance levels: El Puente: • +37.6% All • +37.5% Hispanic • +37.7% SED • + 30% EL AHS • +18.9% EL EAHS • +14.6% SWD • +18.4% EL MTHS • +22.8% All • +21.6% Hispanic • +22.4% SED • +17% EL SHS • +17.2% EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023 • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 115.8 points below standard EPS: • All 103.9 points below standard • Hispanic 97.2 points below standard	2023-2024 • All 24.1 points below standard • SED: 27.5 points below standard • EL: 79.1 points below standard • SWD: 96.5 points below standard • HY: 60.9 points below standard • AA: 30.4 points below standard Sites/Student Groups with 2024 Dashboard Red Performance levels: AHS • SWD 144.7 points	2024-2025 • All 25.1 points below standard • SED: 29.9 points below standard • EL: 78.2 points below standard • SWD: 109.5 points below standard • HY: 60.4 points below standard • AA: 22.4 points below standard Sites/Student Groups with 2025 Dashboard Red Performance levels: AHS • SWD 144.4 points	• All 15.2 points below standard • SED 16.0 points below standard • EL: 30.2 points below standard • SWD: 35.8 points below standard • HY: 24.8 points below standard • AA: 31.5 points below standard Site/District red performance level outcomes to match target for year 3 district outcomes	• All +5.1 • SED: +3.3 • EL: +11.5 • SWD: +2.6 • HY: +7.9 • AA: +72.7 Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD - 28.6 EPS: • All +77.2 • Hispanic +63.8 • SED +66 ESMS • EL +30.5 • SWD +25.7 EAHS • EL +14.1 • SWD +41.7 HMS • EL +9.4 • SWD -7.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED 97.4 points below standard ESMS • EL 96.1 points below standard • SWD 122.8 points below standard EAHS: • EL 115 points below standard • SWD 135.7 points below standard HMS • EL 89.9 points below standard • SWD 123.8 points below standard LPMS • EL 80.5 points below standard NSHS • EL 93.7 points below standard	below standard EPS: • All 22.8 points below standard • Hispanic 30.3 points below standard • SED 26.9 points below standard ESMS • EL 73.4 points below standard • SWD 111.9 points below standard EAHS • EL 87 points below standard • SWD 99.1 points	below standard • EL 96.4 points below standard • LTEL 162.1 points below standard EAHS • EL 100.9 points below standard • LTEL 151.2 points below standard HMS • EL 80.5 points below standard • LTEL 132.5 points below standard • SWD 131.7 points		LPMS • EL +0.6 NSHS • EL +0.9 • SWD -27.3 RSJHS • EL -4.9 • SWD -13.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD 76.5 points below standard RSJHS • EL 76.4 points below standard • SWD 105.1 points below standard	below standard HMS • EL 81 points below standard • SWD 96.3 points below standard LPMS • EL 82.6 points below standard NSHS • EL 84.1 points below standard • SWD 73 points below standard RSJHS • EL 68.7 points below standard • SWD 68.9 points	below standard LPMS • EL 79.9 points below standard • LTEL 127.7 points below standard • SWD 110.9 points below standard • HOM 104.1 points below standard NSHS • EL 92.8 points below standard • SWD 103.8 points below standard RSJHS		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below standard	• EL 81.3 points below standard • SWD 118.5 points below standard SHS • SWD 120.2 points below standard		
1.3	Math CAASPP Test: Distance from Meeting Standards	2022-2023 • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard Sites/Student Groups	2023-2024 • All 97.7 points below standard • SED:101. 1 points below standard • EL:137.8 points below standard • SWD: 152.3 points below standard • HY: 123.2 points	2024-2025 • All 93.3 points below standard • SED:98.7 points below standard • EL:130.3 points below standard • LTEL:174. 8 points below standard • SWD: 161 points below standard	• All 87.8 points below standard • SED: 89.0 points below standard • EL:104.8 points below standard • SWD: 115.6 points below standard • HY: 100.2 points below standard	• All +9.5 • SED:+6.8 • EL:+12.3 • SWD: +6.8 • HY: +10.1 • AA: +46.6 Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD +0.4 EAHS • All +3.3 • EL +7.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with 2023 Dashboard Red Performance levels: AHS • SWD 187.2 points below standard EAHS • All 119.7 points below standard • EL 188.6 points below standard • Hispanic 122.1points below standard • SED 123.1 points below standard • SWD 211.3 points below standard EPS • All 198.1 points below standard • Hispanic 197.2 points below standard • SED 194.9 points below standard	below standard • AA: 113.8 points below standard Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 186.8 points below standard EAHS • All 124.6 points below standard • EL 183.2 points below standard • Hispanic 128.3 points below standard • SED 126.5 points	• HY: 121.8 points below standard • AA: 106.6 points below standard Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 186.8 points below standard • EL 174.4 points below standard • LTEL 211.6 points below standard EAHS • EL 181.1 points below standard	• AA: 109.3 points below standard Site/District red performance level outcomes to match target for year 3 district outcomes	• Hispanic +3 • SED +4.5 • SWD +20.6 EPS • All +28.7 • Hispanic +22.6 • SED +18.9 RSJHS • All +37.3 • EL +12.1 • Hispanic +39.3 • SED +38.5 • SWD +6.7 ESMS • EL +31.5 • SWD +42.5 HMS • All -3 • EL +6.4 • Hispanic -2 • SED -8.2 • SWD -0.3 LPMS • All +12.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RSJHS • All 129.5 points below standard • EL 176.1 points below standard • Hispanic 136.7 points below standard • SED 133.7 points below standard • SWD 190.4 points below standard ESMS • EL 123.1 points below standard • SWD 169.5 points below standard HMS • All 98.1 points below standard • EL 129.4 points below standard • Hispanic 101.3 points below standard	below standard • SWD 189.1 points below standard EPS • All 145.4 points below standard • Hispanic 153.1 points below standard • SED 140.9 points below standard RSJHS • All 106.3 points below standard • EL 144.5 points below standard • Hispanic 109.2 points	• LTEL 225.6 points below standard • SWD 190.7 points below standard EPS • All 169.4 points below standard • Hispanic 174.6 points below standard • SED 176 points below standard RSJHS • EL 164 points below standard • SWD 183.7 points below standard		• EL +22.6 • Hispanic +13.4 • SED +11.2 WMS • EL +6.5 • SWD +2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED 100.1 points below standard • SWD 174.6 points below standard LPMS • All 109.2 points below standard • EL 141.7 points below standard • Hispanic 110 points below standard • SED 109.5 points below standard WMS • EL 119.2 points below standard • SWD 131.3 points below standard	below standard • SED 106.5 points below standard • SWD 163.9 points below standard ESMS • EL 119.4 points below standard • SWD 154.1 points below standard HMS • All 96.2 points below standard • EL 125 points below standard • Hispanic 99.5 points	SHS • EL 163.8 points below standard • SWD 180.2 points below standard ESMS • EL 119.4 points below standard • SWD 154.1 points below standard HMS • All 101.1 points below standard • EL 123 points below standard • LTEL 167.5 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below standard • SED 99.4 points below standard • SWD 143.2 points below standard LPMS • All 100.5 points below standard • EL 131.3 points below standard • Hispanic 101.1 points below standard • SED 101.2 points below standard WMS • EL 112.7 points below	• Hispanic 103.3 points below standard • SED 108.3 points below standard • SWD 174.9 points below standard LPMS • SWD 150 points below standard • SED 98.3 points below standard NSHS • SWD 176.1 points below standard WMS • LTEL 164.7 points		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SWD 129 points below standard	below standard • SWD 137.6 points below standard • HOM 104.8 points below standard		
1.4	CSU Early Assessment Program (EAP) for ELA: % of 11th Graders Meeting or Exceeding on the English Language Arts CAASPP	2022-2023 • All 50.7% • SED 49.51% • EL 3.8% • SWD 9.3% • HY32.4%	2023-2024 • All 53.7% • SED 52.7% • EL 4.9% • SWD 14.0% • HY42.9%	2024-2025 • All 52.81% • SED 51.6% • EL 3.72% • SWD 11.1% • HY35.3%	• All 60% • SED 59.3% • EL 16% • SWD 35.5% • HY49%	• All +2.1% • SED -2.1% • EL -0.1% • SWD +1.8% • HY+2.9%
1.5	CSU Early Assessment Program (EAP) for Math: % of 11th Graders Meeting or Exceeding on the Math CAASPP	2022-2023 • All 16.6% • SED 15.7% • EL 0.24% • SWD 2.24% • HY0%	2023-2024 • All 17.8% • SED 16.2% • EL 0.54% • SWD 1.89% • HY11.1%	2024-2025 • All 20% • SED 18.9% • EL 2.8% • SWD 2.6% • HY12%	• All 33% • SED 32.1% • EL 16% • SWD 18.7% • HY 16.5%	• All +3.4% • SED +3.2% • EL +2.6% • SWD +0.4% • HY +12%
1.6	California Science Test (CAST) % Meeting or Exceeding Standards	2022-2023 • All 17.9% • SED 17.6% • EL 0.52% • SWD 2.5% • HY 17.42% • AA 14.3%	2023-2024 • All 19.2% • SED 18.0% • EL 0% • SWD 4.6% • HY 10.0%	2024-2025 • All 24% • SED 22.8% • EL 1.3% • SWD 6.6% • HY 15.1%	• All 23.9% • SED 23.7% • EL 12.3% • AA 21.5% • SWD 13.6% • HY 23.6%	• All +6.1% • SED +5.2% • EL +0.8% • SWD +4.1% • HY -2.3% • AA +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• AA 5.3%	• AA 15.1%	• AA 21.5%	
1.7	English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC)	2022-2023 54.9% of ELs are making progress on the ELPAC Sites/Student Groups with 2023 Dashboard Red Performance levels: MTHS • EL 32.8%	2023-2024 51.1% of ELs making progress on the ELPAC Sites/Student Groups with 2024 Dashboard Red Performance levels: MTHS • EL 56.3%	2024-2025 55.5% of ELs making progress on the ELPAC Sites/Student Groups with 2024 Dashboard Red Performance levels MTHS • EL 42.5% • LTEL 40.6%	65% making progress	Overall: +0.6% MTHS • EL +9.7%
1.8	Reclassification Rates of English Learners to English Proficient	2022-2023 21.3% of ELs reclassified to fluent English	2023-2024 23.1% (851)	2024-2025 17.7% (588)	30% of ELs reclassified to fluent English	-3.6 %
1.9	College and Career Indicator: % of high school graduates who are prepared for college or a career.	2023 Cohort • All 42.8% • SED 41.9% • EL 12.9% • SWD 12.3% • HY 27.9% Sites/Student Groups with 2023 Dashboard Red Performance levels: EPS • All 3.2% • EL 0% • Hispanic 2.95% • SED 3.3%	2024 Cohort • All 43.7% • SED 43.4% • EL 12.8% • SWD 13.4% • HY 20.6% Sites/Student Groups with 2023 Dashboard Red Performance levels: EPS • All 0.5% • EL 0%	2025 Cohort • All 52.9% • SED 52.2% • EL 17.2% • SWD 13.2% • HY 30.1% Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 9.4%	• All 55% • SED 54.4% • EL 28.0% • SWD 35.8% • HY 45.4% Site/District red performance level outcomes to match target for year 3 district outcomes.	• All +10.1% • SED +10.3% • EL +4.3% • SWD +0.9% • HY +2.2% Sites/Student Groups with 2023 Dashboard Red Performance levels: EPS • All +4.8% • EL +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EAHS • SWD 8.9% MTHS • All 0.6% • EL 0% • Hispanic 0.6% • SED 0.6%	• Hispanic 0.5% • SED 0.5% EAHS • SWD 23.4% MTHS • All 0% • EL 0% • Hispanic 0% • SED 0%	EPS • LTEL 36.8% MTHS • EL 48.2% • LTEL 44.7%		• Hispanic +4.1% • SED +4.1% EAHS • SWD +11.6% MTHS • All +2.2% • EL +0% • Hispanic +2.4% • SED +2.3%
1.10	% of graduates meeting University of California/California State University (UC/CSU) entrance requirements	2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9% • SWD 30.6% • HY 42.5%	2024 Cohort Graduates • All 47.6% • SED 46.9% • EL 22.2% • SWD 29.9% • HY 28.7%	2025 Cohort Graduates • All 50.2% • SED 48.9% • EL 20.4% • SWD 24.4% • HY 28.5%	• All 50% • SED 57% • EL 57% • SWD 45.9% • HY 52.5%	• All -1.4% • SED -1.7% • EL -6.5% • SWD -6.2% • HY -14%
1.11	% of Graduates Completing a CTE Pathway	2023 Cohort Graduates • All 32.4% • SED 30.7% • EL 13.2% • SWD 10.5% • HY 27.6%	2024 Cohort Graduates • All 35.6% • SED 35.8% • EL 21.5% • SWD 26.4% • HY 21.6%	2025 Cohort Graduates • All 41.2% • SED 40.4% • EL 26.9% • SWD 30.1% • HY 25.5%	• All 38.4% • SED 37.4% • EL 27.0% • SWD 25.4% • HY 35.6%	• All +8.2% • SED +9.3% • EL +13.8% • SWD +14.9% • HY -2.1%
1.12	% of Graduates Meeting both UC/CSU and CTE Pathway	2023 Cohort Graduates • All 14.5% • SED 14.2%	2024 Cohort Graduates • All 16.2%	2025 Cohort Graduates • All 25.3%	• All 24.5% • SED 24.2%	• All +10.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL 8.9% • SWD 8.3% • HY/FY10.8%	• SED 16.1% • EL 5.8% • SWD 7.3% • HY/FY 6.1%	• SED 24.0% • EL 9.8% • SWD 12.9% • HY/FY10. 7%	• EL 19.8% • SWD 19.3% • HY/FY21. 4%	• SED +9.8% • EL +0.9% • SWD +4.6% • HY/Foster -0.1%
1.13	% of Graduates Passing 2 or more AP Exams	2023 Cohort Graduates • All 21.8% • SED 21.3% • EL 9.2% • SWD 7.9% • HY 10.3%	2024 Cohort Graduates • All 26.7% • SED 25.7% • EL 10.2% • SWD 7.1% • HY 27.6%	2025 Cohort Graduates • All 54.7% • SED 54.3% • EL 36.6% • SWD 20% • HY 49.1%	• All 27.8% • SED 27.5% • EL 19.8% • SWD 18.9% • HY 26%	• All +32.9% • SED +33% • EL +27.4% • SWD +12.1% • HY +17.3%
1.14	STAR Reading Distance from Meeting State Benchmark Standards	2023-2024 end-of-year assessment • All 37.9 below standard • SED 41.9 below standard • EL 118.5 below standard • SWD 112.6 below standard • HY/FY78.1 below standard • AA 48.5 below standard	2024-2025 mid year assessment: • All 45.5 below standard • EL 122.9 below standard • SWD 112.0 below standard • HY/FY94. 2 below standard • AA 28.3 below standard	2025-2026 mid year assessment: • All 28.2 below standard • SED 32.4 below standard • EL 136.1 below standard • SWD 101.8 below standard • HY/FY73. 4 below standard	• All 28.9 below standard • SED 30.4 below standard • EL 59.6 below standard • SWD 57.4 below standard • HY/FY44. 2 below standard • AA 32.9 below standard	• All +9.7 • SED +9.5 • EL -17.6 • SWD +10.8 • HY/Foster +4.7 • AA +19.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• AA 29.2 below standard		
1.15	STAR Math Distance from Meeting State Benchmark Standards	2023-2024 end-of-year assessment • All 80.9 below standard • SED 83.5 below standard • EL 149.2 below standard • SWD 168.5 below standard • HY/FY104.5 below standard • AA 90.9 below standard	2024-2025 mid year assessment: • All 74.4 below standard • EL 142.1 below standard • SWD 153.6 below standard • HY/FY 97.9 below standard • AA 102.0 below standard	2025-2026 mid year assessment: • All 78.4 below standard • SED 82.8 below standard • EL 144.8 below standard • SWD 155.5 below standard • HY/FY 97.3 below standard • AA 85.5 below standard	• All 71 below • SED 82.1 below standard • EL 101 below standard • SWD 109.4 below standard • HY/FY 81.4 below standard • AA 75 below standard	• All +2.5 • SED +1.4 • EL +4.4 • SWD +13 • HY/Foster +7.2 • AA +5.4
1.16	Priority 7: Access to a Broad Course of Study	Each site's master schedule is designed to allow access to a broad course of study for all students and to prepare them to meet district graduation requirements. Disparities in access to a broad course of study for all students are reflected in the different	In 2023-2024 each site's master schedule is designed to allow access to a broad course of study for all students, and to prepare them to meet district graduation requirements. Disparities in	In 2024-2025 each site's master schedule is designed to allow access to a broad course of study for all students, and to prepare them to meet district graduation requirements. Disparities in	Disparities between all students and significant student groups will decrease by 50% for the following metrics: • Graduation Rates (metric 1.1)	• +7.5% All • +8.1% SED • +15.6% EL • +8.4% SWD • +12.5% HY Sites/Student Groups with 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		outcome rates between student groups for the following metrics: 2022-2023 • Graduation Rates (metric 1.1) • A to G Rates (metric 1.12) • CTE Completion Rates (metric 1.13)	access to a broad course of study for all students are reflected in the different outcome rates between student groups for the following metrics: 2023-2024 • Graduation Rates (metric 1.1) • 85.5% All • 85.7% SED • 68.5% EL • 64.5% SWD • 64.2% HY • A to G Rates (metric 1.12) • All 39% • SED 38.4% • EL 14% • SWD 17.9% • HY 17.6% • CTE Completion Rates	access to a broad course of study for all students are reflected in the different outcome rates between student groups for the following metrics: 2025 SUHSD Cohort Graduation Rate: • 89.7% All • 89.8% SED • 76.2% EL • 80.5% LTEL • 68.4% SWD • 83.3% HY Sites/Student Groups with 2025 Dashboard Red Performance levels: El Puente: • 66.2% All • 65.5% Hispanic • 66% SED • 57.6% EL • 60.4% LTEL NSHS	• A to G Rates (metric 1.12) • CTE Completion Rates (metric 1.13)	Dashboard Red Performance levels: El Puente: • +37.6% All • +37.5% Hispanic • +37.7% SED • + 30% EL AHS • +18.9% EL EAHS • +14.6% SWD • +18.4% EL MTHS • +22.8% All • +21.6% Hispanic • +22.4% SED • +17% EL SHS • +17.2% EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(metric 1.13): • All 35.6% • SED 35.8% • EL 21.5 % • SWD 26.4% • HY 21.6%	• 62% SWD RSJHS • 67.6% SWD		
1.17	Priority 1: Basic Services and Conditions at schools	2023: Williams Facilities and Books: All students have access to adopted curriculum.	2024: Williams Facilities and Books: All students have access to adopted curriculum.	2025: Williams Facilities and Books: All students have access to adopted curriculum.	Williams Facilities and Books: All students will have access to adopted curriculum.	No difference; all students continue to have access to adopted curriculum.

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.

SUHSD's 2025–26 planned actions were grounded in a shared commitment to equity, access, and excellence for every student. Throughout the school year, the district worked diligently to implement programs, services, and supports aligned with the goals of the Local Control and Accountability Plan, prioritizing the needs of students who have historically been underserved. The narratives below reflect the district's progress toward those commitments, including both the successes that affirm our direction and the challenges that continue to shape our path forward.

1.1 – Professional Learning Communities
SUHSD implemented Action 1.1 by scheduling Wednesday collaboration time for teachers to work together on common assessments, data review, and intervention planning. Professional development days were implemented across the district, focusing on the foundations of Professional Learning Communities (PLCs), while individual school sites concentrated on specific areas of continuous improvement and the district's Portrait of a Graduate. Action 1.1 also funded certificated and classified 10-month staff to participate in an additional professional development day on July 31.

1.2 – High Quality Instruction
SUHSD implemented Action 1.2 by revising curriculum guides for all content areas. Curriculum and Instruction specialists led the Curriculum, Instruction, and Assessment (CIA) Week, during which grade-level teams from each school site collaborated to identify district essential

standards and develop corresponding curriculum guides. In addition to CIA Week, the district funded science and social studies collaboratives under this action. These collaboratives were scheduled after students completed district assessments on essential standards, allowing educators to analyze student learning data, identify areas needing intervention, and plan appropriate next steps. This action also provided funding for science kits and supplemental software licenses in math, science, French, and Spanish.

To increase the effectiveness of support for English Learners (ELs), Foster Youth (FY), Socioeconomically Disadvantaged (SED) Students, and Students with Individualized Education Plans (IEPs), the district provided targeted training and implementation time for Special Education staff. This included professional learning and calibration on assessment tools (e.g., Batería, WAIT, Woodcock-Johnson), inclusive practices, PE Leadership, and IEP compliance protocols. The Special Education Services Department also implemented training pathways for Education Specialists, Paraeducators, and Special Education Clerks to ensure consistent service delivery and data tracking through tools such as service logs. Release time allowed staff to plan, collaborate, and calibrate implementation practices.

1.3 – Literacy
SUHSD implemented Action 1.3 through the work of a new Literacy Specialist who strengthened the implementation of the Tier 2 reading intervention program through professional development and coaching. The Literacy Specialist also monitored the actions outlined in the SUHSD Literacy Plan, which is designed to build and enhance literacy and biliteracy districtwide. Learning Recovery Emergency Block Grant (LREBG) supplemental services support this action, specifically by implementing a comprehensive literacy plan aligned with the ELA/ELD frameworks and providing Tier II targeted reading and literacy support to identified students using research-based curriculum and tools ($765,173–LREBG funding). The Literacy Specialist also collaborated with the Director of English Learner and Migrant Programs to develop the district's EL Master Plan.

1.4 – English Learners
SUHSD implemented Action 1.4 to support English Learners (ELs), including Newcomers and Long-Term English Learners (LTELs), in accessing grade-level instruction while developing English proficiency. The district provided bilingual paraeducators, reduced class sizes in sheltered courses, offered targeted professional development for ELD, ALL, and ALD teachers, expanded EL access in independent study, and used Ellevation to monitor student progress.

These services provided EL students with increased individualized language support and data-informed instruction beyond what is available to all students. As a result, students had greater access to core content and academic language development through scaffolded instruction and targeted interventions. SUHSD will continue to monitor outcomes such as ELPAC progress and reclassification rates to evaluate effectiveness.

1.5 – ELA – Red Indicator
SUHSD implemented Action 1.5 by facilitating districtwide grade-level collaborative meetings in English Language Arts (ELA). These sessions focused on analyzing district assessment data, identifying student learning needs, and planning targeted interventions. Professional development integrated the district's Portrait of a Graduate, emphasizing culturally competent instructional practices and effective communication skills.

To address the needs of English Learners, Foster Youth, Socioeconomically Disadvantaged Students and Students with IEPs who demonstrate characteristics of dyslexia, the district implemented a dyslexia curriculum aligned with the California Dyslexia Guidelines and the

instructional components required under Assembly Bill 1369. Educators received targeted training to ensure high-fidelity delivery of structured, multisensory literacy instruction, with the goal of improving foundational reading skills and access to grade-level content through consistent, evidence-based intervention practices.

LREBG supplemental services support this action by addressing the Red Indicator for ELA through differentiated instructional support and professional development on ELD standards, Integrated ELD, and culturally responsive practices, using scaffolds and strategies effective for English Learners, specifically Long-Term English Learners ($297,231–LREBG).

1.6 – Math – Red Indicator
SUHSD implemented Action 1.6 by facilitating districtwide grade-level collaborative meetings in math. These sessions focused on analyzing district assessment data, identifying student learning needs, and planning targeted interventions. Professional development integrated the district's Portrait of a Graduate, emphasizing culturally competent instructional practices and effective communication skills.

LREBG supplemental services support this action by addressing the Red Indicator for Math through differentiated instructional support driven by strategic personnel deployment and resource investment. This includes integrated ELD and high-leverage strategies to meet the needs of Long-Term English Learners and Students with Disabilities, using data to drive targeted interventions while expanding after-school math support and tutoring ($517,680–LREBG).

1.7 – Self-Contained Classes – Instructional Support
To increase access to standards-aligned and individualized instruction for English Learners, Foster Youth, Socioeconomically Disadvantaged Students and Students with IEPs enrolled in Life Skills and Functional Academics Programs, the district implemented an evidence-based curriculum for students with extensive support needs. Staff were trained to align instruction with individualized learning goals and prepare students for the Alternative Pathway to a Diploma offered in the following academic year. Instructional materials, classroom supplies, and experiential learning through field trips supported access to the program. Transportation services enabled students to participate in Community-Based Instruction (CBI), allowing for real-world application of functional and academic skills directly linked to curriculum objectives.

1.8 – Materials and Software Licenses for Students
SUHSD invested in high-quality assessments, instructional materials, educational software, and adaptive hardware to support Socioeconomically Disadvantaged Students and English Learners with IEPs, ensuring equitable access to academic interventions, core content, and personalized learning pathways that promote meaningful progress and achievement.

1.9 – Technology
SUHSD implemented Action 1.9 by providing 1:1 technology for all students. The district provided instructional software and the support needed for both teachers and students to access these tools. In addition, professional development on using technology to support effective first-time instruction was provided by district technology specialists and site-based Education Technology (Ed Tech) staff.

1.10 – Data-Informed Decision-Making
SUHSD implemented Action 1.10 by rigorously monitoring program effectiveness through continuous learning cycles and data analysis. The district released core content teachers two to three times per year to review common district assessment data, with teams focusing on the

performance of English Learners, Students with Disabilities (SWDs), and Homeless Youth (HY) and Foster youth. The district actively tracked Goal 1 metrics—such as graduation rates, UC/CSU on-track status, chronic absenteeism, and suspensions—and shared disaggregated reports through platforms including spreadsheets, slide decks, Synergy Analytic Dashboards, and Tableau. While this data system benefits all students, it is primarily designed for low-income students, Foster Youth, and English Learners, enabling the early identification of learning gaps and the more efficient allocation of targeted interventions and resources.

1.11 – Assessments
SUHSD implemented Action 1.11 by utilizing disaggregated common formative and summative assessment data to drive targeted support and interventions across the district. The district released core content teachers two to three times per year to review and analyze district assessment data, with a specific focus on the performance of English Learners, Students with Disabilities, and Homeless and Foster Youth. Based on these data analyses, teachers designed specific action steps to address identified student needs. The district also supported this action by providing resources to revise and enhance common assessments, ensuring optimal testing environments, and scoring and disaggregating Math Performance Task assessments to target support for Long-Term English Learners and Students with Disabilities. While this system benefits all students, it is primarily intended for Socioeconomically Disadvantaged students, English Learners, and Foster Youth, helping teachers identify learning gaps and tailor interventions for students who are disproportionately below grade-level standards.

1.12 – Academic Interventions
Students with Disabilities (SWDs):
The planned actions to support Students with Disabilities through school-based groups were implemented as intended. Funds were used for their designated purpose, and no adjustments were needed.

Expanded Learning (SPO):
The planned actions to support expanded learning through after-school programs were implemented as intended, with adjustments made to accommodate student attendance patterns and unforeseen logistical changes. At two school sites, enrollment capacity for the First Tee of Monterey County after-school program was reduced from 60 to 40 students due to lower-than-anticipated participation. This adjustment allowed the district to maintain program quality and appropriate staffing ratios while aligning services with actual student demand.

1.13 – Graduation Red Indicator
SUHSD implemented alternative education interventions to help students meet graduation requirements. Interventions included the HiSET, specifically for Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and Hispanic students. The district operated four separate High School Equivalency programs and numerous before and after-school interventions to support students in alternative education settings. SUHSD collaborates with neighboring Institutions of Higher Education through the Dual Enrollment committee to review practices, identify opportunities for growth, and implement student supports. District and school leaders met during Instructional Council meetings to review College and Career Readiness and Dual Enrollment practices across the district, ensuring consistency and student support. LREBG supplemental services support this action by providing early interventions and credit recovery opportunities, including additional course sections, extended time before and after school, and intersession and summer school, to increase course completion, graduation rates, and College and Career Indicators ($12,312,892–LREBG).

1.14 – College, Career, and Community Ready

Implementation focused on improving outcomes for English Learners by strengthening support systems and expanding access to postsecondary planning opportunities. Efforts included the development of four and six-year academic plans, vocational and career assessments, and college, university, and Career Technical Education field trips designed to expose students to a wide range of postsecondary pathways.

With the addition of at least one academic counselor at each school site, site teams were better positioned to provide targeted support and interventions as students explored their individual pathways. Middle school counselors received training in the California College Guidance Initiative (CCGI), and both middle and high school counselors began collaborating on a six-year alignment plan utilizing CCGI curriculum, assessments, and planning tools to support a more seamless transition from middle to high school.

The continued expansion of dual enrollment opportunities across the district remains a challenge, particularly in ensuring that each site has qualified staff to teach these courses. Despite this, four of the district's five comprehensive high schools offered dual-enrollment math courses, and Career Technical Education programs expanded their offerings at four school sites.

1.15 – AP Assessment and Dual Enrollment
SUHSD implemented Action 1.15 to expand equitable access to Advanced Placement (AP) courses and support college readiness, including helping students attain the California Seal of Biliteracy. The district achieved this by funding AP assessment fees for enrolled students, with an anticipated 2,542 students taking 5,142 AP exams. To build a supportive infrastructure around this increased access, the district provided resources for AP exam preparation, funded services to support assessment scoring, offered professional development for AP coordinators, provided AP teachers with collaborative time to improve pass rates, and allocated substitutes to ensure smooth exam administration at school sites.

Substantive Differences in Planned Actions:
There were no substantive practical differences in the implementation of this action. The district proceeded as planned with covering assessment fees and ensuring optimal testing environments for students.

Relevant Challenges and Successes:
The district initially rated the effectiveness of Action 1.15 as "2–Somewhat Effective," noting that while AP enrollment and course access increased, initial pass rates remained relatively stagnant. It became clear that simply providing access and covering exam costs did not immediately translate into increased student achievement.
However, Year 2 data (2025 Cohort) compared to the baseline (2023 Cohort) for Metric 1.13, the percentage of graduates passing two or more AP exams,demonstrates that the district successfully addressed this challenge, with significant year-over-year gains across all tracked student groups:

- All Students: The percentage of graduates passing two or more AP exams more than doubled, increasing from 21.8% at baseline to 54.7% in Year 2 (+32.9%).
- Socioeconomically Disadvantaged (SED) Students: SED students mirrored overall district growth, rising from 21.3% at baseline to 54.3% in Year 2 (+33%).
- English Learners (ELs): ELs experienced a significant breakthrough, with the pass rate growing from 9.2% at baseline to 36.6% in Year 2 (+27.4%).

- Students with Disabilities (SWDs) and Homeless Youth: SWDs improved from 7.9% at baseline to 20.0% in Year 2 (+12.1%), and Homeless Youth saw an exceptional increase from 10.3% to 49.1% (+38.8%).

These results demonstrate that expanded access, when paired with targeted exam preparation and support, can yield meaningful achievement gains for priority student groups.

1.16 – CTE Coordination
SUHSD implemented Action 1.16 by hiring and retaining a full-time Career Technical Education (CTE) Coordinator. The CTE Coordinator plays a central role in aligning CTE programming with industry standards, increasing student access to high-quality pathways, and supporting districtwide career readiness for all students—particularly English Learners, Students with Disabilities, Socioeconomically Disadvantaged youth, and Foster and Homeless Youth.

1.17 – College and Career Readiness Programs – AVID and Puente
SUHSD successfully implemented the AVID program across all comprehensive high school sites, with over 60 AVID course sections serving students in grades 9–12. Implementation was carried out with fidelity to the AVID model, ensuring consistent access to college-preparatory curriculum, tutoring, and academic support structures for enrolled students. All AVID students participated in at least one college field trip during the year, directly reinforcing AVID's core mission of preparing first-generation and underrepresented students for postsecondary success. All AVID teachers and coordinators participated in the annual AVID Summer Institute, ensuring continued professional alignment with program methodology and best practices.

1.18 – Transition to Career / Partnership WBL Program
During the 2025–26 school year, SUHSD implemented Action 1.18 by supporting the Transition Partnership Program (TPP), a CTE and work placement program established as a partnership between SUHSD and the Department of Rehabilitation to support Students with Disabilities through work-based learning (WBL) activities. This action includes a cash match and a 1.0 FTE Job Developer.

1.19 – Work Experience Coordination
SUHSD implemented Action 1.19 by funding and deploying Work Experience Coordinators (WECs) to expand access to work-based learning across all high schools. WECs are critical in ensuring that CTE students, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged Youth, and Foster and Homeless students have equitable access to career-connected learning opportunities.

1.20 – College/Career – Red Indicators
SUHSD's implementation of Action 1.20 focused on providing students in alternative education settings with college and career readiness lessons to better prepare them for postsecondary opportunities. Counseling teams delivered targeted instruction to increase college and career awareness and exposure for students at Mount Toro High School (MTHS) and El Puente School (EPS), as well as targeted support for Students with Disabilities at Everett Alvarez High School (EAHS).

1.21 – Site Allocations
During the 2025–26 school year, SUHSD school sites received supplemental and concentration funds strategically allocated based on student enrollment, with particular attention to students with unique needs—including low-income students, English Learners, Foster Youth,

and Homeless Youth. Fund distribution was guided by each school's needs assessment and outlined within their School Plan for Student Achievement (SPSA), ensuring that resources were directly responsive to the identified needs of unduplicated student groups.

Site administrators collaborated closely with their School Site Councils (SSC) to engage in data-driven decision-making, promoting transparency and accountability in the planning and use of these funds. Schools analyzed key data metrics to evaluate the effectiveness of their strategies and ensure plans remained responsive to the evolving needs of their student populations throughout the year.

Action 1.22 – Monitoring Systems for Accountability – Supplemental & Concentration Funded
Action 1.22 was implemented as planned, with designated personnel providing structured oversight of Supplemental and Concentration funds throughout the 2025–26 school year. Designated staff conducted regular meetings with directors and principals to review budgets, accountability systems, and allocated resources, ensuring that funds were strategically deployed to expand services and improve outcomes for unduplicated students — including English Learners, low-income students, and Foster/Homeless Youth. This ongoing monitoring process reinforced equity, transparency, and alignment with state requirements across all school sites. There were no substantive differences between the planned action and its implementation.

Action 1.23 – Learning Environments
Action 1.23 was implemented as planned. To address the removal of outdated portables and support ongoing construction efforts across the district, SUHSD invested in new, high-quality portable structures to ensure continuity of services for traveling staff and to preserve effective learning environments during campus transitions. In addition, the district modernized school facilities by upgrading classroom furniture, enhancing teacher workspaces and parent engagement areas, and redesigning front offices to be welcoming, student-centered, and functional. These investments reflect SUHSD's ongoing commitment to creating safe, inclusive, and future-ready learning environments for all students. There were no substantive differences between the planned action and its implementation.

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 reviewed budgeted expenditures against estimated actual expenditures for all Goal 1 actions. The analysis below identifies and explains material differences where they exist. Across Goal 1, significant variances were primarily attributable to two factors: the district's hiring of itinerant teachers, which reduced the need for budgeted substitute costs, and lower-than-anticipated participation in after-school and summer professional development opportunities. Minor variances not considered material are not addressed individually and are noted in the grouped section at the end of this analysis.

Actions with Material Differences

Action 1.1 – Professional Learning Communities- supported weekly teacher-led professional learning communities by allocating $2,727,808 for additional instructional minutes beyond the contractual day. The district also hosted an instructional development day prior to the first contractual day of school, which included instructional training for all staff.

A budget of $600,000 was allocated for the welcome-back professional development day scheduled in July. Approximately two-thirds of staff attended, and not all of the budgeted supplemental pay was utilized, resulting in unspent funds. Additionally, $165,000 was allocated for July conference attendance; however, these funds were not accessed because the relevant director position was vacant during the summer months.

Action 1.2 – High Quality Instruction- Multiple summer training opportunities were planned for certificated staff and funded through hourly pay. Fewer teachers attended than originally anticipated, resulting in more than $500,000 in unused funds.

Additionally, $246,262 was budgeted for teacher substitutes. However, due to the district's hiring of itinerant substitutes, substitute needs were covered by itinerant staff rather than through the budgeted funds, resulting in an estimated material variance of approximately $105,000 in unspent substitute funds.

Action 1.3 – Literacy - The variance in Action 1.3 was due to school sites funding their literacy events through alternative sources rather than accessing the LCAP funds allocated for this purpose. The district expended approximately $19,000 in overtime salary to support after-school and evening events under this action.

Action 1.4 – English Learners: Actual expenditures were lower than budgeted due to several staffing and implementation factors. Bilingual paraprofessional vacancies resulted in salary and benefit savings, and some newly hired paraprofessionals were hired at lower costs than originally projected. Certificated teachers were offered extra-work agreements to support the revision of the English Learner Master Plan; however, they did not fully utilize the projected hours. The district also budgeted substitute costs for Ellevation training, but the training was conducted virtually and did not require substitute coverage. In addition, the district did not conduct planned learning walks, leaving the associated substitute funds unspent. These differences resulted in lower expenditures but did not prevent the district from maintaining its core English Learner services and supports.

Action 1.5 – ELA Red Indicator- Funding was budgeted under Action 1.5 to support small-group reading interventions. These services were ultimately funded through a separate grant, leaving the LCAP allocated funds unspent for this purpose.

Action 1.6 – Math Red Indicator- included an allocation of $31,295 for teacher extra-work-agreement (EWA) hours to support after-school math tutorials. These funds were used to support math specialists in working with new and experienced teachers after school to collaborate on and revise assessments.

Action 1.7 – Self-Contained Classes – Instructional Support: The original budget included $200,000 for instructional materials based on anticipated teacher requests for materials and supplies. However, fewer teachers requested materials than originally anticipated, resulting in $17,504 in expenditures. Additionally, subcoverage expenditures were lower than projected, with $20,274 spent of the $38,000 budgeted, because the training was completed in fewer days than anticipated. These lower-than-anticipated needs reduced materials and supplies expenditures, with approximately 53% of overall funds expended.

Action 1.8 – Materials and Software Licenses for Students:The original budget included funding for replacement items based on anticipated needs; however, fewer replacement items were requested than originally projected, resulting in $66,683 remaining unspent. In addition, only $21,764 of the $144,000 budgeted for materials and supplies was expended because fewer replacement materials were needed than

anticipated. These lower-than-anticipated needs resulted in the decrease in material and supplies expenditures, with approximately 27% of the overall funds expended.

Action 1.9 –The district experienced a slight overspending due to increased costs associated with 1:1 devices. Actual expenditures for non-capitalized technology items were $497,836 higher than the originally budgeted amount. This was more than offset by savings in two other budget lines within the same action. The original budget included $462,518 for certificated EWAs; 2025-26 expenditures totaled $224,139, a savings of $238,379, resulting from decreased staff participation in after-school and weekend professional development opportunities. In addition, $2,258,000 was budgeted for equipment and parts, with actual expenditures of $2,082,000, a savings of $176,000. Combined, these reductions in certificated EWA and equipment/parts spending resulted in the action's net cost savings of $464,263.

Action 1.10 – Data-Informed Decision-Making- included an allocation of $118,395 for a student data application support specialist. This position, originally planned to support the MTSS Director, was not filled during the 2025–26 school year, leaving those funds unspent.

Conference funds originally allocated for attendance at the Synergy annual conference, CAASFEP, and the California Educational Research Association were also not expended. The district’s focus on the Portrait of a Graduate initiative required extensive professional development and release days, which took priority over attendance at external conferences during the year.

Action 1.11 – Assessments: The $180,000 budget variance stems from $75,000 in misallocated charges (funding for another action was incorrectly charged to this action), and $20,000 to terminate a redundant platform after consolidating to a single vendor. The remaining $85,000 covered higher-than-expected demand for Seal of Biliteracy foreign language assessments alongside additional staff agreements for local and state testing support.

Action 1.12 – Academic Interventions: The material decrease in expenditures is primarily attributable to lower-than-anticipated expenditures in Certificated Salaries, Certificated Extra Work Assignments (EWAs), and Professional/Consulting Services. The Special Education-related difference was approximately $20,000 in materials and supplies for Circle of Friends. The majority of the unexpended funds were in Certificated EWAs, with $35,762 expended of the $250,000 budgeted, and Certificated Salaries, with $72,902 expended of the $214,000 budgeted. These lower-than-anticipated expenditures resulted in approximately 57% of the overall funds being expended.

Action 1.13 – Graduation Red Indicator- Only $310,806 of the $12,344,220 budget was expended from the LCAP; however, services were fully executed in the offering of credit recovery and summer school for all at-risk students with the LREBG.

Action 1.14 – College, Career, and Community Ready- Several material differences were identified within Action 1.14. The district originally budgeted $188,359 for an MTSS Coordinator position; however, this funding was reallocated to Goal 3.1, and the position was subsequently frozen for the 2025–26 school year. Travel and conference funds were allocated to support four counselors per school site in attending the ASCA Conference in July 2025. In practice, only 14 staff members attended, resulting in unspent conference funds. Funds designated for materials and supplies to support parent engagement events, including college application workshops, financial aid nights, and college readiness activities, were not fully utilized across school sites. Additionally, professional consulting funds allocated for MESA professional development were not expended. Funding for professional services to support college and career field trips remained in use and is expected to continue through the end of the fiscal year.

Action 1.15- AP Assessment and Dual Enrollment. The expenditures are shown as $0 because the district moved the expenses to another grant. We anticipated spending slightly more for AP testing, as we had a slight increase in the number of tests administered from the previous year, which was the basis of planned expenditures.

Action 1.17 – College and Career Readiness Programs – AVID and Puente had a budgeted expenditure of $109,473 for AVID program implementation during the 2025–26 school year. The district was only able to secure six tutors throughout the year, resulting in lower-than-anticipated personnel expenditures and an estimated unspent balance of $57,498. This variance was due to challenges with tutor recruitment and retention, workforce barriers common in programs relying on part-time or hourly staff.

Additionally, professional development allocations were increased to support the planned expansion of AVID Excel into SUHSD middle schools in the 2026–27 school year, reflecting the district's commitment to building staff capacity ahead of implementation.

Action 1.18 – Transition to Career / Partnership WBL Program- Actual expenditures for Action 1.18 were lower than budgeted. The 1.0 FTE Job Developer position remained vacant following a resignation, resulting in unspent personnel funds. In addition, the actual cash match requirement of $55,000 was less than the $88,525 originally budgeted, contributing to the overall variance.

Action 1.20 – College/Career – Red Indicators- included $24,560 to support extra-work agreements at EPS and MTHS, as well as services for students with disabilities at EAHS, focused on college and career readiness instruction. While these activities were implemented as planned, alternative funding sources replaced the LCAP budget allocated under this action, leaving those funds unexpended.

Actions with No Material Differences

The following actions were implemented within their budgeted amounts, and no material differences were identified between budgeted and estimated actual expenditures. These actions are noted collectively:
Action 1.15 – AP Assessment and Dual Enrollment: No material difference.
Action 1.16 – CTE Coordination: No material difference.
Action 1.19 – Work Experience Coordination: No material difference.
Action 1.21 – Site Allocations: No material difference.
Action 1.22 – Monitoring Systems for Accountability – Supplemental and Concentration Funded: No material difference. 98.73% of the funds will be expended; per our records, $2,198,529 of the $2,876,092 have been expended.
Action 1.23 – Learning Environments: No material difference.

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

SUHSD used the following rating scale to determine the effectiveness of each action in achieving the articulated goal. Ratings were based on an analysis of educational partner input and performance metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective
The analysis below reflects the degree to which each planned action produced measurable progress toward Goal 1, with attention to both areas of growth and areas requiring continued focus.

Action 1.1 – Professional Learning Communities
Effectiveness: 3 – Effective | Metrics: 1.2, 1.3, 1.6
Action 1.1 was effective. The district implemented collaborative planning time, Plan-Do-Study-Act (PDSA) cycles, and data-focused instruction centered on priority student groups and the district's Portrait of a Graduate. CAASPP ELA scores improved by +5.1 points overall and +11.5 points for English Learners (ELs). Math CAASPP scores increased by +9.5 points overall, +6.8 points for Students with Disabilities (SWDs), and +12.3 points for ELs. CAST Science scores increased by 6.1 percentage points for all students. On the STAR Reading benchmark, overall student growth was +9.7 points, with positive gains for SWDs (+10.8) and African American students (+19.3); however, EL performance declined by 17.6 points. STAR Math results showed gains for all student groups from the beginning to the middle of the year: overall students (+2.5), SWDs (+13), ELs (+4.4), Homeless and Foster Youth (+7.2), and African American students (+5.4). Overall, the data indicates that collaborative planning, PDSA cycles, and data-focused instruction contributed to meaningful academic growth across most student groups.

Action 1.2 – High Quality Instruction
Effectiveness: 3 – Effective | Metrics: 1.1, 1.2, 1.3, 1.6, 1.14, 1.15
Action 1.2 was effective. Graduation rates exceeded the 2023 baseline by more than 7.5 percentage points overall, and the graduation rate for Students with Disabilities increased by 16.3 percentage points from the 2023 baseline of 59.7%.
ELA CAASPP scores improved across all student groups, with the strongest gains among English Learners (+11.5 points), Students with Disabilities (+2.6 points closer to meeting standard), and African American students (+72.7 points closer to meeting standard). Math CAASPP scores also increased across every student group: overall, students grew by +9.5 points, SWDs by +6.8 points, and African American students by +46.6 points, bringing them closer to meeting the standard.
STAR Reading results showed an overall increase of 9.7 points, with notable gains for African American students (+19.3) and SWDs (+10.8). However, a significant decline was observed for English Learners (-17.6 points), highlighting an urgent equity gap and the need for more targeted literacy supports for this student group.

Action 1.3 – Literacy
Effectiveness: 3 – Effective | Metrics: 1.2, 1.7, 1.8,1.14
Action 1.3 was effective. ELA CAASPP scores improved across all student groups. The strongest gains were among English Learners (+11.5 points), Students with Disabilities (+2.6 points closer to meeting standard), and African American students (+72.7 points closer to meeting standard). In addition, the number of students receiving the Seal of Biliteracy increased from 671 to 936 and then to 954, reflecting sustained growth in biliteracy achievement across the district. Instructional software supporting literacy, including Read 180 sections and licenses for Read 180, myON, Vista, and Renaissance, was funded through LREBG. The English Language Arts CAASPP assessment increased by 5.1 points overall from the baseline. However, the reclassification rate for English Learners to English proficient was 3.6 percentage points below the baseline.

Action 1.4 – English Learners
Effectiveness: 3 – Effective | Metrics: 1.1, 1.2, 1.3
Action 1.4 was effective. Based on input from educational partners and outcome data, the district determined that this action produced measurable progress for English Learners. In ELA, English Learners improved from 89.7 points below standard at baseline to 78.2 points below standard in Year 2, an improvement of 11.5 points. In Math, English Learners improved from 142.6 points below standard at baseline

to 130.3 points below standard in Year 2, an improvement of 12.3 points. Additionally, the English Learner graduation rate increased from 60.6% at baseline to 76.2% in Year 2.
English language development and reclassification outcomes provided additional information regarding the action's effectiveness. The English Learner Progress Indicator increased by 4.4 percentage points, from 51.3% to 55.7%, demonstrating that a greater percentage of English Learners made progress toward English language proficiency. However, the reclassification rate decreased by 4.9 percentage points, from 23.7% in 2023–2024 to 18.8% in 2024–2025. This indicates that, although more English Learners made progress toward proficiency, a smaller percentage met all reclassification criteria.
Overall, improvements in ELA, Math, graduation, and the English Learner Progress Indicator support the determination that the action was effective. However, English Learners continue to perform below standard in ELA and Math, and the decline in the reclassification rate remains an area of concern. SUHSD will continue monitoring academic achievement, English language development, graduation, and reclassification outcomes, with particular attention to identifying factors that may prevent students from meeting all reclassification criteria and determining areas requiring additional support.

Action 1.5 – ELA Red Indicator
Effectiveness: 3 – Effective | Metric: 1.2
Action 1.5 was effective. ELA CAASPP scores improved across all student groups. The strongest gains were among English Learners (+11.5 points), Students with Disabilities (+2.6 points closer to meeting standard), and African American students (+72.7 points closer to meeting standard).

Action 1.6 – Math Red Indicator
Effectiveness: 3 – Effective | Metric: 1.3
Action 1.6 was effective. Math CAASPP scores increased across every student group. Overall, students grew by +9.5 points closer to meeting the standard. Students with Disabilities improved by +6.8 points, and African American students grew by +46.6 points closer to meeting the standard.

Action 1.7 – Self-Contained Classes – Instructional Support
Effectiveness: 3 – Effective | Metrics: 1.2, 1.3, 1.6
Action 1.7 was effective. Students enrolled in self-contained programs demonstrated growth on state assessments. Math CAASPP scores improved by 6.8 points, and ELA CAASPP scores improved by 2.6 points. CAST Science results also showed a 4.1 percentage-point improvement.

Action 1.8 – Materials and Software Licenses for Students
Effectiveness: 3 – Effective | Metrics: 1.2, 1.3, 1.6, 1.14, 1.15
Action 1.8 was effective. Students supported by instructional materials and software demonstrated growth across multiple assessments. Math CAASPP scores improved by 6.8 points, and ELA CAASPP scores improved by 2.6 points. CAST Science results showed an improvement of 4.1 percentage points. STAR Reading scores increased by 10.8 points, and STAR Math scores increased by 13 points, indicating that access to high-quality materials and adaptive tools supported meaningful academic progress.

Action 1.9 – Technology
Effectiveness: 2 – Somewhat Effective | Metrics: 1.1, 1.2, 1.3, 1.6

Action 1.9 was somewhat effective. Access to technology supported improvements in core subject areas and contributed positively to graduation rates, which exceeded the 2023 baseline by more than 7.5 percentage points overall. The graduation rate for Students with Disabilities increased by 16.3 percentage points from the 2023 baseline of 59.7%. ELA CAASPP scores improved across all student groups, with the strongest gains among English Learners (+11.5 points), SWDs (+2.6 points), and African American students (+72.7 points, moving closer to meeting the standard). Math CAASPP scores increased across all student groups, with overall growth of +9.5 points, SWDs improving by +6.8 points, and African American students by +46.6 points, bringing them closer to meeting the standard. While these results are positive, the district recognizes that access to technology is one component of a broader instructional system and that continued integration of technology with effective instructional practice will be needed to maximize its impact.

Action 1.10 – Data-Informed Decision-Making
Effectiveness: 3 – Effective | Metrics: 1.1, 1.2, 1.3, 3.5
Action 1.10 was effective. The alignment of data-driven instructional practices directly contributed to improved performance on state assessments and several other key indicators. Relevant Challenges and Successes:
Graduation Rate Successes (Metric 1.1): Using data to drive interventions contributed to significant growth in graduation rates across priority student groups. The graduation rate for Homeless Youth rose to 83.3% in Year 2, an increase of +12.5% from the baseline of 70.8%. Similarly, the English Learner graduation rate improved to 76.2% (+15.6% over baseline), and the Students with Disabilities graduation rate increased to 68.4% (+8.4% over baseline). ELA Successes and Challenges (Metric 1.2): The distance from meeting the standard on the ELA CAASPP improved for all students by +5.1 points from baseline to Year 2. A significant success was observed among African American students improved by 72.7 points. This closed the gap from 95.1 points below standard at baseline to 22.4 points below standard in Year 2. However, consistent year-over-year growth remains a challenge. While Students with Disabilities improved slightly from their baseline (+2.6 points overall), their Year 2 score (-109.5) represents a decline compared to their Year 1 score (-96.5). Math Successes and Challenges (Metric 1.3): Every targeted subgroup showed progress from baseline to Year 2 on the Math CAASPP, with overall student performance improving by +9.5 points. African American students demonstrated a strong gain of +46.6 points, and English Learners improved by +12.3 points. The ongoing challenge is the persistence of achievement gaps; despite this growth, SWDs remain 161 points below standard and English Learners remain 130.3 points below standard in Year 2.
Instructional Follow-Through and Suspensions: While suspension rates decreased substantially for Foster Youth and slightly for African American students, they increased slightly for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless Youth. Additionally, persistent achievement gaps in midyear STAR Reading and Math assessments suggest that while the district is successfully collecting real-time data, translating that data into deeper instructional follow-through remains a challenge. Areas of Effectiveness: Academic Growth: The use of common district assessment data to inform instruction supported overall student growth on state tests. In Year 2, all students closed the ELA CAASPP achievement gap by +5.1 points and the Math CAASPP gap by +9.5 points compared to the baseline. Graduation Rates: Monitoring data to target interventions contributed to meaningful growth in graduation rates for priority student groups. By Year 2, EL graduation rates improved by +15.6 percentage points, SWD graduation rates by +8.4 percentage points, and Socioeconomically Disadvantaged (SED) student graduation rates by +8.1 percentage points over the baseline. Homeless Youth graduation rates increased by +12.5 percentage points from the baseline. Behavioral Outcomes: Targeted use of data helped reduce suspension rates for Foster Youth and slightly reduced them for African American students. Areas of Challenge: Persistent Assessment Gaps: While CAASPP scores improved, midyear STAR Reading and Math results showed mixed gains across student groups compared to prior end-of-year results, indicating that translating assessment data into consistent instructional follow-through remains an area for growth. Suspension Rate Increases: Despite progress for Foster Youth, suspension rates slightly increased for the general student population, ELs, SWDs, SED students, and Homeless youth, pointing to an area where data-informed interventions have not yet fully taken hold.

Action 1.11 – Assessments
Effectiveness: 3 – Effective | Metrics: 1.2, 1.3, 1.14, 1.15
Action 1.11 was effective. The use of disaggregated common formative and summative assessments to drive targeted support and interventions yielded notable successes, though some challenges remain. Relevant Challenges and Successes: CAASPP ELA (Metric 1.2): The distance from meeting the standard improved by +5.1 points overall from baseline to Year 2. African American students improved closing the gap by +72.7 points, while English Learners improved by +11.5 points. Sustaining year-over-year growth remains a challenge; while Students with Disabilities improved compared to baseline (+2.6 points), their Year 2 score (-109.5) reflects a decline from their Year 1 performance (-96.5). CAASPP Math (Metric 1.3): Assessment data effectively informed instruction, yielding a +9.5-point improvement for all students from baseline to Year 2. All priority groups showed progress, including African American students (+46.6 points), English Learners (+12.3 points), and Students with Disabilities (+6.8 points). The primary challenge remains the magnitude of the achievement gap, with Students with Disabilities and English Learners still 161 points and 130.3 points below standard, respectively.
STAR Reading (Metric 1.14): By the Year 2 midyear assessment, overall student performance improved by +9.7 points compared to baseline. African American students (+19.3), Students with Disabilities (+10.8), and Socioeconomically Disadvantaged students (+9.5) all demonstrated strong gains. A significant challenge emerged for English Learners, who experienced a decline of -17.6 points from baseline to Year 2. STAR Math (Metric 1.15): The Year 2 midyear assessment revealed positive, across-the-board growth for all targeted subgroups. Students with Disabilities improved by +13 points, Homeless and Foster Youth by +7.2 points, and English Learners by +4.4 points. As with the CAASPP Math results, the ongoing challenge is that students remain far below standard overall, underscoring the continued need to translate formative assessment data into more effective instructional interventions. Areas of Effectiveness: CAASPP Performance: Common assessment data successfully informed instruction and generated significant state test gains for underserved student groups. In Year 2, African American students improved by +72.7 points on the ELA CAASPP, while ELs improved by +11.5 points. In Math, SWDs improved by +6.8 points and ELs improved by +12.3 points compared to the baseline. Interim Math Gains: The data cycle proved effective in identifying midyear math intervention needs. Year 2 STAR Math results showed across-the-board progress, with notable improvements for SWDs (+13 points), Homeless and Foster Youth(+7.2 points), and African American students (+5.4 points). Areas of Challenge:
Interim Reading Declines: The most significant area of challenge is in interim literacy data. While common assessments informed strong state test results, the 2024–25 STAR Reading assessment revealed an overall decline of 7.6 points, with significant drops for Homeless and Foster Youth (-16.1 points) and ELs (-4.4 points). Over the full Year 2 period, ELs fell 17.6 points further below the reading standard than at baseline. This indicates that assessment-driven reading interventions have not been sufficiently effective in sustaining growth for these student populations, and more targeted strategies will be needed in 2026–27.

Action 1.12 – Academic Interventions
Effectiveness: 2 – Somewhat Effective | Metrics: 1.1, 1.2, 1.3
Action 1.12 was somewhat effective. After-school intervention support was provided to supplement the Expanded Learning Program at ESMS, HMS, and LPMS. Results were mixed across sites and student groups.

ESMS demonstrated the strongest outcomes. In Math, all measured groups made gains: overall students improved by +9.8 points, ELs by +17.2 points, Long- Term English Learners (LTELs) by +13.9 points, and SWDs by +27.1 points. In ELA, SWDs gained +20.2 points and LTELs improved by +3.4 points, while SED students maintained their performance. LPMS showed Math growth for all students (+4.0 points), ELs (+12.1 points), and LTELs (+4.5 points), with SED and SWD groups maintaining. ELA results at LPMS declined across most groups: all students were down 5.3 points, LTELs down 6.4 points, and SED students down 5.1 points. HMS showed the greatest areas of concern. ELA

declines were significant for LTELs (-16.9 points) and SWDs (-35.4 points). Math results followed a similar pattern, with SWDs declining by 31.7 points, SED students by 8.9 points, and LTELs by 6.4 points. While growth was achieved for several groups, most notably SWDs and ELs at ESMS, the declining outcomes for LTELs and SWDs at HMS and LPMS indicate that the intervention model requires further refinement. The district will continue this partnership while exploring targeted adjustments to better support the most impacted student groups. For Students with Disabilities, this action was somewhat effective. The SWD graduation rate increased by 8.4 percentage points, and students in this group showed gains on both the ELA CAASPP (+2.6 points) and Math CAASPP (+6.8 points).

Action 1.13 – Graduation Red Indicator
Effectiveness: 2 – Somewhat Effective | Metric: 1.1
Action 1.13 was somewhat effective. Overall graduation rates exceeded the 2023 baseline by more than 7.5 percentage points, and the graduation rate for Students with Disabilities increased by 16.3 percentage points from the 2023 baseline of 59.7%. While these gains are meaningful, persistent gaps remain for several student populations. School sites will continue to develop and strengthen multi-tiered systems of support to address students missing key graduation markers and create additional opportunities for students to remediate coursework and improve graduation outcomes districtwide.
This action was also effective in literacy. ELA CAASPP scores improved across all student groups, with overall students narrowing their distance from meeting the standard by 5.1 points from baseline. Because this action is principally designed to support English Learners and Socioeconomically Disadvantaged students through reading intervention software, MyOn access, and Tier 2 reading intervention licenses, growth for these targeted populations is the clearest signal of effectiveness: English Learners closed the gap by 11.5 points and SED students by 3.3 points. African American students posted the largest gain districtwide at +72.7 points, and Homeless Youth improved by 7.9 points. Students with Disabilities also moved in the right direction (+2.6), though more slowly than other groups. While the breadth of improvement reflects the impact of district-wide literacy interventions, the more modest gains for SED students and Students with Disabilities indicate continued need for differentiated reading support for these populations. The district will continue to fund and expand access to Tier 2 literacy interventions and monitor STAR Reading and CAASPP ELA data to ensure gains are sustained across all student groups.
In addition, LREBG funds provided all sections for credit recovery and summer 2026 course offerings.

Action 1.14 – College, Career, and Community Ready
Effectiveness: 3 – Effective | Metrics: 1.1 (All, SED, EL), Credit Completion, A-G Completion, 4-Year Plan
Action 1.14 was effective. The 2023 baseline data identified significant opportunities to strengthen college, career, and community readiness across SUHSD. At baseline, 51.6% of graduates met the readiness measure, with lower outcomes among key student groups, including English Learners (26.9%), Students with Disabilities (30.6%), Homeless students (42.5%), and Socioeconomically Disadvantaged students (50.6%). These outcomes highlighted the need for increased access to rigorous coursework, credit completion, A-G coursework, four-year planning, counseling, college and career pathways, and targeted student supports.
Action 1.14 effectively addressed these needs. From the 2023 baseline to the 2025 cohort, the district's overall graduation rate increased from 82.4% to 89.7%. The district also achieved significant gains among priority student groups: SED students rose from 81.9% to 89.8%; English Learners from 60.6% to 76.2%; Homeless students from 70.8% to 83.3%; and Students with Disabilities from 59.7% to 68.4%. Additionally, Long-Term English Learners achieved an 80.5% graduation rate in 2025.
These results demonstrate the positive impact of expanded academic interventions, credit recovery, A-G completion, four-year planning, and college and career readiness initiatives. While substantial progress has been made, the district will continue strengthening equitable access to pathways and targeted supports to ensure all students are prepared for college, career, and community success.

Action 1.15 – AP Assessment and Dual Enrollment
Effectiveness: 3 – Effective | Metrics: 1.9, 1.13
Action 1.15 was effective. The data show that this action produced significant gains in AP exam success. Comparing the 2023 baseline cohort to the 2025 Year 2 cohort demonstrates consistent, year-over-year growth across all student groups:

- All Students: The percentage of graduates passing two or more AP exams more than doubled, increasing from 21.8% at baseline to 54.7% in Year 2 (+32.9 percentage points).
- Socioeconomically Disadvantaged (SED) Students: SED students mirrored overall district growth, increasing from 21.3% to 54.3% (+33 percentage points).
- English Learners (ELs): EL performance improved significantly, growing from 9.2% at baseline to 36.6% in Year 2 (+27.4 percentage points).
- Students with Disabilities (SWDs): SWDs more than doubled their pass rate, improving from 7.9% to 20.0% (+12.1 percentage points).
- Homeless Youth: Homeless Youth experienced an exceptional increase, from 10.3% at baseline to 49.1% in Year 2.

Action 1.16 – CTE Coordination
Effectiveness: 3 – Effective | Metrics: 1.9, 1.11
Action 1.16 was effective. The CTE Coordinator advanced student achievement and program quality by expanding work-based learning (WBL), strengthening instructional systems, and ensuring equitable access across all 28 pathways. In 2025–26, 4,128 students, representing 81.3% of CTE enrollment, participated in WBL, completing 30,398 hours of industry-aligned experiences. Systemwide leadership in professional learning, curriculum alignment, and program oversight improved consistency and access, contributing to a 5.2 percentage point increase in graduates meeting the College and Career Indicator (CCI) “Prepared” status. Gains were seen across priority student groups, including Students with Disabilities (+3.7 percentage points), English Learners (+5.4 percentage points), and students experiencing homelessness (+3.4 percentage points). Overall, 5,376 students enrolled in CTE courses and earned 6,672 industry-recognized certifications. Additionally, student achievement through SkillsUSA included 124 regional competitors, 34 medalists, 62 state qualifiers, and 5 state medalists, including one gold medalist, demonstrating the impact of a high-quality, equitable CTE system in preparing all students for college and career success.

Action 1.17 – College and Career Readiness Programs – AVID and Puente
Effectiveness: 3 – Effective | Metrics: 1.9, 1.10
Action 1.17 was effective. The district demonstrated meaningful progress in the percentage of high school graduates prepared for college or a career. Overall, the College and Career Indicator (Metric 1.9) showed preparation rates increasing from 42.8% (2023 Cohort) to 52.9% (2025 Cohort), a gain of 10.1 percentage points. Socioeconomically Disadvantaged (SED) students showed similarly strong growth, rising from 41.9% to 52.2% (+10.3 percentage points). English Learners increased from 12.9% to 17.2%, and Students with Disabilities saw modest growth from 12.3% to 13.2%. Homeless Youth also showed an increase, rising from 27.9% to 30.1%. These gains suggest that AVID and Puente programming, combined with college field trips and sustained teacher professional development, are contributing to college and career readiness outcomes, particularly for SED students.

On Metric 1.10, district-wide A-G completion rates declined slightly across all student groups between the 2023 and 2025 cohorts, from 51.6% to 50.2% overall. More significant declines were observed among English Learners (26.9% to 20.4%), Students with Disabilities

(30.6% to 24.4%), and Homeless Youth (42.5% to 28.5%). SED students also saw a modest decline from 50.6% to 48.9%.

In contrast, AVID students far outpaced district averages on this measure. AVID student A-G completion rates increased from 94% in 2023 to 96% in 2025, nearly double the district-wide rate. This difference illustrates the effectiveness of the AVID model in supporting students to successfully complete the coursework required for admission to four-year universities. AVID's impact extended beyond graduation as well, with college enrollment rates among AVID students increasing from 87% in 2023 to 90% in 2025, significantly exceeding district-wide trends.

The AVID program demonstrates clear evidence of effectiveness in preparing students for college and career success. While district-wide declines in A-G completion rates among English Learners, SWDs, and Homeless Youth signal the need for deeper systemic examination of course access and academic support, the AVID model offers a proven framework that the district can continue to scale and strengthen. The planned expansion of AVID Excel into middle schools in 2026–27 reflects the district's commitment to extending this pipeline earlier and broadening its reach to more students.

Action 1.18 – Transition to Career / Partnership WBL Program
Effectiveness: 2 – Somewhat Effective | Metric: 1.9
Overall, this action was somewhat effective. The Transition Partnership Program (TPP) supported access to work-based learning for Students with Disabilities. Compared to the baseline year, the percentage of SWD graduates meeting University of California/California State University (UC/CSU) entrance requirements went down by 6 points. However, the percentage of SWDs identified as "Prepared" on the College and Career Indicator increased by 3.7 percentage points in 2025. In addition, the team made significant progress toward meeting program goals delineated by the Department of Rehabilitation and is on track to receive another 3-year contract to support this work.

Action 1.19 – Work Experience Coordination
Effectiveness: 3 – Effective | Metric: 1.9
Action 1.19 was effective. In 2025–26, Work Experience Coordinators (WECs) supported the coordination and documentation of district-approved work-based learning (WBL) experiences, including guest speakers, industry tours, job shadowing, mock interviews, and other WBL activities across a wide range of CTE programs, including Agriculture, Computer Science, Education, Hospitality, Manufacturing, and Healthcare. WECs served as a bridge between schools and the workforce, helping students gain career exposure, professional skills, and industry connections necessary for postsecondary success. Key outcomes as of May 2026 include 4,128 students participating in WBL across 310 events, totaling over 30,000 hours.

Action 1.20 – College/Career – Red Indicators
Effectiveness: 3 – Effective | Metric: 1.9
The percentage of students identified as college- and career-ready increased from 42.8% to 52.9% for all students, reflecting the district's continued efforts to expand access to rigorous coursework, career pathways, dual-enrollment opportunities, and postsecondary readiness supports. Significant improvements were also seen among priority student groups. Socioeconomically Disadvantaged (SED) students increased from 41.9% to 52.2%, and English Learners improved from 12.9% to 17.2%, demonstrating progress in expanding equitable access to college and career readiness opportunities. Students with Disabilities showed a slight improvement from 12.3% to 13.2%, indicating continued growth while highlighting the need for additional targeted supports and access to postsecondary pathways. Additional college and career readiness indicators also show student progress: 598 graduates passed at least one AP English or World Language

exam, 235 students completed one or more dual-enrollment courses, 1,515 seniors earned a cumulative GPA of 3.0 or higher, and 809 students earned the State Seal of Biliteracy. Academic achievement data also show that 52.8% of all students met or exceeded standards in ELA on the SBAC, compared with 51.6% of SED students, 3.7% of English Learners, 11.1% of Students with Disabilities, and 35.3% of Homeless students. In Mathematics, 20.0% of all students met or exceeded standards, compared with 18.9% of SED students, 2.8% of English Learners, 2.6% of Students with Disabilities, and 12.0% of Homeless students. Together, these indicators demonstrate meaningful progress in preparing students for college, career, and community success while also identifying continued achievement gaps that require targeted, equitable supports, particularly in mathematics and among English Learners and Students with Disabilities. Overall, the data reinforce the district's commitment to expanding rigorous academic opportunities, increasing access to postsecondary pathways, and ensuring that all students are prepared for success after graduation.

Action 1.21 – Site Allocations
Effectiveness: 3 – Effective | Metrics: 1.1, 1.2, 1.3, 1.9, 1.10
Action 1.21 was effective. District data reflect meaningful progress across multiple indicators between the 2022–23 baseline and 2024–25, with particularly strong gains in graduation rates and college and career readiness.

Graduation Rates (Metric 1.1):
The district demonstrated substantial growth in cohort graduation rates. The overall graduation rate increased from 82.4% (2023 Cohort) to 89.7% (2025 Cohort), a gain of 7.3 percentage points. SED students improved from 81.9% to 89.8%. ELs showed strong growth, rising from 60.6% to 76.2% (+15.6 percentage points). LTELs were identified at 80.5% in 2025. Homeless Youth increased from 70.8% to 83.3% (+12.5 percentage points). SWDs improved from 59.7% to 68.4%, though this group continues to graduate at rates below district averages and remains a priority for continued support. These graduation rate gains represent one of the district's strongest areas of improvement and reflect the positive impact of targeted intervention, credit recovery, and student support systems.
Furthermore, our student groups in El Puente showed increases compared to our comprehensive school sites, where we saw a significant decline. El Puente: All students increased by 35.56, Hispanic by 34.2%, EL by 32.6%, and LTEL had no percentage increase; 2026 is the baseline. Similarly, NSHS SWD's graduation rate declined to 62% in 2025 from 87% in 2024, and RSJHS SWD's graduation rate declined to 67.6% in 2025 from 81% in 2024.

ELA (Metric 1.2):
District-wide ELA performance improved from 30.2 points below standard at baseline to 25.1 points below standard in 2024–25, a gain of 5.1 points. Nearly all student groups showed progress. SED students improved from 33.2 to 29.9 points below standard, and ELs moved from 89.7 to 78.2 points below standard (+11.5 points). SWDs improved modestly from 112.1 to 109.5 points below standard. Homeless Youth reduced their distance from the standard by 7.9 points, from 68.3 to 60.4. The most notable gain was among African American students, whose distance from the standard decreased from 95.1 points below the standard at baseline to 22.4 points below the standard in 2024–25, a reduction of 72.7 points. This significant shift warrants further examination to identify and replicate the conditions that contributed to this growth.
Students in Red across SUHSD schools show mixed but often worsening gaps for English Learners and Students with Disabilities in 2025 versus 2024: some sites saw sharp declines (AHS SWD/LTEL, EPS across all subgroups, NSHS EL/SWD, RSJHS EL/SWD, HMS SWD), while a few showed improvement (ESMS EL/SWD, LPMS EL) or held steady (HMS EL). Overall, SWD and EL subgroups remain far below standard (roughly 68–162 points below) at every school, with the steepest 2024-to-2025 declines at NSHS (SWD down 103.8 pts) and EPS

(all subgroups down 27–33 pts).
AHS SWD 2025: 144.4 pts below, compared to 144.7 in 2024; EL 96.4 pts below standard and 2024 88.6 pts below; LTEL 162.1 in 2025 compared to 119.4 in 2024
EPS: All 2024: 22.28 pts below; Hispanic 30.3 pts below; SED 26.6 pts below; compared to 2025, ALL declined by 26.7, HI declined by 33.4, SED declined by 31.4
ESMS: EL 73.4 pts below; SWD 111.9 pts below compared to 2025; EL increased by 7.8 pts, and SWD increased by 74.2 pts
EAHS: EL 87.3 pts below, SWD 99.1 pts below compared to 2025; EL declined by 13.9 pts, and SWD declined by 9.8 pts.
HMS: EL 81.0 pts below, SWD 96.3 pts below compared to 2025; EL maintained at 81 pts below, and SWD declined by 35.4 pts
LPMS: EL 82.6 pts below compared to 2025, increased by 2.8 pts
NSHS: EL 84.1 pts below; SWD 73.0 pts below; compared to 2025, EL declined by 92.8, and SWD declined by 103.8
RSJHS: EL 68.7 pts below; SWD 68.9 pts below; compared to 2025, EL declined -12.6, and SWD declined by 56.7.

Math (Metric 1.3):
Math performance improved district-wide, with the overall distance from standard decreasing from 102.8 points at baseline to 93.3 points in 2024–25, a gain of 9.5 points. SED students improved from 105.5 to 98.7 points below standard (an increase of 6.8 points). ELs moved from 142.6 to 130.3 points below standard, and African American students reduced their distance from 153.2 to 106.6 points below standard (-46.6 points). However, SWDs improved more modestly, from 167.8 to 161.0 points below standard, and Long-Term English Learners (LTELs) were identified as a distinct subgroup in 2024–25 at 174.8 points below standard, signaling a need for more targeted and intensive math intervention for these populations. Math achievement gaps remain the district's most significant academic challenge and will require sustained, focused investment in instructional strategies, intervention, and professional development.
Math results in the Students in Red schools are mixed: EAHS, RSJHS, HMS EL, LPMS, and WMS EL/SED subgroups mostly showed gains in 2025, while SWD subgroups declined at nearly every site (AHS, EAHS, RSJHS, HMS), and EPS saw declines of 21–35 points across ALL, HI, and SED subgroups. SWDs remain the furthest below standard overall, ranging from about 129 to 189 points below across schools.AHS: SWD 186.8 pts below; compared to 2025, SWD declined by 28.9 pts.
EAHS: ALL 124.6 pts below, EL 183.2 pts below, HI 128.3 pts below, SED 126.5 pts below, and SWD 189.1 pts below compared to 2025; ALL increased by 8.2 pts, EL increased by 2 pts, HI increased by 8.4 pts, SED increased by 7.8 pts, and SWD declined by 1.6 pts.
EPS: ALL 145.4 pts below, HI 153.1 pts below, and SED 140.9 pts below compared to 2025; ALL declined by 23.9, HI declined by 21.5, and SED declined by 35.1 pts.
RSJHS: ALL 106.3 pts below, EL 144.5 pts below, HI 109.2 pts below, SED 106.5 pts below, SWD 163.9 pts below, compared to 2025; ALL increased by 14.1 pts, EL declined by 19.5, HI increased by 11.8, SED increased by 11.4, and SWD declined by 19.8.
ESMS: EL 119.4 pts below, SWD 154.1 pts below; compared to 2025, EL increased by 17.2 pts, and SWD increased by 27.1 pts.
HMS: ALL 96.2 pts below, EL 125 pts below, HI 99.5 pts below, SED 99.4 pts below, and SWD 143.2 pts below; compared to 2025, ALL students declined by 5 pts, EL increased by 1.9 pts, HI declined by 3.9 pts, SED declined by 8.9 pts, and SWD declined by 31.7 pts.
LPMS: ALL 100.5 pts below, EL 131.3 pts below, HI 101.1 pts below, and SED 101.2 pts below, compared to 2025; ALL students increased by 4 pts, EL increased by 12.1 pts, HI increased by 4.5 pts, and SED increased by 2.8 pts.
WMS: EL 112.7 pts below and SWD 129 pts below compared to 2025; EL increased by 5.3 pts, and SED declined by 8.6 pts.

College and Career Indicator (Metric 1.9):
The percentage of graduates prepared for college or a career increased from 42.8% (2023 Cohort) to 52.9% (2025 Cohort), a gain of 10.1 percentage points. SED students improved from 41.9% to 52.2%. The share of Homeless Youth increased from 27.9% to 30.1%, while

SWDs grew modestly. Notably, EL CCI rates declined from 27.9% to 17.2% between cohorts (-10.7 percentage points), a trend that warrants close attention. Ensuring that ELs have equitable access to pathways that fulfill the CCI, including A-G coursework, CTE sequences, and dual enrollment, must remain a district priority.
EPS and MTHS both improved in 2025, with EPS's ALL, HI, and SED subgroups rising roughly 7% and MTHS's ALL, HI, and SED subgroups increasing about 3% (EL held steady at both sites), though all remain near 0%. EAHS SWD, meanwhile, declined by 2.9 points to 23.4%.
EPS: ALL 0.5%, EL 0%, HI 0.5%, and SED 0.5%; compared to 2025, increased by 7.5%; HI increased by 6.7%, and SED increased by 7%
EAHS: SWD 23.4%; compared to 2025, declined by 2.9%
MTHS: ALL 0%, EL 0%, HI 0%, and SED 0%; compared to 2025, ALL increased by 2.8%, EL maintained, HI increased by 3%, and SED increased by 2.9%.

A-G Completion (Metric 1.10):
District-wide A-G completion rates declined modestly from 51.6% (2023 Cohort) to 50.2% (2025 Cohort). Declines occurred across all student groups, with the largest drops among Homeless Youth (42.5% to 28.5%), SWDs (30.6% to 24.4%), and ELs (26.9% to 20.4%). SED students declined from 50.6% to 48.9%. These declines — particularly among the district's most vulnerable student populations- indicate that despite improvements in graduation rates and CCI, students are not completing the full A-G sequence at higher rates. This suggests students may be meeting CCI benchmarks through alternative pathways such as CTE or dual enrollment rather than through traditional A-G coursework. Increasing access to and successful completion of A-G courses for ELs, SWDs, and Homeless Youth will be a critical priority in 2026–27.

District actions are demonstrating effectiveness across multiple measures, with strong and consistent gains in graduation rates, ELA achievement, and college and career readiness for most student groups. The significant improvement among African American students in both ELA and Math reflects the positive impact of targeted, equity-focused strategies. However, persistent math achievement gaps, declining A-G completion rates among vulnerable student groups, and the emerging LTEL math gap signal areas where current actions must be strengthened, refined, or supplemented with more intensive and targeted interventions in 2026–27.

Action 1.22 – Monitoring Systems for Accountability – Supplemental and Concentration Funded
Effectiveness: 3 – Effective | Metric: 1.2

Action 1.22 was effective. Designated personnel provided consistent oversight of Supplemental and Concentration budgets throughout the year, meeting regularly with site directors and principals to review spending, accountability systems, and the allocation of resources toward services for unduplicated students. This sustained monitoring helped ensure site-level spending decisions stayed aligned with identified student needs, contributing to the following gains on Metric 1.2 (CAASPP ELA):

District-wide ELA performance improved from 30.2 points below standard at baseline to 25.1 points below standard in 2024–25, a gain of 5.1 points. Progress was evident across nearly all student groups. Socioeconomically Disadvantaged (SED) students improved from 33.2 to 29.9 points below standard, and English Learners moved from 89.7 to 78.2 points below standard, a gain of 11.5 points. Students with Disabilities (SWD) improved modestly, from 112.1 to 109.5 points below standard, and Homeless Youth narrowed their distance from standard by 7.9 points, from 68.3 to 60.4. The most notable gain was among African American students, whose distance from standard decreased from 95.1 points below standard at baseline to 22.4 points below standard in 2024–25, a reduction of 72.7 points. This substantial shift warrants further

examination to identify and replicate the conditions that contributed to this growth.

While Action 1.22 is a fiscal-oversight and accountability action rather than a direct instructional intervention, the district-wide gains across nearly every student group suggest that the monitoring structures in place, including regular budget reviews, accountability check-ins, and disaggregated data review by student group, supported strategic and effective use of Supplemental, Concentration, and LREBG funds at the site level. The comparatively smaller gain among SWDs is the one area warranting continued attention, and site-level monitoring going forward should place added emphasis on ensuring allocated resources translate into stronger outcomes for this student group.

Action 1.23 – Learning Environments
Effectiveness: 2 – Somewhat Effective | Local Indicator 1 (Priority 1: Basic) — no LCAP outcome metric associated

Action 1.23 was implemented as planned, with no substantive differences between planned and actual implementation. SUHSD invested in new, high-quality portable structures to maintain continuity of instruction during the removal of outdated portables and ongoing construction, and modernized classroom furniture, teacher workspaces, parent engagement areas, and front offices across campuses to create more welcoming, student-centered spaces.

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 a review of Year 2 outcome data, educational partner input, and California Dashboard indicators, SUHSD has examined Goal 1 and its associated actions to determine where adjustments are warranted for the 2026–27 school year. The changes described below reflect the district's commitment to strengthening implementation, responding to evidence from student outcome data, and ensuring that resources remain aligned to the most pressing needs of English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, foster youth, and Homeless Youth. Where actions have continued to demonstrate effectiveness, they are carried forward without modification. Where data or implementation experience has revealed opportunities for growth, targeted changes have been made.

Actions with No Changes for 2026–27
The following actions have demonstrated continued effectiveness and alignment with identified student needs. No substantive changes were made to these actions for the 2026–27 school year. Each will be carried forward as planned:

Action 1.7 – Self-Contained Classes – Instructional Support- will continue without modification. The district will maintain evidence-based curriculum, instructional materials, and Community-Based Instruction (CBI) transportation for students with extensive support needs enrolled in Life Skills and Functional Academics Programs. Staff training aligned with individualized learning goals will continue, and students will remain prepared for the Alternative Pathway to a Diploma.

Action 1.8 – Materials and Software Licenses for Students will continue without modification. The district will continue to invest in high-quality assessments, instructional materials, educational software, and adaptive hardware to support Socioeconomically Disadvantaged students and English Learners with IEPs, ensuring equitable access to academic interventions, core content, and personalized learning pathways that promote meaningful progress and achievement.

Action 1.12 – Academic Interventions – Students with Disabilities (SWD)- will continue without modification. The district will continue to provide high-quality instruction and supplemental materials for Students with Disabilities through school-based intervention groups.

Action 1.15 – AP Assessment and Dual Enrollment will continue without modification. Given the exceptional Year 2 growth in AP exam success across all student groups — particularly English Learners, Students with Disabilities, and Homeless Youth— the district will maintain funding for AP assessment fees, exam preparation resources, professional development for AP coordinators, and collaborative time for AP teachers.

Action 1.22 – Monitoring Systems for Accountability – Supplemental and Concentration Funded- 1.22 will continue without modification. Designated personnel will continue to provide oversight and monitoring of Supplemental and Concentration funds, meeting with directors and principals throughout the year to review budgets, accountability systems, and allocated resources.

Actions with Changes for 2026–27

Action 1.1 – Professional Learning Communities has been revised to deepen the quality and reach of collaborative professional learning across the district. In 2026–27, the district will develop more job-alike and content specialist coaching opportunities for course leads and will revisit Plan-Do-Study-Act (PDSA) cycles at both middle and high schools, with a focus on implementing the district's new instructional vision and strategic language and literacy strategies.
Professional Learning Communities (PLCs) will be supported at all school sites, where content teams will collaborate on standards-based instruction, assessments, interventions, and enrichment. Using a continuous improvement model, teams will analyze disaggregated achievement data — with particular attention to English Learners, Students with Disabilities, African American students, and foster and Homeless Youth— to adjust instruction and improve outcomes. PLC cohorts will also expand to include paraeducators, who will strengthen their own instructional engagement through collaboration.

Action 1.2 – High Quality Instruction has been revised to strengthen alignment among data-driven instruction, the new instructional vision, and the student-facing curriculum. In 2026–27, district leads will revise curriculum guides and common assessments to align with grade-level standards and increase student engagement. The instructional focus will support students in meeting A-G requirements and graduating college- and career-ready. Supplemental materials will continue to be provided to support English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged students, and Foster Youth.
The district will continue to lead data-driven action plans in partnership with content-area collaboratives and instructional coach-led professional development, with continued emphasis on integrated English Language Development (ELD) and the newly revised Literacy Plan. The Special Education Services Department will continue differentiated professional learning and calibration in assessment tools, inclusive practices, and IEP compliance protocols, and implement training pathways for certificated and classified staff to ensure consistent service delivery and data tracking.

Action 1.3 – has been revised to expand the district's focus on literacy across all content areas. In 2026–27, the district will train teachers on literacy strategies and build school leaders' knowledge of the Literacy Plan, with the goal of refining Tier 2 intervention systems and strengthening Tier 3 reading supports. The district will continue identifying research-based literacy supports and reading intervention systems, with a specific focus on Long-Term English Learners and Students with Disabilities, as identified through the Learning Recovery Emergency Block Grant (LREBG) needs assessment.

LREBG and LCAP funds will support personnel and reading programs to sustain Tier 2 literacy intervention for identified students, groups, and schools. The district will prioritize literacy across all content areas through a comprehensive plan that promotes both literacy and biliteracy. Aligned with the ELA/ELD Framework, EL Roadmap, Seal of Biliteracy, and Seal of Civic Engagement, the plan provides targeted support to accelerate academic achievement and advance equitable outcomes for all students.

Action 1.4 – English Learners has been revised to further strengthen and personalize supports for English Learners. In 2026–27, the district will continue to expand class-size reductions in Academic Language Development (ALD), Academic Language Learning (ALL), and English Language Development (ELD) courses, as well as professional development focused on integrated and designated ELD. Additional emphasis has been placed on supporting Newcomers and Long-Term English Learners (LTELs) through dedicated personnel and strategic resource allocation.
The district is also reviewing and updating the district English Learner Master Plan to strengthen alignment of programs, services, instructional practices, and systems of support. As part of this work, SUHSD is developing program structures to better serve Newcomer students and to ensure equitable access to rigorous instruction, language development, intervention, enrichment opportunities, and college- and career-readiness pathways. The district will continue to use Ellevation to assess, monitor, and support the academic and language development of English Learners, ensuring timely interventions and equitable access to the grade-level curriculum.

Action 1.5 – ELA Red Indicator has been revised to increase the intensity of reading intervention supports and deepen the use of research-based literacy practices. In 2026–27, the district will increase its focus on Tier 2 and Tier 3 reading supports through intervention teachers and staff, as well as through partnerships with community partners, MCOE, and CSUMB tutoring. The district will continue to build staff knowledge of the science of reading and how to provide reading interventions during the school day to meet the needs of students reading below grade level, English Learners, and students with dyslexia, with each site maintaining sections of the reading lab using the Sonday System curriculum.
The district will provide differentiated instructional support through districtwide ELA collaboratives for grades 7–12, supported by dedicated personnel and strategically allocated resources. Professional learning will focus on ELD standards, integrated ELD, and culturally responsive practices, equipping teachers with scaffolds and strategies that effectively serve English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and African American students, with the goal of improving ELA CAASPP performance for these student groups at every school site. LREBG funds and associated effectiveness metrics have been added to this action.

Action 1.6 – Math Red Indicator- 1.6 has been revised to strengthen math instruction and expand targeted intervention supports. In 2026–27, the district will continue districtwide Math collaboratives focused on essential standards, student progress, and interventions that support language development in mathematics. All math teachers will receive training on the new Mathematics Framework, with a specific focus on integrating supports for all students. After-school tutorial support in Math and Science will be expanded using research-based instructional practices that develop math literacy, with particular attention to scaffolds for Long-Term English Learners (LTELs) and Students with Disabilities, funded through the Learning Recovery Emergency Block Grant.
Math specialists will continue to lead data-informed collaborations using student group performance metrics — including data for English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students — to drive targeted interventions. Districtwide Math collaboratives for Math 7, Math 8, and Math 1–3 teachers will emphasize ELD standards, integrated ELD, culturally responsive pedagogy, and high-leverage instructional strategies. Expanded after-school math support will reinforce essential standards and accelerate learning outcomes.

Action 1.9 – Technology has been revised to reflect new technology initiatives and a continued commitment to equitable, tech-integrated learning. In 2026–27, the district will continue using Yondr cell phone pouches at middle schools to improve student engagement and focus, and will pilot small-group use of Yondr pouches at the high school level as an intervention. The district will also expand access to innovative technologies through a technology replacement program, reallocating funds to address current and emerging technology needs.
With dedicated Education Technology (Ed Tech) personnel and ongoing staff training, every school will leverage cutting-edge tools to build digital literacy, responsible citizenship, and effective instruction — especially for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth. Key initiatives include expanded access to emerging technologies, innovative equipment, and modern tech spaces. SUHSD will also partner with the League of Innovative Schools to advance student outcomes through innovation and emerging educational tools.

Action 1.10 – Data-Informed Decision-Making has been revised to strengthen data accessibility and expand the district's continuous improvement infrastructure. In 2026–27, the district will continue using data tools, the district data analysis protocol, and continuous improvement practices to monitor the effectiveness of instructional actions. The district will also continue to refine data practices and develop additional platforms that centralize data and make it more accessible to staff, families, students, and educational partners.

Action 1.11 – Assessments has been revised to adjust the district's approach to scoring common assessments and to expand world language assessment offerings. In 2026–27, the district will continue with common district assessments and release teachers to reflect on and plan from assessment data. A key change for 2026–27 is that the district will discontinue using artificial intelligence (AI) to score student-constructed responses. This shift will redirect funds from licensing costs to additional teacher work agreements, allowing teachers to score their own students' work directly.
Common district assessments and related Math performance tasks will continue to be provided and scored by math teachers. The district will also continue district assessments in all world language classes, providing more students with the opportunity to meet the world language eligibility requirement for the State Seal of Biliteracy.

Action 1.13 – Graduation Red Indicator will continue in 2026–27 with sustained funding for early interventions and credit recovery. Learning Recovery Emergency Block Grant (LREBG) funds will continue to support tutorial sections in alternative education settings with individually paced curriculum, specifically focusing on math and literacy for English Learners and Long-Term English Learners, and, where appropriate, Students with Disabilities. LREBG funds will also continue to support summer school for students performing in the very low or low categories, or who are behind on the credits needed to graduate.
The district will continue to support the Dual Enrollment Advisory Committee in exploring expanded College and Career Readiness opportunities at the high school level. School sites will continue to build and strengthen multi-tiered systems of support to address the needs of students who are missing key graduation markers and to create additional pathways for credit remediation and recovery.

Action 1.14 – College, Career, and Community Ready will continue in 2026–27, with counseling positions maintained at school sites and counselor-led parent engagement events, including college application workshops and financial aid sessions. Travel and conference funding will support attendance at CSU/UC conferences, the State Counselor Conference, and the ASCA Conference in summer 2026. College and career field trips will continue to ensure students have exposure to a range of postsecondary opportunities.

Action 1.16 – CTE Coordination will continue in 2026–27, with the full-time CTE Coordinator maintaining leadership of districtwide Career Technical Education (CTE) programming. The Coordinator will continue to ensure that all pathways are industry- and standards-aligned,

innovative, and accessible to all students, with a strong focus on expanding equitable opportunities for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and foster and Homeless Youth. Districtwide CTE priorities will continue to include participation in work-based learning (WBL), attainment of industry certifications, and student engagement in Career Technical Student Organizations (CTSOs). All services provided in this action in 2025-26 will continue; however, funds budgeted to support SkillsUSA participation will be covered by another funding source for 2026-27

Action 1.17 – College and Career Readiness Programs – AVID and Puente has been revised to include more intentional and systematic monitoring of student participation and outcomes in both programs. All comprehensive high school sites will continue to offer both programs, maintaining the district's commitment to college-preparatory support for underrepresented students. However, based on data trends showing persistent gaps in A-G completion rates and College and Career Indicator outcomes among Homeless Youth, Students with Disabilities, and English Learners, the district will implement closer collaboration among program coordinators, site counselors, and student support teams. The goal is to ensure that students who stand to benefit most from AVID and Puente are actively recruited, enrolled, and supported throughout their participation in the program.

Action 1.18 – Transition to Career / Partnership WBL Program has been revised to reflect a renewed multi-year commitment to supporting Students with Disabilities through work-based learning. The Transition Partnership Program (TPP) will continue in 2026–27 under a new three-year contract with the Department of Rehabilitation. This continued investment will support the essential work of facilitating work-based learning opportunities for students with disabilities, ensuring a successful transition to postsecondary educational and professional opportunities.

Action 1.19 – Work Experience Coordination has been revised to expand the scope and equity focus of work-based learning coordination. In 2026–27, Work Experience Coordinators (WECs) will continue to strategically expand high-quality work-based learning (WBL) opportunities for all students, with a focused commitment to Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, foster youth, and Homeless Youth. In addition to facilitating WBL activities and supporting staff, WECs will coordinate industry partner visits and field trips to ensure students and staff can experience careers in priority economic sectors, including agriculture, education, healthcare, engineering, transportation, and public services.

Action 1.20 – College/Career – Red Indicators has been revised to strengthen coordination between student services and family engagement in alternative education settings. In 2026–27, the MTSS Student Services Office will continue to implement and refine targeted actions and services to support students' and families' access to information about college and career requirements and postsecondary opportunities at MTHS and EPS. These efforts are designed to improve outcomes for all students, with a strategic focus on English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities at EAHS, ensuring equitable access to college- and career-readiness resources and supports.

Action 1.21 – Site Allocations will continue in 2026–27, with school sites receiving Supplemental and Concentration funds strategically allocated based on student enrollment. An additional $100 per pupil will be provided for students identified as English Learners, Homeless Youth, or Socioeconomically Disadvantaged, reflecting a weighted allocation model that directs resources proportionally toward students with the greatest need, in alignment with the intent of the Local Control Funding Formula.
Schools will continue to be required to analyze key data metrics to ensure their plans remain responsive to the identified needs of unduplicated student groups. Site administrators will collaborate closely with their School Site Councils (SSCs) to engage educational

partners in data-driven decision-making, and each site's School Plan for Student Achievement (SPSA) will continue to guide the prioritization and deployment of Supplemental and Concentration funds at the local level.

Action 1.23 – Learning Environments
Portable leases have ended, and the structures have been removed. Consequently, Action 1.23 was revised to track the planning, budgeting, and implementation of site-based Family Resource Centers.

Actions with no change in the 2026-27 school year.

Action 1.12 – Academic Interventions – Expanded Learning (SPO)- The Expanded Learning component of Action 1.12 will continue without substantive changes in 2026–27. The district will maintain its partnership with First Tee of Monterey County to supplement the Expanded Learning Grant and provide after-school intervention support across participating school sites.

Actions 1.22 will continue with no changes; the designated personnel will continue to monitor and support districts and sites.

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	Professional Learning Communities	SUHSD will support PLCs at all sites, where content teams will collaborate on standards-based instruction, assessments, interventions, and enrichment. Using a continuous improvement model, teams will analyze disaggregated achievement data, especially for English Learners, Students with Disabilities, African American students, and Foster/Homeless Youth, to adjust instruction and improve outcomes. PLC cohorts will also expand to include paraprofessionals who can help lead and coordinate site professional development.	$3,588,578.00	Yes
1.2	Instruction	To ensure high-quality, first-time instruction for all students, district teacher teams will develop curriculum guides and common assessments aligned to grade-level standards and rigor. The instructional focus will prepare students to meet A-G requirements and graduate college- and career-ready. Supplemental materials will be provided to support English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged students, and Foster Youth.	$1,865,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Literacy	SUHSD will prioritize literacy across all content areas to ensure students are college- and career-ready, with a comprehensive literacy plan that promotes both literacy and biliteracy. Aligned with the ELA/ELD Framework, EL Roadmap, Seal of Biliteracy, and Seal of Civic Engagement, the plan provides targeted support to accelerate academic achievement and equitable outcomes. LREBG Action: This action implements a comprehensive literacy plan aligned with the ELA/ELD Framework, English Learner Roadmap, Seal of Biliteracy, and Seal of Civic Engagement. Research-Based Rationale: Research by the California Department of Education and the ELA/ELD Framework emphasizes that integrated, scaffolded literacy instruction across disciplines significantly improves student achievement, especially for English Learners and students from underserved populations. Moreover, biliteracy development is linked to higher academic engagement and stronger cognitive flexibility (August & Shanahan, 2006). Monitoring Metrics: • CAASPP ELA scores (Metric 1.2) disaggregated by EL, SED, and SWD subgroups • Reclassification rates for English Learners (Metric 1.8) • Participation and attainment of the State Seal of Biliteracy • Progress monitoring through district formative assessments in ELA and ELD LREBG Funding Allocation: $406,836 (non-personnel) for literacy curriculum materials, professional development, digital tools, and assessments aligned to the ELA/ELD Framework $307,597 (personnel) for staff coordination, literacy coaching, and instructional support focused on biliteracy and ELD integration	$949,767.00	Yes
1.4	English Learners	SUHSD is committed to meeting the diverse strengths and needs of all English Learners by integrating language development with rigorous	$5,150,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
		content learning, ensuring access to grade-level curriculum, targeted supports for Newcomers and LTELs, and promoting bilingualism and biliteracy as powerful assets for success in a global, multilingual world—supported by dedicated personnel and strategic allocation of resources. LREBG Action: Integrated language development with rigorous content learning. Research shows that integrated and designated English Language Development (ELD), aligned with the ELA/ELD Framework and English Learner Roadmap, supports academic achievement and language acquisition for English Learners, particularly when coupled with culturally and linguistically responsive practices. The metric being used to monitor the action is Metric #1: CAASPP ELA (Metric 1.2) and reclassification rates (Metric 1.8) for English Learners. LREBG Funds supporting this action: $1,597,246 per year through 2027–2028.		
1.5	Red Indicator ELA (Technical Assistance)	SUHSD will provide differentiated instructional support through district-wide ELA collaboratives for grades 7–12 supported by dedicated personnel and strategically allocated resources offering professional learning on ELD standards, integrated ELD, and culturally responsive practices to equip teachers with scaffolds and strategies that effectively serve English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and African American students, with the ultimate goal of improving ELA CAASPP performance for these key student groups at every school site. • ELs at ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, Districtwide • SWD at AHS, ESMS, EAHS, HMS, NSHS, RSJHS, Districtwide • All, Hispanic, and SED students at EPS • African American students- Districtwide LREBG: SUHSD will provide differentiated instructional support through districtwide ELA collaboratives for grades 7–12, led by dedicated personnel and supported by strategically allocated resources.	$547,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research shows that culturally responsive pedagogy, when paired with PD and integrated ELD, leads to improved engagement and academic performance for historically underserved student groups. This approach is aligned with the ELA/ELD Framework and supported by findings from the Institute of Education Sciences and What Works Clearinghouse, which report that targeted teacher development in instructional strategies, especially those tied to formative feedback and language development, can improve literacy outcomes across subgroups. Metric being used to monitor this action: Metric 1.2: ELA CAASPP performance, disaggregated by student group. LREBG Funds supporting this action: $297,231 per year through 2027–2028		
1.6	Red Indicator Math	SUHSD will deliver differentiated instructional support through district-wide Math collaboratives for Math 7, Math 8, and Math 1–3 teachers, driven by strategic personnel deployment and resource investment. These professional learning sessions will focus on ELD standards, integrated ELD, culturally responsive pedagogy, and high-leverage strategies to meet the needs of English Learners, Students with Disabilities, and African American students. Teachers will engage in data-informed collaboration using student group performance metrics (EL, Hispanic, SED, SWD, AA) to drive targeted interventions, while expanded after-school math support will reinforce essential standards and accelerate learning outcomes. SUHSD aims to improve Math CAASPP performance for the following student groups at each site: • All Students at EPS, EAHS, HMS, LPMS, RSJHS • ELs at ESMS, EAHS, HMS, LPMS, RSJHS, WMS, Districtwide • Hispanic at EPS, EAHS, HMS, LPMS, RSJHS • SED at EPS, EAHS, HMS, LPMS, RSJHS • SWD at AHS, ESMS, EAHS, HMS, RSJHS, WMS, Districtwide • African American students-Districtwide LREBG Action: SUHSD will provide targeted math instruction through districtwide teacher collaboratives focused on ELD, inclusive strategies,	$687,886.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and data-driven interventions for ELs, SWDs, and African American students. After-school math support will reinforce key standards and boost student outcomes. Research shows that collaborative professional development and targeted instructional interventions, especially those aligned with the ELA/ELD Framework and Universal Design for Learning (UDL), improve outcomes for underserved students. According to the National Council of Teachers of Mathematics and CDE guidance, teacher collaboration focused on data and equity-minded strategies increases student proficiency in mathematics, especially among ELs and other historically underserved groups. The metric being used to monitor the action is CAASPP Math performance by student group (Metric 1.3 Statewide Assessment Performance). LREBG Funds supporting this action: $517,680 per year through 2027–2028.		
1.7	Self-Contained Classes-Instructional Support	SUHSD will provide targeted support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students with IEPs in Life Skills and Functional Academics Programs, ensuring access to essential instructional supports, including specialized materials, classroom supplies, and experiential learning opportunities such as field trips, to enhance engagement, independence, and real-world readiness.	$292,050.00	Yes
1.8	Materials and Software Licenses for Students	SUHSD will invest in high-quality assessments, instructional materials, educational software, and adaptive hardware to support Socioeconomically Disadvantaged students and English Learners with IEPs, ensuring equitable access to academic interventions, core content, and personalized learning pathways that promote meaningful progress and achievement.	$185,744.00	Yes
1.9	Technology	SUHSD is committed to advancing equitable, engaging, and tech-integrated learning for all students. With dedicated EdTech personnel and	$5,167,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ongoing staff training, every school will leverage cutting-edge tools to build digital literacy, responsible citizenship, and effective instruction, especially for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth. Key initiatives include expanded access to emerging technologies, innovative equipment, and modern tech spaces, as well as the implementation and maintenance of Yondr pouches at middle and high schools to improve focus and learning environments. SUHSD will partner with the League of Innovative Schools and Digital Promise to provide innovation and emerging educational advances to advance student outcomes.		
1.10	Data Informed and Decision Making	SUHSD will rigorously monitor program effectiveness through continuous learning cycles and data analysis, supported by dedicated personnel and strategic resource allocation, with a sharp focus on closing outcome gaps for historically underserved groups, including SED students, English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and African American students. This approach ensures equity, accountability, and improved outcomes across the district.	$147,493.00	Yes
1.11	Assessments	SUHSD will utilize disaggregated common formative and summative assessment data to drive targeted enrichment and intervention for all students, with a focused commitment to English Learners, SED students, Students with Disabilities, African American students, Homeless, and Foster Youth. To ensure students reach their full potential, the district will provide the necessary resources, support, and conditions to create optimal assessment environments for both students and staff. LREBG Action: Use of disaggregated common formative and summative assessments. Research shows that formative assessment improves academic outcomes, with What Works Clearinghouse reporting an average effect size of +0.29 overall and +0.34 in math for K–12 students. Studies also highlight that teacher-led formative assessment, analyzing student work and adjusting instruction drives significant learning gains. Institute of Education Sciences.	$719,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The metric being used to monitor the action is are: CAASPP performance- ELA (metric 1.2), Math (metric 1.3)- and STAR Reading (metric 1.14) LREBG Funds supporting this action: $110,000 per year through 2027–2028.		
1.12	Academic Interventions	SUHSD is committed to robust intervention and acceleration for all students, with focused support for English Learners, Students with Disabilities, African American students, and Foster and Homeless Youth. Dedicated staff time will be allocated to advance academic growth and excellence for African American students, particularly in ELA and Math.	$1,647,229.00	Yes
1.13	Graduation Red Indicator	SUHSD will provide access to all students, specifically at Mt. Toro and El Puente, to academic intervention classes both within and outside the school day (X and Y period) and also during the winter, spring, and summer intersessions. All students, specifically ELs, Hispanic, SED, and SWD at AHS, EPS, EAHS, MTHS, SHS, and districtwide will be monitored and provided early interventions, tutoring, and credit recovery in order to graduate. LREBG Action: Academic intervention classes during the regular school day (X and Y periods) and extended learning opportunities during winter, spring, and summer intersessions. Research shows that expanded learning time, particularly in the form of intersessions and targeted interventions, improves academic achievement and graduation outcomes for high-need students. According to the What Works Clearinghouse, interventions like extended learning time and credit recovery yield significant positive effects in secondary settings, especially when tailored to at-risk student populations (WWC Intervention Reports, ies.ed.gov). The metric being used to monitor the action is Metric 1.2: CAASPP performance and graduation rates (Metric 1.1), disaggregated by student group.	$7,719,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: $7,412,624 per year through 2027–2028.		
1.14	College, Career and Community Ready	To improve graduation rates for English Learners, SUHSD will provide dedicated resources and support personnel to guide students in developing personalized 4- and 6-year academic plans aligned with college and career goals. Students will also access vocational and career assessments, participate in college and university visits, and explore a range of postsecondary pathways, including public, private, and vocational options, ensuring informed decision-making and expanded opportunities for success.	$2,408,981.00	Yes
1.15	AP Assessment and Dual Enrollment	SUHSD is committed to expanding equitable access to AP and Dual Enrollment courses and increasing AP exam success (scores of 3 or higher) across all student groups. Support will include covering AP exam fees for all enrolled students, funding services to support AP Classroom assessment scoring, providing resources and personnel for AP exam preparation, and allocating substitutes to ensure smooth and efficient exam administration at school sites.	$300,000.00	Yes
1.16	CTE Coordination	The coordination of SUHSD's Career Technical Education (CTE) programs will be facilitated by the CTE coordinator to ensure courses/pathways are industry and standards-aligned, innovative and accessible to all students, with a strong focus on expanding opportunities for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Foster/Homeless Youth. Coordinated districtwide professional development will be provided in connection with industry partners, certification programs, related internships, and in support of work-based learning opportunities, and will provide targeted support to staff to strengthen CTE instruction and student engagement across all school sites.	$183,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	College and Career Readiness Programs (AVID & Puente)	SUHSD is committed to expanding college readiness by enhancing AVID and PUENTE programs across all school sites, empowering more students, especially those who are low-income, Foster Youth, Homeless Youth, and English Learners, to develop strong study skills, academic confidence, and a clear path to four-year college admission. To further cultivate a college-going culture, SUHSD will allocate dedicated funds to ensure every student visits at least one college or university annually. Staff will strategically identify postsecondary institutions by grade level to ensure age-appropriate exposure, guiding students through a range of pathways that inspire higher education, regardless of background or circumstance.	$4,873,843.00	Yes
1.18	Transition to Career/ Partnership WBL Program	To support Socioeconomically Disadvantaged students, Foster Youth, English Learners, and Homeless Youth with IEPs, SUHSD's Students with Disabilities Work-Based Learning (WBL) team working in collaboration with the Department of Rehabilitation, will provide dedicated resources, specialized personnel, and targeted skill-building opportunities to ensure a successful transition to college, career, and independent living.	$55,000.00	Yes
1.19	Work Experience Coordination	Work Experience Coordination will strategically expand high-quality work-based learning (WBL) opportunities for all students, with a focused commitment to Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American students, Foster Youth, and Homeless Youth. In addition to building equitable access to career exploration and real-world skill development, WECs will provide professional development and ongoing support to staff and facilitate WBL activities. Industry partner visits and field trips will also be coordinated to ensure students and staff can experience priority sector careers in such areas as agriculture, education, engineering, healthcare, information and communication technologies, transportation, and those focused on STEM and technology integration. (Example partners may include Apple, Google, CISCO, Adobe, Yahoo, etc.)	$761,662.00	Yes
1.20	College/Career-Red Indicators	SUHSD will provide specific lessons on college and career requirements and A-G courses that will be taught by school site counselors to all students, with a specific focus on the following student groups:	$24,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• MTHS: All students, ELs, Hispanic, and SED • EPS: All students, ELs, Hispanic, and SED • EAHS: SWD		
1.21	Site Allocations	Supplemental and Concentration Funds are strategically allocated to each school site based on the enrollment of students with unique needs—including low-income, English Learner, Foster, and Homeless Youth—as outlined in each school's SPSA. Schools are required to analyze key data metrics to ensure plans are responsive to the needs of unduplicated student groups. Site administrators collaborate closely with the School Site Council (SSC) to engage educational partners in data-driven decision-making and promote transparency and accountability in the use of these funds. • Alisal High School -$289,940 • Everett Alvarez High School- $183,000 • North Salinas High School- $220,280 • Rancho San Juan High School- $148,760 • Salinas High School- $190.340 • El Puente School- $24,160 • Mount Toro High School- $25,800 • Carr Lake Community Day School- $2,380 • El Sausal Middle School- $125,680 • Harden Middle School- $117,740 • La Paz Middle School- $125,440 • Washington Middle School- $122,420 • Districtwide $400,000	$2,024,678.00	Yes
1.22	Monitoring Systems for Accountability-Supplemental & Concentration Funded	Designated personnel will oversee, monitor, and support school sites in managing their Supplemental and Concentration budgets, accountability systems, and allocated resources—ensuring funds are strategically used to expand services and improve outcomes for unduplicated students, including English Learners, low-income students, and Foster/Homeless Youth. This comprehensive support promotes equity, transparency, and alignment with state requirements across all school sites. LREBG Action: Monitoring systems to ensure funds are being used to improve services for unduplicated pupils.	$3,347,868.00	No

Action #	Title	Description	Total Funds	Contributing
		Research shows that dedicated resource monitoring and data-informed fiscal oversight improve the effectiveness of funding allocations and ensure equitable service delivery. According to the U.S. Department of Education and findings reviewed by the What Works Clearinghouse, strong leadership, continuous monitoring, and fiscal transparency are key drivers of improved student outcomes in high-need schools. The metric being used to monitor the action is CAASPP performance (Metric 1.2 ELA and Metric 1.3 Math) , as well as site-level performance and program implementation data disaggregated by student group. LREBG Funds supporting this action: $477,230 per year through 2027–2028.		
1.23	Learning Environments	To address the removal of outdated portables and support ongoing construction efforts, SUHSD will invest in new, high-quality portables to ensure continuity for traveling staff and preserve effective learning environments. The district will also modernize campuses by upgrading classroom furniture, enhancing teacher workspaces and parent engagement areas, and redesigning front offices to be welcoming, student-centered, and functional. Additionally, SUHSD will improve other key campus spaces, including libraries, counseling centers, common areas, and outdoor learning environments to foster inclusive, innovative, and future-ready schools that reflect the district's commitment to excellence and equity.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SUHSD will actively recruit, hire, and retain exceptional, diverse, and culturally responsive staff — cultivating a culture of excellence, professional growth, and leadership across all roles, while empowering educators to recognize and nurture the genius within every student.	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to reduce staff turnover and improve student outcomes, especially for our English Learners (EL), Students with Disabilities (SWD), Homeless Youth (HY) and Foster Youth (FY). The metrics will measure the number of highly qualified teachers, the quality of professional development, and the frequency of data cycles used to measure progress towards the goal.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Clear credential and appropriately placed teachers.	2021-2022 Teacher Assignment Monitoring Outcome Data (last official data): 81.4% of FTE with a clear credential and are appropriately placed.	2022-2023 Teacher Assignment Monitoring Outcome Data (last official data): 79.5% of FTE with a clear credential	2023-24 Teacher Assignment Monitoring Outcome Data (last official data): 79.5% of FTE with a clear credential and appropriately placed.	90% of FTE clear and appropriately placed.	-1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and appropriately placed.			
2.2	Cohort retention and permanency rates of teachers hired into the Residency Program.	3 out of 5 of the 2020-2021 Residency Program cohort teachers will attain permanency on day 1 of the 2024-2025 school year.	4 out of 5 of the 2021-22 Residency Program cohort were retained in the 2022-2023 school year, and will return for 2023-2024.	4 out of 5 of the 2022-23 Residency Program cohort were retained in the 2023-2024 school year, and will return for 2024-25.	80% cohort retention rates reaching permanency.	+20%
2.3	Professional Learning Feedback	During the 2023-2024 school year, the average rating for professional learning sessions was 3.7 out of 4.	During the 2024-2025 school year, the average rating for professional learning was 3.74 out of 4.	Participant feedback from 2025–26 professional learning sessions averaged 3.82 out of 4, exceeding the district benchmark of 3.5 and last year's 3.7 average. There were 982 responses, collected from August to April after content-based curriculum collaboratives for teachers to review student assessment data and focus their instruction on how to best meet the students' needs.	Participant feedback from district sponsored PD will have a rating of 3 or 4 out of 4 on whether the PD met the intended learning objectives.	There were no significant changes from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	ILT Learning Walks	50% of school sites conducted 2 Learning Walks during the 2023-2024 school year.	50% of school sites completed two ILT district learning walks during the 2024-2025 school year.	School site learning walks were not monitored in 2025-26.	100% of school sites will complete an ILT District Learning Walk at least 2 times each year	There were no change from baseline data.
2.5	Continuous Improvement Cycles	Each school site (11 sites) had grade-level teams in ELA and Math that completed one cycle of Continuous Improvement.	2024-25: All middle schools (4 sites) completed at least one or more cycles of Continuous Improvement across content areas. All high schools had some grade level teams that completed at least one cycle of Continuous Improvement.	School site continuous improvement cycles were not monitored in 2025-26.	100% of sites will complete at least 2 Continuous Improvement cycles each school year.	There was some growth in middle school teams that completed more than one cycle, but there were fewer high school teams that completed a cycle of Continuous Improvement.
2.6	Participation in Professional Development Opportunities	100% of middle school and high school staff will participate in professional development day at the start of the year and in the 4 minimum days. All ELA, Math, ELD, Science, and Social Studies teams will participate in district collaboratives with a focus on ELD standards	2024-25: All middle school and high school certificated staff participated in professional development at the start of the school year and during the four minimum days. All ELA, Math, ELD, Science, and	2025-26: All middle school leadership teams facilitated eight trainings for certificated staff participated in professional development at the start of the school year and during the eight middle school minimum days and four high	All certificated employees and paraeducators will participate in professional development days and minimum day PD. All content teachers will participate in training on the ELD standards	No difference between baseline and Year 1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and scaffolds to support English Learners	Social studies teams participated in district collaboratives that provided training on ELD standards and scaffolds to support English Learners.	school minimum days. The ELA, Math, Science, and Social studies specialists facilitated two to three district collaboratives that provided training on the Portrait of a Graduate, content curriculum, data, and assessments.	and how to scaffold lessons to support English Learners.	
2.7	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023 • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard	2023-2024 • All 24.1 points below standard • SED: 27.5 points below standard • EL: 79.1 points below standard • SWD: 96.5 points below standard • HY: 60.9 points below standard	2024-2025 • All 25.1 points below standard • SED: 29.9 points below standard • EL: 78.2 points below standard • SWD: 109.5 points below standard • HY: 60.4 points below standard	• All 15.2 points below standard • SED: 16.0 points below the standard • EL: 30.2 points below standard • SWD: 35.8 points below standard • HY: 24.8 points below standard	• All +5.1 • SED: +3.3 • EL: +11.5 • SWD: +2.6 • HY: +7.9 • AA: +72.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• AA: 30.4 points below standard	• AA: 22.4 points below standard Sites/Student Groups with 2025 Dashboard Red Performance levels: AHS • SWD 144.4 points below standard • EL 96.4 points below standard • LTEL 162.1 points below standard EAHS • EL 100.9 points below standard • LTEL 151.2 points	• AA: 31.5 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				below standard HMS • EL 80.5 points below standard • LTEL 132.5 points below standard • SWD 131.7 points below standard LPMS • EL 79.9 points below standard • LTEL 127.7 points below standard • SWD 110.9 points below standard • HY 104.1 points		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				below standard NSHS • EL 92.8 points below standard • SWD 103.8 points below standard RSJHS • EL 81.3 points below standard • SWD 118.5 points below standard SHS • SWD 120.2 points below standard		
2.8	Math CAASPP Test: Distance from Meeting Standards	2022-2023 • All 102.8 points below standard	2023-2024 • All 97.7 points below standard	2024-2025 • All 93.3 points below standard	• All 87.8 points below standard	• All +9.5 • SED:+6.8 • EL:+12.3 • SWD: +6.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 105.5 points below standard • EL: 142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard	• SED:101.1 points below standard • EL:137.8 points below standard • SWD: 152.3 points below standard • HY: 123.2 points below standard • AA: 113.8 points below standard	• SED:98.7 points below standard • EL:130.3 points below standard • LTEL:174.8 points below standard • SWD: 161 points below standard • HY: 121.8 points below standard • AA: 106.6 points below standard Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 186.8 points below standard	• SED: 89.0 points below standard • EL:104.8 points below standard • SWD: 115.6 points below standard • HY: 100.2 points below standard • AA: 109.3 points below standard	• HY: +10.1 • AA: +46.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• EL 174.4 points below standard • LTEL 211.6 points below standard EAHS • EL 181.1 points below standard • LTEL 225.6 points below standard • SWD 190.7 points below standard EPS • All 169.4 points below standard • Hispanic 174.6 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• SED 176 points below standard RSJHS • EL 164 points below standard • SWD 183.7 points below standard SHS • EL 163.8 points below standard • SWD 180.2 points below standard ESMS • EL 119.4 points below standard • SWD 154.1 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				HMS • All 101.1 points below standard • EL 123 points below standard • LTEL 167.5 points below standard • Hispanic 103.3 points below standard • SED 108.3 points below standard • SWD 174.9 points below standard LPMS • SWD 150 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• SED 98.3 points below standard NSHS • SWD 176.1 points below standard WMS • LTEL 164.7 points below standard • SWD 137.6 points below standard • HY104.8 points below standard		
2.9	% of Graduates Completing a CTE Pathway	2023 Cohort Graduates • All 32.4% • SED 30.7% • EL 13.2 % • SWD 10.5% • HY 27.6%	2024 Cohort Graduates • All 35.6% • SED 35.8% • EL 21.5 % • SWD 26.4% • HY 21.6%	2025 Cohort Graduates • All 41.2% • SED 40.4% • EL 26.9% • SWD 30.1% • HY 25.5%	• All 38.4% • SED 37.4% • EL 27.0% • SWD 25.4% • HY 35.6%	• All +8.2% • SED +9.3% • EL +13.8% • SWD +14.9% • HY -2.1%
2.10	California Science Test	2022-2023	2023-2024	2024-2025	• All 23.9%	• All +6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CAST) % Meet or Exceeds Standards	• All 17.9% • SED 17.58% • EL 0.52% • SWD 2.5% • HY 17.42% • AA 14.3%	• All 19.2% • SED 18.0% • EL 0% • SWD 4.6% • HY 10.0% • AA 5.3%	• All 24% • SED 22.8% • EL 1.3% • SWD 6.6% • HY 15.1% • AA 15.1%	• SED 23.7% • EL 12.3% • SWD 13.6% • HY 23.6% • AA 21.5%	• SED +0.4% • EL -0.5% • SWD +2.1% • HY -7.4% • AA -9.0%
2.11	% of graduates meeting University of California/California State University (UC/CSU) entrance requirements	2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • HY 42.5%	2024 Cohort Graduates • All 47.6% • SED 46.9% • EL 22.2 % • SWD 29.9% • HY 28.7%	2025 Cohort Graduates • All 50.2% • SED 48.9% • EL 20.4% • SWD 24.4% • HY 28.5%	• All 57.6% • SED 57% • EL 57% • SWD 45.9% • HY 52.5%	• All -1.4% • SED -1.7% • EL -6.5% • SWD -6.2% • HY -14%
2.12	Graduation Rate	2023 SUHSD Cohort Graduation Rate: • All 82.4% • SED 81.9% • EL 60.6% • SWD 59.7% • HY 70.8%	2024 SUHSD Cohort Graduation Rate: • 85.5% All • 85.7% SED • 68.5% EL • 64.5% SWD • 64.2% HY	2025 SUHSD Cohort Graduation Rate: • 89.7% All • 89.8% SED • 76.2% EL • 80.5% LTEL • 68.4% SWD • 83.3% HY Sites/Student Groups with 2025 Dashboard Red Performance levels: EPS: • 66.2% All	• All 88% • SED 87.9% • EL 76.5% • SWD 76% • HY 82%	• +7.5% All • +8.1% SED • +15.6% EL • +8.4% SWD • +12.5% HY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• 65.5% Hispanic • 66% SED • 57.6% EL • 60.4% LTEL NSHS • 62% SWD RSJHS • 67.6% SWD		
2.13	College and Career Indicator: % of high school graduates who are prepared for college or a career.	2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • HOM 27.9%	2023 Cohort • All 43.7% • SED 43.4% • EL 12.8% • SWD 13.4% • HOM 20.6%	2025 Cohort • All 52.9% • SED 52.2% • EL 17.2% • SWD 13.2% • HY 30.1% Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 9.4% EPS • LTEL 36.8% MTHS • EL 48.2%	• All 55% • SED 54.4% • EL 45.4% • SWD 35.8% • HY 45.4%	• All +10.1% • SED +10.3% • EL +4.3% • SWD +0.9% • HY +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• LTEL 44.7%		
2.14	Local Indicator: Climate Survey	2023-2024 California Healthy Kids Survey School Connectedness • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% 2023-24 California Healthy Kids Caring Adult Relationships • 9th: 41% • 10th: 55% • 11th: 50% *Survey data is collected anonymously, which does not allow data to be disaggregated by student group.	2024-2025 California Healthy Kids Survey School Connectedness 7th: 53% 8th: 51% 9th: 46% 10th: 48% 11th: 54% 12th: 61% 2024-25 California Healthy Kids Caring Adult Relationships 7th: 50% 8th: 50% 9th: 52% 10th: 55% 11th: 63% 12th: 55%	2024-2025 California Healthy Kids Survey School Connectedness Grade 7 53% Grade 9 51% Grade 11 48% 2024-2025 California Healthy Kids Survey Caring Adult Relationships Grade 7 50% Grade 9 50% Grade 11 55% LCAP Student Survey 6,281 Total Students Feel Emotionally Safe Strongly Agree 18% Agree 63% Disagree 14% Strongly Disagree 4%	California Healthy Kids Survey School Connectedness • 7th: 50% • 9th: 52% • 10th: 55% • 11th: 62% California Healthy Kids Caring Adult Relationships • 9th: 46% • 10th: 60% • 11th: 55%	California Healthy Kids Survey School Connectedness 7th: +8% 9th: +3% 10th: -2% 11th: -3% 2024-25 California Healthy Kids Caring Adult Relationships 9th: +9% 10th: 0% 11th: +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LCAP Student Survey 6,281 Total Student Feel Physically Safe Strongly Agree 19% Agree 66% Disagree 11% Strongly Disagree 3%		
2.15	English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC)	2022-2023 54.9% of ELs making progress on the ELPAC	2023-2024 51.1% of ELs making progress on the ELPAC	2024-2025 55.5% of ELs making progress on the ELPAC	65% of ELs making progress on the ELPAC	Overall: +0.6%

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.

In alignment with LCAP Goal 2, the Salinas Union High School District (SUHSD) successfully implemented the outlined actions to support the recruitment, hiring, retention, and development of qualified, high-performing, diverse, and culturally responsive staff. These efforts reflect the district's deep commitment to building and sustaining a workforce that mirrors the rich diversity of the communities it serves, while equipping all educators and staff with the knowledge, skills, and cultural responsiveness necessary to recognize and nurture the potential within every student. The following highlights the specific actions taken during the 2025–26 school year, including areas of strong implementation, any substantive differences between planned and actual actions, and the challenges and successes that will continue to shape the district's approach to staff excellence in the year ahead.

2.1 – Recruit and Hire Diverse Staff
SUHSD successfully implemented this action through expanded advertising and promotional efforts designed to improve visibility and attract candidates from a wider range of backgrounds and experiences. The district invested in recruitment, travel, and job fairs, including outreach to Historically Black Colleges and Universities (HBCUs) and out-of-area colleges and universities, broadening access to prospective

educators and staff who may not have previously considered employment with the district. These efforts reflect the district's ongoing commitment to building a workforce that better reflects and supports its diverse student population.
The district also continued investing in long-term workforce development by supporting mentor and student teachers to strengthen the pipeline of educators trained within the district. Funds were used for the final round of signing bonuses for hard-to-fill positions, helping the district remain competitive in recruitment. Collectively, these strategies have resulted in increased applicant numbers, stronger candidate pools, and improved fill rates across multiple positions. The district continues to reach a broader range of individuals while strengthening the recruitment systems needed to sustain staffing success and high-quality instruction for students.

2.2 – Retain and Develop Staff
The district significantly increased the level of support provided to new and returning staff members. This year, SUHSD implemented a mentorship program for new classified staff and expanded professional development opportunities for newly hired certificated employees by adding 7 additional sessions to an already robust new-staff orientation program. These efforts were designed to strengthen onboarding, improve staff preparedness, and ensure employees felt connected and supported from the beginning of their employment.
The district also continued to offer induction support to eligible certificated staff and invested in mentors for teachers working under emergency permits. This work was further strengthened through expanded mentor training and by aligning portions of the emergency permit support structure with the district's established induction program practices. Additionally, returning staff received a retention bonus over the summer as part of the district's broader retention strategy. Collectively, these efforts have contributed to stronger retention of high-quality staff and enhanced professional growth opportunities for employees across the district.

2.3 – Professional Development, Administrator PD, and Professional Development (SWD)
SUHSD implemented Action 2.3, focusing on collaborative professional development time for content-alike teachers to analyze student assessment data on essential standards. These sessions were facilitated by curriculum specialists and the assessment team, which included developing next-step strategies using interventions and targeted supports. Teachers and instructional leaders participated in local, state, and national conferences and learning opportunities across multiple content areas, including science, mathematics, English, social studies, health/PE, art, world language, and English language development. Instructional coaches also provided professional development during minimum-day sessions, and teachers in each content area were funded to attend state conferences to stay current with best practices in instruction.
SUHSD provided ongoing professional development to Special Education staff — including classified, certificated, and administrative personnel — to strengthen instruction and support for English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students with disabilities. Training aligned with district instructional priorities and addressed key topics such as co-teaching, effective instructional strategies, behavioral emergency interventions (including restraint protocols), and legal compliance. Staff participated in targeted conferences and coaching cycles focused on inclusive practices and improving outcomes for unduplicated students with IEPs. Reductions in substitute costs, travel, and conference expenses did not impact overall implementation.

2.4 – Instructional Leadership (MTROP)
SUHSD successfully implemented Action 2.4 by facilitating professional development focused on teaching and learning strategies that best serve all students, with an emphasis on improving outcomes for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless youth, and Foster Youth completing pathways at the Mission Trails Regional Occupational Program (MTROP).

2.5 – AVID and Puente Professional Development

During the 2025–26 school year, SUHSD implemented the planned actions for this action as intended. All AVID teachers participated in the annual AVID Summer Institute, building instructional capacity and ensuring continued alignment with college- and career-readiness best practices and program methodology. AVID teachers and coordinators were provided dedicated collaboration time outside the school day to develop, implement, and refine their site's Coaching and Certification Instrument, strengthening program fidelity and site-level accountability across all comprehensive high schools.
The district also facilitated a half-day professional development session for all AVID Coordinators, during which teams reviewed current program data and established clear goals and priorities for the 2026–27 school year. This collaborative planning process reflects the district's commitment to continuous improvement and data-informed decision-making within the AVID program. There were no substantive differences between planned and actual implementation.

2.6 – Foster and Homeless Youth – Training All Staff
SUHSD developed and launched a McKinney-Vento and Foster Youth training program accessible to all district-wide staff, ensuring that employees across roles and sites are equipped to identify and support students experiencing housing instability.

2.7 – Educational Services and Curriculum
SUHSD successfully implemented Action 2.7 through the focused efforts of the Curriculum and Instruction (C&I) team, who coordinated and delivered professional development aligned with district initiatives — including Portrait of a Graduate work and PDSA cycles focused on student data. Curriculum specialists supported teachers in implementing curricula, assessments, and instructional technology. CIA Week was held with content area leaders who developed pacing guides and district assessments for the school year. The C&I team also supported new teachers during New Certificated Orientation Week in July by introducing and examining instructional materials, pacing guides, and assessments. Both the certificated and classified teams led the implementation and reporting of instructional software, facilitated district-wide professional development, and coordinated all processes to deliver high-quality adult learning opportunities.

2.8 – English Learner Department Personnel and Resources
SUHSD implemented the planned actions to support the needs of English Learner (EL) students by maintaining dedicated staff to directly serve this population. The district staffed an EL Director and a shared Administrative Assistant — supporting both the EL and Migrant programs — to oversee program coordination, compliance monitoring, and site support. EL Specialists, EL Technicians, and EL Paraprofessionals provided targeted services for Long-Term English Learners (LTELs), newcomer students, and students dually identified for special education services. These staffing actions were implemented as planned and continued to strengthen academic access and language development supports across the district.
Throughout the year, the English Learner Department strengthened collaboration with counselors, site administrators, and instructional staff to improve coordination of services and monitoring of student progress toward English proficiency and reclassification. Staff also supported teachers with guidance on integrated English Language Development (ELD), instructional supports for multilingual learners, and culturally responsive practices. These efforts led to more consistent monitoring, targeted interventions, and coordinated academic and language development services for EL students.
While implementation remained consistent with planned actions, the district experienced staffing challenges and an increase in newcomer enrollment, which required adjustments to staffing assignments and service priorities at some sites. Despite these challenges, core EL services were maintained, and direct support to students and families continued. Key successes included stronger monitoring systems for LTEL students, improved coordination across departments, and increased family communication regarding student progress and available supports.

2.9 – Special Education Coaches and Inclusive Practices
Actual expenditures for Action 2.9 were lower than budgeted due to challenges in filling the second Special Education Coach position. The department continued to provide training and worked toward meeting the goal; however, the vacancy resulted in allocated funding not being fully utilized.

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.

When comparing budgeted expenditures to estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The most significant variances were primarily attributed to challenges in hiring district itinerant teachers and lower-than-expected attendance in after-school professional development sessions.

2.1 – Recruit and Hire Diverse Staff
The district budgeted funds for substitute and new teacher onboarding, as well as professional development activities. However, actual expenditures were lower than anticipated, resulting in approximately $84,000 remaining unspent. The district experienced higher employee retention rates and a significantly reduced need to recruit and onboard substitute employees compared to prior years. Additionally, while the district continued to expand access to new teacher training and support throughout the school year, many of these activities were provided through existing structures and resources, reducing the need to expend the full amount originally budgeted for onboarding.

2.2 – Retain and Develop Staff
The district experienced lower certificated salary expenditures than originally budgeted, resulting in approximately $194,000 remaining in the certificated salaries category. A portion of these funds had been designated for retention bonuses for staff who ultimately did not return to the district. Additionally, significant funding had been allocated for substitute coverage to support teacher observations and onboarding activities; however, fewer of these activities required substitute coverage than originally anticipated. While the district did increase the number of new teacher trainees supported during the year, the overall number of new hires was approximately half that of the prior year, reducing associated onboarding and training costs.
At the same time, the district exceeded budgeted expenditures in the Professional and Consulting Services category due to higher-than-anticipated induction-related expenses, including first- and second-year induction program fees. The district had underbudgeted for these required induction costs, and available funds from certificated salaries and substitute allocations were used to offset the increased professional services expenditures.

2.3 – Professional Development, Administrator PD, and Professional Development (SWD)
Material differences between budgeted and actual expenditures were primarily due to fewer training sessions for English Language Development (ELD) teachers. Integrated ELD training was reduced due to staffing vacancies during the school year, resulting in $113,305 of allocated funding remaining unspent. Additionally, school leaders and teachers worked closely with professional consultants who delivered training directly within the district, reducing the need for some of the external conferences and seminars that had been originally budgeted. Travel and conference expenses were reduced by approximately 50% from the original allocation of $542,000. Schools also funded a portion of their own professional learning expenses, further contributing to the overall variance.

2.4 – Instructional Leadership (MTROP)
Actual expenditures for Action 2.4 were lower than budgeted because the 0.2 FTE Educational Technology position remained vacant during the school year.

2.5 – AVID and Puente Professional Development
There were no significant differences between budgeted and actual expenditures for this action.

2.6 – Foster and Homeless Youth – Training All Staff
There were no significant differences between budgeted and actual expenditures for this action.

2.7 – Educational Services and Curriculum
Actual expenditures for Action 2.7 were lower than budgeted, with $99,471 remaining in hourly salary wages and $159,600 remaining across the action. These savings were primarily the result of lower-than-anticipated hourly staffing costs. Reductions to hourly salary allocations will be reflected in the budget for the upcoming school year.

2.8 – English Learner Department Personnel and Resources
Material differences between budgeted and actual expenditures for this action were primarily related to the planned newcomer pilot program. Approximately $100,000 had been budgeted to support the pilot, including staffing for either one 1.0 FTE position or two 0.5 FTE positions. However, the pilot was not implemented during the 2025–26 school year due to staffing and program planning adjustments.
A portion of the funds was reallocated to support a Summer Math Institute focused on recruiting and engaging English Learner students, totaling approximately $25,000. The remaining funds were used to support staff participation in the AVID Summer Institute in preparation for implementing AVID Excel at the middle school level in the upcoming school year. AVID Excel is designed to support Long-Term English Learners through targeted academic support, language development strategies, and college and career readiness practices. These reallocations allowed the district to continue supporting English Learner students through alternative services and professional learning aligned with identified student needs.

2.9 – Special Education Coaches and Inclusive Practices: Actual expenditures for Action 2.9 were lower than budgeted because one of the two Special Education Coach positions remained unfilled during the school year.

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

SUHSD used the following rating scale to determine the effectiveness of each action in achieving the articulated goal. Ratings were based on an analysis of educational partner input and performance metrics.
Rating Scale: 1 – Not Effective | 2 – Somewhat Effective | 3 – Effective

2.1 – Recruit and Hire Diverse Staff
Effectiveness Rating: 3 – Effective | Metrics: 2.1, 2.2, 2.7, 2.8
Action 2.1 was effective. The district reduced classified and certificated vacancies, cut down on teachers working under emergency permits, and grew its applicant pools — all signs that recruitment efforts are working.

Teacher retention is also improving. Of the residency program's 2020–21 cohort, 4 out of 5 teachers (80%) reached permanency and stayed. This meets the district's Year 3 goal, a 20-point improvement from baseline.
Academic outcomes moved in the same direction, though not evenly across all groups:
ELA: Districtwide scores improved from 30.2 to 25.1 points below standard. English Learners and African American students made the biggest gains, but Students with Disabilities lost ground in Year 2.
Math: Districtwide scores improved from 102.8 to 93.3 points below standard, nearing the target. English Learners, SED students, and African American students all improved meaningfully. But Students with Disabilities still need more streamlined focus, and Long-Term English Learners remain a focus.
Recruitment and retention are working, and most students are benefiting. But Students with Disabilities and Long-Term English Learners aren't seeing the same gains, and the district will continue to examine hiring and retention efforts and how they directly impact our special education and EL-specialist teachers.

2.2 – Retain and Develop Staff
Effectiveness Rating: 3 – Effective | Metrics: 2.1, 2.7, 2.8, 2.12
Action 2.2 was effective. The district retained all four resident teachers remaining from the 2020–21 cohort. While the retention rate for non-re-elected new teachers declined slightly, the district reduced classified vacancies by nearly half, and certificated vacancies are also lower than at the same point last year. Overall, these trends indicate that the district is retaining staff at a higher rate and continuing to strengthen workforce stability across multiple employee groups.
2.7 and 2.8: The same ELA and Math gains show that a more stable, better-retained staff is a likely contributor, though Students with Disabilities still lag in both subjects.
2.12 (Graduation rate): Graduation gains (82.4% to 89.7% districtwide) line up with continued AVID and Puente programming, backed by consistent professional development. AVID students' college enrollment rate rose from 87% to 90% over the same period. This demonstrates that the PD investment in these programs is translating into real postsecondary outcomes.
Staff retention and development efforts are showing up in graduation and college-enrollment numbers, especially through AVID/Puente. Students with Disabilities remain the consistent gap across every metric in both actions.

2.3 – Professional Development, Administrator PD, and Professional Development (SWD)
Effectiveness Rating: 3 – Effective | Metrics: 2.7, 2.8, 2.15
Action 2.3 effectively strengthened professional learning and instructional practice across the district. Participant feedback from 2025–26 professional learning sessions averaged 3.82 out of 4.0, exceeding both the district benchmark of 3.5 and the prior year’s average of 3.7. A total of 982 responses were collected between August and April following content-based curriculum collaboratives, during which teachers reviewed student assessment data and focused instruction on strategies to best meet student needs. These results demonstrate strong alignment between professional learning offerings and educator needs and support improved instructional practice across the district.

Student achievement data also demonstrated growth toward the standard. English Language Arts CAASPP performance increased by 5.1 points overall, with gains among all identified student groups: Students with Economic Disadvantage (SED) increased by 3.3 points, English Learners (EL) by 11.5 points, Students with Disabilities (SWD) by 2.6 points, Homeless Youth (HY) by 7.9 points, and African American (AA) students by 72.7 points. Math CAASPP performance increased by 9.5 points overall, with SED students increasing by 6.8 points, EL students by 12.3 points, SWD students by 6.8 points, HY students by 10.1 points, and AA students by 46.6 points. In addition, the English Learner

Proficiency Indicator on the ELPAC increased by 0.6 percentage points from the current baseline. Collectively, these results indicate that the professional learning and instructional strategies implemented through Action 2.3 contributed to continued growth in educator practice and student academic outcomes.

2.4 – Instructional Leadership (MTROP)
Effectiveness Rating: 3 – Effective | Metrics: 2.9, 2.11, 2.12, 2.13
The MTROP Instructional Coach conducted six schoolwide training sessions for both certificated and classified staff, beginning with a start-of-year professional development session focused on implementing the Portrait of a Graduate. Additional training integrating Portrait of a Graduate competencies with CTE-aligned instructional practices was provided during four scheduled minimum days and one MTROP-certified staff professional development session. Instructional support was provided to teaching staff with two or fewer years of experience through a combination of push-in support and coaching, focusing on lesson plan development, classroom management, and strategies to strengthen student learning. Support was provided at least 4 days per week to ensure consistency and continuity of development. The Instructional Coach also supported the implementation of evidence-based Portrait of a Graduate practices by attending four district-wide sessions and developing classroom implementation resources, including posters with QR codes linking to examples of instructional practices in action. These efforts contributed to important growth in both pathway completion and the % of high school graduates deemed “prepared” for college or a career. When compared to the baseline year, the percentage of graduates earning pathway completion grew by nearly 8 points. Similarly, the percentage of high school students who are prepared for college or a career grew by over 9 points.

2.5 – AVID and Puente Professional Development
Effectiveness Rating: 3 – Effective | Metrics: 2.11, 2.12
Action 2.5 was effective. The professional development provided through the AVID Summer Institute, coordinator collaboration time, and the half-day coordinator planning session directly contributed to strong program fidelity and exceptional student outcomes among AVID participants.
Metric 2.11 – A-G Completion: District-wide, the percentage of graduates meeting UC/CSU entrance requirements declined modestly across most student groups between the 2023 and 2025 cohorts, with overall A-G completion decreasing from 51.6% to 50.2%. More notable declines were seen among English Learners (26.9% to 20.4%), Students with Disabilities (30.6% to 24.4%), Homeless Youth (42.5% to 28.5%), and Socioeconomically Disadvantaged students (50.6% to 48.9%). In contrast, AVID students demonstrated outcomes that differed sharply from district-wide trends. AVID student A-G completion rates increased from 94% in 2023 to 96% in 2025 — nearly double the district-wide rate. This difference directly reflects the impact of sustained, high-quality professional development for AVID teachers and coordinators, which supported consistent and rigorous implementation of the AVID model across all comprehensive high school sites.
Metric 2.12 – Graduation Rates: The district demonstrated strong growth in cohort graduation rates from baseline to Year 2. The overall graduation rate increased from 82.4% (2023 cohort) to 89.7% (2025 cohort), a gain of 7.3 percentage points. Socioeconomically Disadvantaged students improved from 81.9% to 89.8%. English Learners showed strong growth, rising from 60.6% to 76.2%, a gain of 15.6 percentage points. Long-Term English Learners were identified as a distinct subgroup in 2025 at 80.5%. Homeless Youth increased from 70.8% to 83.3%, a gain of 12.5 percentage points. Students with Disabilities also improved, rising from 59.7% to 68.4%, though this group continues to graduate at rates below district averages and remains a priority for ongoing support.
These graduation rate gains reflect the cumulative impact of AVID and Puente programming, supported by consistent professional development. AVID student college enrollment rates further reinforce this connection, increasing from 87% in 2023 to 90% in 2025, significantly exceeding district-wide trends and demonstrating that professional development investments are producing meaningful postsecondary outcomes for students.

2.6 – Foster Youth (FY) and Homeless Youth (HY)– Training All Staff
Effectiveness Rating: 2 – Somewhat Effective | Metrics: 2.3, 2.11, 2.13
Action 2.6 was somewhat effective. Evidence of progress is mixed. Participant feedback from 2025–26 professional learning sessions averaged 3.82 out of 4, exceeding the district benchmark of 3.5 and last year's 3.7 average, indicating staff found the training itself well-delivered and valuable. The graduation rate for students experiencing homelessness improved from 70.8% to 83.3%, a gain of 12.5 percentage points, a meaningful improvement in one of the district's most critical indicators for this student group. However, the percentage of homeless youth meeting UC/CSU entrance requirements declined from 42.5% to 28.5%, a drop of 14 percentage points, indicating that while more students are graduating, fewer are completing the coursework needed for postsecondary access. Together, these trends suggest that while the professional learning itself was well received, it has not yet translated into the deeper, more targeted academic supports needed to improve college and career readiness outcomes for students experiencing homelessness.

2.7 – Educational Services and Curriculum
Effectiveness Rating: 3 – Effective | Metrics: 2.7, 2.8, 2.14

Action 2.7 was effective in strengthening curriculum implementation, student achievement, and school connectedness. CAASPP results showed increased Distance from Standard scores of +6.1 points in ELA and +5.1 points in Math. Additionally, the percentage of students reading at or above grade level increased by 12%. These gains reflect the successful implementation of curriculum-aligned instruction, formative assessments, and site-level coaching. Targeted academic support provided by the Educational Services and Curriculum team contributed to addressing performance gaps across core content areas.
Student engagement and connectedness also showed areas of growth. California Healthy Kids Survey results indicated that school connectedness increased above the baseline by 8% in Grade 7 and 3% in Grade 9. The JEDI team was present in more middle schools than high schools during the past year, which may have supported the stronger gains at the middle school level. While school connectedness declined by 2% in Grade 10 and 3% in Grade 11, there were notable increases in students reporting caring adult relationships, including a 9% increase in Grade 9, no change in Grade 10, and a 13% increase in Grade 11.
It is also noted that 2024–25 data reflected an overall 4% decline in the percentage of graduates meeting UC/CSU entrance requirements. This decline, along with the areas of decreased school connectedness at the high school level, will inform future planning and targeted support to ensure continued progress in college and career readiness, student engagement, and academic achievement.

2.8 – English Learner Department Personnel and Resources
Effectiveness Rating: 3 – Effective | Metrics: 2.7, 2.12, 2.15, 1.8
Action 2.8 was effective overall in maintaining dedicated personnel and coordinated services for English Learners. EL Specialists, EL Technicians, EL Paraeducators, counselors, site administrators, and instructional staff collaborated to monitor student progress and provide targeted language-development services. Professional learning focused on integrated English Language Development and culturally responsive practices further strengthened support for multilingual learners across the district.
The English Learner Progress Indicator (Metric 2.15) increased by 4.4 percentage points, from 51.1% in 2023–2024 to 55.5% in 2024–2025. The Year 2 outcome was also 0.6 percentage points above the 2022–2023 baseline of 54.9%, demonstrating that a greater percentage of English Learners made progress toward English language proficiency. In contrast, the reclassification rate (Metric 1.8) decreased by 4.9 percentage points, from 23.7% in 2023–2024 to 18.8% in 2024–2025. These results indicate that, while a greater percentage of English Learners progressed toward proficiency, a smaller percentage met all criteria required for reclassification.

Overall, the improvement in ELPI indicates that the personnel and resources provided through this action supported progress in English language development. However, the action was not as effective in improving reclassification outcomes. The district will continue using dedicated EL personnel to monitor students' progress toward meeting all reclassification criteria, identify factors contributing to the decline, and provide targeted support to students who are not progressing as expected.

2.9 – Special Education Coaches and Inclusive Practices
Effectiveness Rating: 3 – Effective | Metrics: 2.7, 2.8
Special Education Coaches and Inclusive Practices Effectiveness Rating: 3 – Effective | Metrics: 2.7, 2.8 Action 2.9 was effective. Students with disabilities demonstrated measurable growth in both ELA and Math achievement. STAR Reading scores for Students with Disabilities improved from 113 points below meeting standards to 96 points below, a gain of 17 points. STAR Math scores showed a gain of 14.9 points from the beginning of the year to mid-year. The 2024–25 STAR ELA data reflect a modest +0.6-point improvement, while STAR Math data show a significant +14.9-point gain for this subgroup, indicating strong progress in math achievement. In addition the ELA CAASPP score showed a slight improvement of 2.6 from baseline, while the Math CAASPP score showed improvement of 6.8 from baseline. These results reflect the sustained implementation of evidence-based interventions and instructional supports, and the consistent delivery of IEP services, and suggest that Special Education supports are contributing meaningfully to academic progress and alignment with district goals.

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

Based on this analysis and a review of Dashboard and local data, SUHSD will make the following changes for the 2026–27 school year. These revisions reflect the district's commitment to continuous improvement and are informed by implementation evidence, performance trends, and input from educational partners.

2.1 – Recruit and Hire Diverse Staff
For the 2026–27 school year, the district anticipates reducing the budget for certificated hourly expenditures due to a decreased need for onboarding and supporting large numbers of new employees. The district will also eliminate signing bonuses, reflecting improved recruitment outcomes and stronger staffing stability. However, the district will continue to maintain an expanded recruitment presence and ongoing efforts to attract and retain highly qualified, diverse staff.

2.2 – Retain and Develop Staff
For the 2026–27 school year, the district will adjust budgetary allocations from Certificated Salaries to Professional and Consulting Services to ensure sufficient funding for induction-related costs. Although the district anticipates a slightly smaller induction cohort, it remains committed to providing robust support for new teachers through the induction program.

2.3 – Professional Development, Administrator PD, and Professional Development (SWD)
For the 2026–27 school year, conference and travel funding has been reduced to shift more professional learning to during the regular work week and within the school community. This adjustment reflects the district's ongoing commitment to providing accessible, job-embedded professional development that is grounded in the instructional context of our schools.

2.4 – Instructional Leadership (MTROP)

The MTROP instructional program continues to be well served by this investment. The MTROP Instructional Coach will continue in their role for the 2026–27 school year. Adding an instructional coach with dedicated release time has been highly effective in supporting MTROP-designated, subject-credentialed teachers with fewer than 5 years of experience in meeting the needs of special student populations enrolled in the program. No structural changes are planned for this action.

2.5 – AVID and Puente Professional Development
SUHSD will continue supporting the AVID and Puente programs in the 2026–27 school year; however, funding will decrease slightly. Professional development will be adjusted to support three participants per school site, and costs associated with materials, supplies, and field trips will be reduced by 30%. These adjustments reflect a more targeted approach to resource allocation while maintaining program quality and fidelity.

2.8 – English Learner Department Personnel and Resources
SUHSD is committed to meeting the diverse needs of English Learner students by providing robust staffing and resources, including an EL Director, EL Administrative Secretary, EL Specialists, EL Technicians, and EL Aides. These supports are principally directed toward Long-Term English Learners, Newcomers, and English Learners dually identified for special education services. Newcomer students will receive individualized transition planning during their first six months of enrollment through coordinated support from EL staff, counselors, community liaisons, Wellness Center staff, and other appropriate personnel. The district will continue planning for a dedicated Newcomer Center that provides targeted instruction, language development, social-emotional support, and culturally responsive services. This action will also support professional learning in integrated English Language Development, culturally responsive instructional practices, and implementation planning for AVID Excel at the middle school level.

No changes are planned for the following actions for the 2026–27 school year, as current implementation continues to address identified needs and positively support student outcomes:
2.6 – Foster and Homeless Youth – Training All Staff: Implementation will continue as designed. Staff district-wide will continue to have access to McKinney-Vento and Foster Youth training to ensure coordinated and responsive support for students experiencing housing instability.
2.7 – Educational Services and Curriculum: Few adjustments were made, as the current approach continues to address identified needs and support positive student instructional outcomes in teaching and learning.
2.9 – Special Education Coaches and Inclusive Practices: Implementation will continue as currently structured, with ongoing coaching support and inclusive practices for students with disabilities.

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	Recruit and Hire Diverse Staff	SUHSD will intentionally recruit and support highly qualified, diverse staff who represent our students and community, including a focus on team	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		members who represent the student demographic. This includes incentives or financial assistance for authorizations/specialized credentials (CLAD, BCLAD, CTE) and ongoing staff and leadership professional development.		
2.2	Retain and Develop Staff	SUHSD will invest in mentors, targeted materials, and high-impact professional development to support and retain new teachers and classified staff—ensuring consistent, high-quality instruction for all students, with a focused commitment to meeting the needs of Socioeconomically Disadvantaged students and English Learners. This comprehensive support system is designed to build staff capacity, strengthen instructional practices, and promote long-term workforce stability.	$444,700.00	Yes
2.3	Professional Development	SUHSD will provide targeted professional development for certificated, classified, and administrative staff focused on standards-based instruction, ELD for long-term English Learners, and support strategies for Students with Disabilities. Trainings will also emphasize literacy, culturally responsive teaching, and technology integration—aligned with district priorities, the Portrait of a Graduate, our SUHSD Strategic Plan, and our partnerships with the League of Innovative Schools. Staff will be equipped to foster essential student outcomes such as critical thinking, communication, collaboration, and civic responsibility. Classified staff will receive dedicated training time during monthly meetings and job-alike sessions. Aspiring and current administrative staff will receive dedicated time and a series of modules to focus on leadership skill development and administrative support, and expectations.	$3,682,702.00	Yes
2.4	Instructional Leadership (MTROP)	The MTROP Instructional Leadership Team (ILT) will lead high-impact professional development focused on evidence-based teaching and learning strategies that support the success of all students. Special emphasis will be placed on accelerating achievement for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless, and Foster Youth—ensuring increased completion of college and career pathways and equitable access to postsecondary opportunities.	$63,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	AVID and PUENTE Proffesional Development	All AVID and PUENTE teachers will engage in ongoing, high-quality professional development to deepen instructional practices and stay current with research-based strategies proven to accelerate achievement for English Learners and Socioeconomically Disadvantaged students. These learning opportunities will also support the expansion of AVID and PUENTE programs across additional grade levels and school sites—ensuring greater access to college readiness systems that build academic confidence, foster critical thinking, and promote educational equity.	$84,645.00	Yes
2.6	Foster and Homeless-Training all Staff	All educational partners and school personnel will have the opportunity to engage in targeted professional development designed to strengthen support for Foster Youth (FY) and Homeless Youth (HY). These sessions will deepen understanding of the legal rights, educational protections, and systemic barriers these students face—while equipping staff with practical strategies to ensure equitable access, academic success, and a sense of belonging for some of the district's most vulnerable learners.	$91,658.00	Yes
2.7	Ed Services PD and Curriculum	The Educational Services team will lead and coordinate comprehensive professional development and curriculum support for all instructional staff—including teachers, counselors, instructional aides, and site leaders. The primary focus will be to ensure effective implementation of high-quality curriculum and provide ongoing training aligned with district instructional priorities, supporting consistent, equitable, and rigorous teaching and learning across all schools.	$1,927,948.00	Yes
2.8	EL Department Personnel and Resources	SUHSD is committed to meeting the diverse needs of English Learner students through robust staffing, resources, and instructional supports, including an EL Director, EL Administrative Secretary, EL Specialists, EL Technicians, and EL Aides. These supports are principally directed toward Long-Term English Learners (LTELs), Newcomers, and dual-identified Students with Disabilities. To further strengthen services, SUHSD will establish a dedicated Newcomer Center that provides a welcoming,	$3,194,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
		culturally responsive environment with targeted academic instruction, language development, and social-emotional support. The district will also strengthen Integrated English Language Development (ELD), culturally responsive instructional practices, and implementation planning for AVID Excel at the middle school level. In addition, the EL team will provide professional development and ongoing support to staff, equipping educators with the tools and strategies needed to effectively serve English Learners and ensure equitable access to high-quality instruction across the district.		
2.9	Special Education Coaches, Inclusive Practices-Supports	SUHSD teachers and classified team members will be supported by two Special Education Coaches who will provide targeted professional development and instructional coaching to ensure high-quality teaching for Socioeconomically Disadvantaged and English Learner students with IEPs. These coaches, along with additional support staff, will deliver ongoing guidance, resources, and interventions aligned with students' individualized needs—promoting inclusive practices and improved academic outcomes across all school sites.	$4,271,664.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SUHSD will actively foster and cultivate a culture of belonging, resilience, and inspiration, ensuring that students, staff, families, and community members are supported and empowered to thrive in safe, healthy, caring, responsive, and positive school communities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District's Dashboard indicates disparities in chronic absenteeism and suspension rates for different student groups. A major focus for the District will be creating environments that positively engage all students and their families, with a special emphasis on Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), and Homeless Youth (HY) student groups. As the District implements the actions below, the grouped metrics will help measure how connected students feel to their school, how parents participate in and make decisions about their child's education, and how students attend and complete graduation requirements. These metrics, collectively, measure key aspects of a safe, inclusive, and healthy learning environment.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism (Grades 7-8)	2022-2023 • All 17.6% • SED 17.7% • EL 20.6% • SWD 29.3% • HY 30.4%	2023-2024 • All 13.7% • SED 14% • EL 16.2% • SWD 23.4% • HY 24.4%	2024-2025 • All 13.1% • SED 13.7% • EL 17.8% • SWD 16.8%	• Al 11.6% • SED 11.6% • EL 9.3% • SWD 11.4% • HY 11.7%	• All -3.9% • SED - 3.7% • EL -4.4% • SWD - 5.9% • HY -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sites/Student Groups with 2023 Dashboard Red Performance levels: El Puente • All 45.2% • Hispanic 45.2% ESMS • EL 22.2% LPMS • SWD 25.2%	Sites/Student Groups with 2023 Dashboard Red Performance levels: El Puente • All 56.7% • Hispanic 56.7% ESMS • EL 11.6% LPMS • SWD 16.5%	• HY 26% HMS • HOM 36.7% LPMS • LTEL 18.1% WMS • EL 24.3% • HOM 28.8%	Site/District red performance level outcomes to match target for year 3 district outcomes	Sites/Student Groups with 2023 Dashboard Red Performance levels: El Puente • All -3.1% • Hispanic -3.1% ESMS • EL -8.8% LPMS • SWD -14%
3.2	Avg. % Days Attended (ADA)	2022-2023 • All 93.4% • EL 91.6% • SWD 90.4% • HY 89.1%	2023-2024 All - 92.79% EL - 90.10% SWD - 91.08% HY - 91.49%	2024--2025 • All 93.0% • EL 90.3% • SWD 90.6% • HY 89.9%	• All 94.5% • EL 93.6% • SWD 93% • HY 92.3%	All - 0.4% EL - 1.3% SWD + 0.2% HY +0.8%%
3.3	Middle and high school dropout rates	2022-2023 • All 0.12% • SED 0.10% • EL 0.34% • SWD 0.33% • HY 0.24% • Middle School: 0 students	2023-2024 • All 0.7% • SED 0.7% • EL 1.6% • SWD 0.4% • HY 1.4% • Middle School: 0 students	2024-2025 • All 0.7% • SED 0.7% • EL 1.7% • SWD 0.4% • HY 1.0% • Middle School: 0 students	• All .06% • SED .05% • EL .17% • SWD 16% • HY 12% • Middle School: 0 students	• All +.58% • SED +0.6% • EL +1.26% • SWD +0.07% • HY +0.76% • Middle School: 0 students
3.4	Expulsion rates	2022-2023	2023-2024	2024-2025	• All 0.15%	• All -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• All 0.3% • SED 0.3% • EL 0.6% • SWD 0.5% • HY 0.2% • FY 2.9%	• All 0.2% • SED 0.2% • EL 0.3% • SWD 0.2% • HY 0% • FY 0%	• All 0.2% • SED 0.2% • EL 0.3% • SWD 0.2% • HY 0% • FY 0%	• SED 0.15% • EL 0.3% • SWD 0.25% • HY 0.10% • FY 1.5%	• SED -0.1% • EL -0.3% • SWD -0.3% • HY -0.2% • FY -2.9%
3.5	Suspension Rate	2022-2023 Suspension • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • FY 20% • HY 6.8% • AA 9.6% Sites/Student Groups with 2023 Dashboard Red Performance levels: ESMS • EL 14.8% HMS • All 10.7% • EL 14.8% • Hispanic 10.5% • SED 10.8% • SWD 15.3% SHS • EL 10 % • SWD 11%	2023-2024 Suspension • All 4.5% • SED 4.7% • EL 7.9% • SWD 6.5% • FY 6.7% • HY 7.8% • AA 9.1% Sites/Student Groups with 2023 Dashboard Red Performance levels: ESMS • EL 6% HMS • All 9.1% • EL 11.8% • Hispanic 9.1% • SED 9.5% • SWD 15.2% SHS • EL 7.2 %	2024-2025 Suspension • All 3.9% • SED 4.2% • EL 7.1% • SWD 6.5% • FY 21.6% • HY 7.5% • AA 9.4% AHS • HOM 10.2% Carr Lake • All 18.2% • SED 18.9% HMS • EL 13.3% WMS • HOM 13.4%	• All 1.1% • SED 1.2% • EL 1.5% • SWD 1.4% • FY +1.6% • HY +0.7% • AA -0.2% Site/District red performance level outcomes to match target for year 3 district outcomes	• All -0.2% • SED 0% • EL -0.1% • SWD +0.1% • FY -13.3% • HY +0.7% • AA -0.2% Sites/Student Groups with 2023 Dashboard Red Performance levels: ESMS • EL -9.9% HMS • All -1.2% • EL -1.5% • Hispanic -0.8% • SED -0.4% • SWD -1.0% SHS • EL -0.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SWD 5.2%			• SWD - 0.7%
3.6	Local Indicator: Climate Survey	2023-2024 California Healthy Kids Survey School Connectedness • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% 2023-2024 California Healthy Kids Caring Adult Relationships • 9th: 41% • 10th: 55% • 11th: 50% LCAP Student Survey 10,247 Total Value of Wellness Centers and Counseling • 69% Valuable • 13% Somewhat Valuable • 18% Don't Know • 0% Not Valuable LCAP Student Survey 10,247 Total Value of Probation • 69% Valuable • 3% Somewhat Valuable	2024-2025 California Healthy Kids Survey School Connectedness • 7th: 53% • 9th: 51% • 11th: 48% 2024-2025 California Healthy Kids Survey Caring Adult Relationships • 7th: 50% • 9th: 50% • 11th: 55% Which resources and services do you feel support school safety and a healthy school community? 57% Wellness Centers 16% WEB/Link Crew 33% Probation 41% PBIS 50% Clubs & Organizations 29% Anonymous Tip Line 36% Advisory	2025-2026 California Healthy Kids Survey School Connectedness • 7th: 56% • 9th: 53% • 11th: 54% 2025-2026 California Healthy Kids Survey Caring Adult Relationships • 7th: 53% • 9th: 55% • 11th: 58% LCAP Student Survey 6,281 Total Students Feel Emotionally Safe Strongly Agree 18% Agree 63% Disagree 14% Strongly Disagree 4% LCAP Student Survey 6,281 Total Student Feel Physically Safe Strongly Agree 19%	California Healthy Kids Survey School Connectedness • 7th: 50% • 9th: 52% • 10th: 55% • 11th: 62% California Healthy Kids Caring Adult Relationships • 9th: 46% • 10th: 60% • 11th: 55% LCAP Student Survey Value of Wellness Centers and Counseling • 74% Valuable • 18% Somewhat Valuable • 8% Don't Know • 0% Not Valubale LCAP Student Survey Value of Probation	LCAP Student Survey Students Feel Emotionally Safe There was a slight decrease in the percentage of students strongly agreeing or agreeing that they feel emotionally safe at school, 87% from the baseline to 79% for year 1. While those reporting feeling physically safe increased from 77% to 82% strongly/agreeing.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 28% Don't Know • 0% Not Valuable LCAP Student Survey 10,247 Total Value of PBIS • 64% Valuable • 10% Somewhat Valuable • 23% Don't Know • 3% Not Valuable LCAP Student Survey 10,247 Total Students Feel Emotionally Safe • 54% Safe • 33% Somewhat Safe • 5% Not Safe LCAP Student Survey 10,247 Total Students Feel Physically Safe • 77% Safe • 15% Somewhat Safe • 8% Not Safe	Lessons LCAP Student Survey Students Feel Emotionally Safe 17% Strongly Agree 62% Agree 16% Disagree 5% Strongly Disagree 3%	Agree 66% Disagree 11% Strongly Disagree 3%	• 74% Valuable • 8% Somewhat Valuable • 18% Don't Know • 0% Not Valubale LCAP Student Survey Value of PBIS • 69% Valuable • 21% Somewhat Valuable • 20% Don't Know • 0% Not Valubale LCAP Student Survey Students Feel Emotionally Safe • 60% Safe • 40% Somewhat Safe • 0% Not Safe LCAP Student Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students Feel Physically Safe • 80% Safe • 20% Somewhat Safe • 0% Not Safe	
3.7	Parental Involvement and Family Engagement	2023-2024 Family Strengthening Conference • 249 Participants 2023- 2024 LCAP Parent Survey • 2,072 Attended a Parent Workshop • Yes- 30% • No- 70% Site Parent Meeting with Community Liaisons • Yes- 38% • No- 62% Socio-Emotional Parent Support Meetings • English 201 • Spanish 636 • Bilingual 1009 Inclusion Resource Fair (SWD)	2024-2025 Family Strengthening Conference • 254 Participants 2024-25 LCAP Parent Survey • 1,044 Attended a Parent Workshop • Yes- 43% • No- 57% Site Parent Meeting with Community Liaisons • Yes- 45% • No- 55% Socio-Emotional Parent Support Meetings • English 168	2025-26 Family Strengthening Conference • 143 Participants 2025-26 LCAP Parent Survey • 1,847 Attended a Parent Workshop • 34.3% Site Parent Meeting with Community Liaison Site Parent Meetings: • AHS- 836 (26 Sessions) • EAHS- 157 (13 Sessions)	2026-2027 Family Strengthening Conference • 300 Participants LCAP Parent Survey • 2,590 Attended a Parent Workshop Yes- 40% No- 60% Site Parent Meeting with Community Liaisons Yes- 48% No- 52% Socio-Emotional Parent Support Meetings • English 231	2024-2025 Family Strengthening Conference • +2% LCAP Parent Survey • -49.6% Attended a Workshop • +43% Site Parent Meeting with Community Liaisons • +26% Socio Emotional Parent Support • English - 16.4% • Spanish +4.7% • Bilingual +38.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 228 Participants SWD Weekly District Meetings • 20 Meetings	• Spanish 666 • Bilingual 1,650 Inclusion Resource Fair (SWD) • Did not implement 2024-2025 SWD Weekly District Meetings • Did not implement 2024-2025	• NSHS- 85 (13 Sessions) • RSJHS- 196 (14 Sessions) • SHS- 72 (8 Sessions) • ESMS- 404 (30 Sessions) • HMS- 107 (17 Sessions) • LPMS- 686 (19 Sessions) • WMS- 152 (11 Sessions) • EPS- 78 (10 Sessions) • MTHS- 368 (16 Sessions) Socio-Emontional Parent Support Meeting (Bilingual) August to May • 1,499	• Spanish 731 • Bilingual 1,160 Inclusion Resource Fair (SWD) • 250 Participants SWD Weekly District Meetings • 25 Meetings	Inclusion Resource Fair (SWD) • Did not implement 2024-2025 SWD Weekly District Meeting • Did not implement 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Inclusion Resource Fair (SWD) • not implemented SWD Weekly District Meetings • not implemented		
3.8	Basics: The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	In 2023-24, 100% of facilities meet the" good repair" standard	In 2024-2025, 100% of facilities meet the "good repair" standard	In 2025-2026,100% of facilities meet the "good repair" standard	100% of facilities meet the "good repair" standard	Difference from baseline = 0%
3.9	Graduation Rate	2023 SUHSD Cohort Graduation Rate: • All 82.4% • SED 81.9% • EL 60.6% • SWD 59.7% • HY 70.8%	2024 SUHSD Cohort Graduation Rate: • 85.5% All • 85.7% SED • 68.5% EL • 64.5% SWD • 64.2% HY	2025 SUHSD Cohort Graduation Rate: • 89.7% All • 89.8% SED • 76.2% EL • 80.5% LTEL • 68.4% SWD • 83.3% HY Sites/Student Groups with 2025 Dashboard Red Performance levels: El Puente:	• All 88% • SED 87.9% • EL 76.5% • SWD 76% • HY 82%	• +7.5% All • +8.1% SED • +15.6% EL • +8.4% SWD • +12.5% HY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• 66.2% All • 65.5% Hispanic • 66% SED • 57.6% EL • 60.4% LTEL NSHS • 62% SWD RSJHS • 67.6% SWD		
3.10	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023 • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard	2023-2024 • All 24.1 points below standard • SED: 27.5 points below standard • EL: 79.1 points below standard • SWD: 96.5 points below standard • HY: 60.9 points below standard	2024-2025 • All 25.1 points below standard • SED: 29.9 points below standard • EL: 78.2 points below standard • SWD: 109.5 points below standard • HY: 60.4 points below standard	• All 15.2 points below standard • SED 16.0 points below the standard • EL: 30.2 points below standard • SWD: 35.8 points below standard • HY: 24.8 points below standard • AA: 31.5 points	• All +5.1 • SED: +3.3 • EL: +11.5 • SWD: +2.6 • HY: +7.9 • AA: +72.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• AA: 30.4 points below standard	• AA: 22.4 points below standard Sites/Student Groups with 2025 Dashboard Red Performance levels: AHS • SWD 144.4 points below standard • EL 96.4 points below standard • LTEL 162.1 points below standard EAHS • EL 100.9 points below standard • LTEL 151.2 points below standard	below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				HMS • EL 80.5 points below standard • LTEL 132.5 points below standard • SWD 131.7 points below standard LPMS • EL 79.9 points below standard • LTEL 127.7 points below standard • SWD 110.9 points below standard • HY104.1 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				NSHS • EL 92.8 points below standard • SWD 103.8 points below standard RSJHS • EL 81.3 points below standard • SWD 118.5 points below standard SHS • SWD 120.2 points below standard		
3.11	Math CAASPP Test: Distance from Meeting Standards	2022-2023 • All 102.8 points below standard • SED: 142.6 points below standard	2023-2024 • All 97.7 points below standard • SED: 101.1 points	2024-2025 • All 93.3 points below standard • SED: 98.7 points	• All 87.8 points below standard • SED: 89.0 points below standard	• All +9.5 • SED: +6.8 • EL: +12.3 • SWD: +6.8 • HY: +10.1 • AA: +46.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL: 142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard	below standard • EL: 137.8 points below standard • SWD: 152.3 points below standard • HY: 123.2 points below standard • AA: 113.8 points below standard	below standard • EL: 130.3 points below standard • LTEL: 174.8 points below standard • SWD: 161 points below standard • HY: 121.8 points below standard • AA: 106.6 points below standard Sites/Student Groups with 2023 Dashboard Red Performance levels: AHS • SWD 186.8 points below standard	• EL: 104.8 points below standard • SWD: 115.6 points below standard • HY: 100.2 points below standard • AA: 109.3 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• EL 174.4 points below standard • LTEL 211.6 points below standard EAHS • EL 181.1 points below standard • LTEL 225.6 points below standard • SWD 190.7 points below standard EPS • All 169.4 points below standard • Hispanic 174.6 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• SED 176 points below standard RSJHS • EL 164 points below standard • SWD 183.7 points below standard SHS • EL 163.8 points below standard • SWD 180.2 points below standard ESMS • EL 119.4 points below standard • SWD 154.1 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				HMS • All 101.1 points below standard • EL 123 points below standard • LTEL 167.5 points below standard • Hispanic 103.3 points below standard • SED 108.3 points below standard • SWD 174.9 points below standard LPMS • SWD 150 points below standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• SED 98.3 points below standard NSHS • SWD 176.1 points below standard WMS • LTEL 164.7 points below standard • SWD 137.6 points below standard • HY 104.8 points below standard		
3.12	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 • All 17.9% • SED 17.58% • EL 0.52% • AA 14.3% • SWD 2.5% • HY17.42%	2023-2024 • All 19.2% • SED 18.0% • EL 0% • SWD 4.6% • HY 10.0% • AA 5.3%	• All 24% • SED 22.8% • EL 1.3% • SWD 6.6% • HY15.1% • AA 15.1%	• All 23.9% • SED 23.7% • EL 12.3% • AA 21.5% • SWD 13.6% • HY 23.6% • AA 21.5%	• All +6.1% • SED +5.2% • EL +0.8% • SWD +4.1% • HY -2.3% • AA +0.8%

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.

In 2025–26, SUHSD completed its second year of implementation under LCAP Goal 3, building on the foundation established in Year 1 while navigating staffing challenges, refining systems, and deepening supports to advance a districtwide culture of belonging, resilience, and student engagement. Across all ten action areas, the district implemented planned actions to expand social-emotional supports, increase access to student-centered programs, and strengthen relationships among students, staff, families, and community partners.

Action 3.1 — School Climate: Behavior Supports and Interventions
The district experienced both challenges and successes in implementing Action 3.1. Due to a vacancy in the MTSS Coordinator position, the Assistant Director of MTSS assumed responsibility for leading and monitoring districtwide PBIS implementation. Despite this staffing challenge, the district maintained service continuity through a coordinated, strategic approach. The Assistant Director worked in partnership with site teams to ensure PBIS was implemented with fidelity across all schools, including direct support for developing and strengthening Tier 1, Tier 2, and Tier 3 systems of support. The district utilized the Tiered Fidelity Inventory (TFI) to assess implementation effectiveness and guide continuous improvement at each site. Schools received resources and materials to reinforce positive school climate initiatives, including PBIS/Renaissance materials, student incentives, recognition items, and supplies to support schoolwide PBIS showcases and celebrations. The Assistant Director also facilitated districtwide job-alike collaboration meetings for PBIS clerks and partnered with the district Intervention Specialists to provide targeted coaching and technical assistance. These coordinated efforts resulted in consistent PBIS implementation across sites and strengthened each school's capacity to deliver aligned Tier 1, 2, and 3 interventions.

Action 3.2 — Safe, Supportive School Campuses: School Safety
The district supported safe, supportive, and inclusive school campuses by funding campus security staff, safety personnel, training, and operational supports designed to help students feel safe and connected at every site, with a focus on socioeconomically disadvantaged students and other unduplicated pupil groups. The majority of funds were directed toward core personnel and essential campus operations, including Lead Security Officers, Security Officers, and Suspension Center Aides. To support students with disabilities, the district invested in training materials for paraeducators and other support staff, specifically QBS Safety Care training, which equips staff with tools to de-escalate situations and respond to emergencies in both Moderate/Severe programs and across the broader campus. Staff are required to recertify annually and to complete ongoing training throughout the year to maintain certification. Additional training was provided in Verbal Judo, de-escalation, customer service, Incident Command System (ICS), Big Five protocols, RAPTOR visitor management, and CPR.

Action 3.3 — Intervention Programs: Reducing Suspension Rates
SUHSD prioritized reducing districtwide suspension and expulsion rates through targeted investments in staffing, professional development, data systems, and implementation supports designed to decrease exclusionary discipline practices and strengthen consistent site-level responses to student behavior. The district hired an Assistant Director of MTSS to lead and coordinate improvements to the discipline system and ensure alignment across sites. The district also contracted with educational law attorney Dora Dome to provide comprehensive professional development for site administrators focused on California Education Code requirements, expulsion procedures, and the development of consistent, legally compliant, and equitable discipline practices. All administrators received the Student Discipline Resource Binder as a reference tool, and Governing Board members received targeted governance training on their role in expulsion proceedings. The

district transitioned from the PBIS SWIS platform to a locally developed Synergy Analytics system, improving real-time monitoring and data-driven decision-making across all sites. Additionally, the district funded one Assistant Principal and one secretary at each site to support alternatives to suspension, restorative practices, and progressive discipline strategies, reducing reliance on exclusionary responses.

Action 3.4 — Engaging, Inclusive, and Equitable Restorative Practices
SUHSD carried out planned actions through two JEDI (Justice, Equity, Diversity, and Inclusion) Specialists who joined the Curriculum and Instruction team and led districtwide equity and inclusion efforts. The JEDI team collaborated with consultant Nicole Anderson to facilitate Safe and Inclusive Schools community engagement forums focused on anti-hate speech. Team members led conversations with school leaders and community members — including students, teachers, administrators, parents, and community partners — to develop and finalize the Safe and Inclusive Schools Response Guide. The JEDI team also provided student and staff training on anti-hate speech, including schoolwide presentations at a middle school campus and targeted small-group interventions across the district. Additionally, the team provided teacher-ready lessons to support culturally responsive instruction.

Action 3.5 — Wellness Centers and Healthy Campuses
The district successfully implemented planned actions by ensuring that all schools were staffed with Wellness Center service providers to meet students' social, emotional, behavioral, and mental health needs and to promote wellness districtwide. Services were delivered through partnerships with three community-based organizations: Community Human Services, Harmony at Home, and Door to Hope. The district also purchased a Mobile Health Clinic — the first school-based mobile unit in Monterey County — to provide mandated hearing and vision screenings and expand access to preventive care through partnerships with local health providers.

Action 3.6 — Health Services
The district successfully implemented planned actions by appropriately staffing, training, maintaining, and evaluating districtwide health services. Four Registered Nurses (RNs) provided direct specialized health care, clinical supervision of intern staff, training in emergency medication administration, support for individualized health plans, and general health education. Four Licensed Vocational Nurses (LVNs) supported RN and Health Technician staff across school sites with first aid, diabetes management, hearing screenings, and health record maintenance. The district also staffed four Home Hospital Certificated Instructors to provide independent study support for students experiencing temporary medical conditions. The 2025–26 school year saw the highest level of participation in the Home Hospital Instruction program in the past five years.

Action 3.7 — Family Engagement and Resources
The district implemented planned actions by staffing and maintaining key positions to support family engagement and communication, including community liaisons at each school site, a district parent coordinator, communications staff, and Spanish-English translators. These positions were designed to increase access to timely, culturally responsive communication for families, particularly unduplicated pupil groups. While most positions were successfully filled, the Mixteco/English/Spanish interpreter position remained unfilled, limiting the district's ability to fully meet the communication needs of Mixteco-speaking families and creating ongoing language-access barriers. The district continued to implement two-way communication applications that allow messages to be translated and delivered in families' home languages, improving real-time accessibility and responsiveness. A continued area of focus is building consistent implementation of effective communication practices across all sites, as variability in staff training and systems use has limited overall effectiveness. The district has identified the need for additional training, clearer expectations, and monitoring systems to support more consistent implementation. For Special Education family

engagement specifically, the Community Engagement Liaison position also remained unfilled, limiting the district's ability to organize events and provide structured outreach, though communication via translation tools and interpreters remained positive.

Action 3.8 — Foster and Homeless Youth Engagement and Services
The district implemented planned actions by providing academic and social-emotional support to foster and homeless youth, including access to essential services such as shelter and transportation. Transportation support and McKinney-Vento reimbursements increased during the school year. In May 2026, SUHSD hosted its first Foster Youth Field Trip, an intentional effort to build student engagement, develop relationships across school sites, and support foster youth's access to extracurricular activities.

Action 3.9 — Chronic Absenteeism
SUHSD continued to strengthen its districtwide attendance systems through strategic capacity-building and targeted supports to reduce chronic absenteeism. The district had hired a Child Welfare and Attendance (CWA) Specialist in 2024–25 to develop, refine, and calibrate attendance policies and procedures across all sites. In 2025–26, the district expanded this work by adding a District Attendance Support Specialist, funded through the Learning Recovery Emergency Block Grant (LREBG), to provide coordinated district-level support, technical assistance, and monitoring of attendance practices. As a result, the consistency and effectiveness of attendance practices across sites improved, and the district's capacity to identify and respond to attendance concerns early increased. These efforts contributed to reductions in chronic absenteeism while promoting greater student engagement and access to instruction.

Action 3.10 — Community Schools Districtwide
The district successfully implemented the actions outlined under the Community Schools Partnership Program (CCSPP) by funding a District Community Schools Coordinator Lead to support grant reporting, fiscal management, and administrative oversight of CCSPP implementation. The California Healthy Kids Survey (CHKS) was funded and distributed districtwide, enabling the district to gather longitudinal data on student belonging, safety, mental health, engagement, and community school perspectives.

Across all ten action areas under Goal 3, SUHSD made meaningful progress in its second year of implementation. The district successfully maintained core staffing, expanded student supports, and deepened partnerships to promote safe, caring, and inclusive school communities. Substantive challenges, including unfilled positions in MTSS coordination, Mixteco interpretation, and special education family engagement; limited full implementation in certain areas and will continue to be prioritized for resolution in Year 3. Overall, the district's coordinated, multi-layered approach strengthened school climate, expanded wellness and health services, improved attendance systems, and increased equity-focused supports for students and families across SUHSD.

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 reviewed budgeted and estimated actual expenditures for all actions associated with Goal 3. Several material differences were identified, primarily due to unfilled positions, scheduling adjustments, and operational constraints that affected implementation throughout the year. Minor variances are not addressed here.

Action 3.1 — School Climate: Behavior Supports and Interventions

Actual expenditures were lower than budgeted due to several unfilled positions, including an MTSS Coordinator, an Application Support Technician, and one of the two planned BCBA/Behavior Technician roles. Of those roles, only the BCBA position was successfully filled during the year. Extra Work Assignment (EWA) funds totaling $50,000 were allocated to classified and certificated staff to support PBIS meetings, implementation efforts, and ongoing collaboration. A district team attended the Innovative Schools Summit and the California MTSS Conference in July 2025, as planned, and invested in materials, supplies, and professional services, including contracted training with educational law attorney Dora Dome to strengthen PBIS practices across all sites.

Action 3.3 — Intervention Programs: Reducing Suspension Rates
Professional development funds totaling $90,500 were allocated for continued training with Dora Dome, focused on discipline practices and legal compliance in expulsion procedures. Due to scheduling constraints, a portion of this training was not completed during the 2025–26 school year and will be rescheduled for implementation in 2026–27. The carried-forward training will focus on expulsion due-process requirements, the development and implementation of consistent readmission plans, and updated discipline documentation procedures.

Action 3.4 (Engaging, Inclusive, and Equitable Restorative Practices) The action was fully implemented; however, approximately $2 million in savings was realized because the Restorative Justice Facilitators were paid from the LREBG.

Action 3.5 — Wellness Centers and Healthy Campuses
Approximately $89,713 was allocated for an accountant position to serve as the fiduciary monitoring staff for the district's Medi-Cal reimbursement plan. This position was not filled during the year. Implementation of the reimbursement plan required additional consents and releases to be negotiated through the consortium lead, the Monterey County Office of Education, thereby extending the timeline and delaying the hiring process.

Action 3.6 — Health Services
Approximately $667,887 was allocated for a new Health Technician II position to provide one-to-one medical support for students with individualized health needs. The negotiated position did not include language designating staff for one-to-one student coverage, which prevented the position from being filled as planned. To maintain uninterrupted service, the district contracted with an outside vendor to provide one-to-one support for the remainder of the year.

Action 3.7 — Family Engagement and Resources
All Community Liaison positions were filled by the close of the school year, as was one District Parent Coordinator position. However, staffing transitions affecting two Community Liaison positions and one Parent Coordinator position during the year resulted in an approximate salary and benefits balance of $48,115. An additional approximate balance of $30,804 remained in professional development funds, primarily because the annual CABE Conference was geographically closer to the district's region this year, reducing travel and lodging costs compared to prior years. For Special Education family engagement, the Community Engagement Liaison position remained unfilled, resulting in underutilization of allocated funds in that area.

Action 3.9 — Chronic Absenteeism
A total of $1,619,321 was allocated to expand districtwide attendance support by adding an Attendance Specialist for alternative education programs (EPS, MTHS, and CLCDS) and additional attendance clerk positions at school sites. Due to facility and space constraints, none of these positions were filled during the reporting period. As a result, the planned expansion of attendance support capacity was not

implemented as intended. The district will continue to evaluate staffing and infrastructure needs to ensure these supports can be fully realized in future implementation cycles.

Actions 3.2, 3.8, and 3.10 — No Material Differences
No material differences between budgeted and estimated actual expenditures were identified for Action 3.2 (Safe, Supportive School Campuses), Action 3.8 (Foster and Homeless Youth Engagement and Services), or Action 3.10 (Community Schools Districtwide). Expenditures for these actions were consistent with planned allocations.

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

Action 3.1 — School Climate: Behavior Supports and Interventions
Rating: Effective | Metrics: 3.1, 3.5, 3.6 — Chronic Absenteeism, Suspension Rates, Student Climate Survey
This action was effective in improving school climate, reducing suspension rates, and enhancing students' perceptions of safety and belonging across the district.

Across Metrics 3.1, 3.5, and 3.6, the district demonstrated measurable progress alongside ongoing areas of need. On Metric 3.1 (Chronic Absenteeism), the district showed modest overall improvement from 2023–24 to 2024–25. Rates decreased for All Students (13.7% to 13.1%), Socioeconomically Disadvantaged students (14.0% to 13.7%), and significantly for Students with Disabilities (23.4% to 16.8%). However, rates increased for English Learners (16.2% to 17.8%) and Homeless Youth (24.4% to 26.0%), indicating a continued need for targeted attendance interventions, family outreach, and wraparound supports. Site-specific concerns remain at HMS, LPMS, and WMS, particularly for English Learners, Long-Term English Learners, and Homeless Youth students.

On Metric 3.5 (Suspension Rate), the district saw reductions across several student groups, including All Students (4.5% to 3.9%), Socioeconomically Disadvantaged students (4.7% to 4.2%), English Learners (7.9% to 7.1%), and Homeless Youth (7.8% to 7.5%). These improvements reflect the continued districtwide implementation of PBIS, restorative practices, and MTSS supports. Despite this progress, disproportionality persists among certain student groups, most notably Foster Youth, whose suspension rate increased significantly from 6.7% to 21.6%. Additional site-level concerns were identified at CLCDS, HMS, AHS, and WMS, reinforcing the need for continued targeted intervention.

On Metric 3.6 (Student Climate Survey), student perception data reflected positive growth in school connectedness, wellness supports, and overall safety. Students consistently identified Wellness Centers, PBIS initiatives, counseling services, probation supports, and student organizations as meaningful contributors to their sense of belonging. By Year 2, 100% of surveyed students reported feeling at least somewhat emotionally and physically safe at school, demonstrating the positive impact of the district's sustained investments in PBIS, MTSS, wellness services, and relationship-centered practices.

Action 3.2 — Safe, Supportive School Campuses: School Safety
Rating: Effective | Metrics: 3.2, 3.5, 3.6 — ADA, Suspension Rates
This action effectively maintained safe and supportive school environments and contributed to districtwide reductions in suspension rates. From 2023–24 to 2024–25, suspension rates decreased districtwide from 4.5% to 3.9%, with improvements among Socioeconomically Disadvantaged students (4.7% to 4.2%), English Learners (7.9% to 7.1%), and Homeless Youth (7.8% to 7.5%). These reductions reflect the

positive impact of PBIS and MTSS practices on school climate and student behavior. However, suspension rates for Students with Disabilities remained unchanged at 6.5%, indicating the continued need for targeted and equitable behavioral supports for this student group. Average Daily Attendance (ADA) for Students with Disabilities also showed modest growth of 0.2%, reflecting incremental progress in student engagement and access to instruction. Additionally, student survey data indicated increased school connectedness and stronger relationships with caring adults across several grade levels. School connectedness increased from 53% to 56% in Grade 7, 51% to 53% in Grade 9, and 48% to 54% in Grade 11. Similarly, students reporting positive relationships with caring adults increased from 50% to 53% in Grade 7, 50% to 55% in Grade 9, and 55% to 58% in Grade 11. Collectively, these results demonstrate progress toward creating safe, supportive, and inclusive school environments while highlighting areas for continued improvement.

Action 3.3 — Intervention Programs: Reducing Suspension Rates
Rating: Somewhat Effective | Metric: 3.5 — Suspension Rates
This action was somewhat effective in reducing overall suspension rates, though significant disparities among certain student groups underscore the need for continued and more intensive supports.

From 2023–24 to 2024–25, the districtwide suspension rate decreased from 4.5% to 3.9%. Improvements were also observed among Socioeconomically Disadvantaged students (4.7% to 4.2%), English Learners (7.9% to 7.1%), and Homeless Youth (7.8% to 7.5%). These gains reflect the ongoing implementation of PBIS and MTSS supports, as well as the district's investment in administrator professional development through its partnership with educational law attorney Dora Dome. The addition of the Assistant Director of MTSS position further strengthened site-level capacity to respond to student behavior using restorative and progressive practices.

Despite this progress, disparities persist. Suspension rates for Students with Disabilities remained unchanged at 6.5%, and African American students experienced a slight increase from 9.1% to 9.4%. Most significantly, Foster Youth suspension rates rose sharply from 6.7% to 21.6%, underscoring an urgent need for more intensive, targeted supports for this student group. Site-level data identified continued concerns at CLCDS (18.2% for All Students), HMS (13.3% for English Learners), and both AHS and WMS for Homeless Youth. These trends align with prior California School Dashboard red indicators and reinforce the need for targeted interventions and ongoing monitoring as the district enters Year 3.

Action 3.4 — Engaging, Inclusive, and Equitable Restorative Practices
Rating: Somewhat Effective | Metrics: 2.3, 3.5, 3.6 — Suspension Rates, Student Climate Survey
This action was somewhat effective in advancing equity, inclusion, and restorative practices across the district. The work of the JEDI (Justice, Equity, Diversity, and Inclusion) Specialists contributed to the development of the Safe and Inclusive Schools Response Guide and provided anti-hate education to students and staff across multiple school sites. Student climate survey data reflected positive trends in school connectedness and students’ sense of belonging, suggesting that these equity-focused efforts are helping build a foundation for more inclusive school cultures.
In addition, staff continued to participate in professional development, with positive feedback indicating that the learning opportunities were well aligned with educator needs. Participant feedback from 2025–26 professional learning sessions averaged 3.82 out of 4.0, exceeding both the district benchmark of 3.5 and the prior year’s average of 3.7. The district will continue to review participant feedback and use it to support continuous improvement in professional learning opportunities.

However, the full impact of these actions on suspension rates and broader behavioral outcomes will require continued implementation and monitoring in Year 3, particularly as the Safe and Inclusive Schools Response Guide is more widely adopted and integrated into site- and district-level practices.

Action 3.5 — Wellness Centers and Healthy Campuses
Rating: Effective | Metrics: 3.1, 3.6 — Chronic Absenteeism, Student Climate Survey
This action was effective in reducing chronic absenteeism and strengthening students' sense of safety and connection at school.

Chronic absenteeism rates declined across nearly all tracked student groups from baseline (2022–23) to Year 2 (2024–25). The rate for All Students decreased from 17.6% to 13.1%, and the rate for Socioeconomically Disadvantaged students improved from 17.7% to 13.7%. Students with Disabilities showed the most significant improvement, with their rate dropping from 29.3% to 16.8%: a reduction of 12.5 percentage points. Homeless Youth students improved from 30.4% to 26.0%, and English Learners improved from 20.6% to 17.8%. While chronic absenteeism remains elevated for Homeless students and English Learners relative to other groups, the consistent downward trend across all subgroups from baseline to Year 2 reflects meaningful progress.

The 2024–25 California Healthy Kids Survey showed school connectedness rates of 53% for 7th graders, 51% for 9th graders, and 48% for 11th graders. Caring adult relationship rates were 50% among 7th and 9th graders and 55% among 11th graders, indicating that many students experience consistent, supportive relationships with adults on campus. The 2025–26 LCAP Student Survey (6,281 respondents) found that 81% of students reported feeling emotionally safe and 85% reported feeling physically safe at school, reflecting the sustained impact of Wellness Center services in cultivating safe and supportive school environments.

Action 3.6 — Health Services
Rating: Effective | Metric: 3.2 — ADA
This action was effective in maintaining essential health services and supporting student access to care. State vaccine compliance reached 99%, and all mandated hearing and vision screenings were completed districtwide. The 2025–26 school year saw the highest level of participation in the Home Hospital Instruction program in five years, reflecting the district's ability to meet the needs of students experiencing temporary medical conditions that affect school attendance. These outcomes support improved attendance and student well-being across the district.

Action 3.7 — Family Engagement and Resources
Rating: Somewhat Effective | Metrics: 3.1, 3.6, 3.7, 3.10, 3.11, 3.12 — Chronic Absenteeism, ELA/Math Distance from Standard, ELA Proficiency
This action was somewhat effective in strengthening family engagement and improving student outcomes while also surfacing persistent challenges that limit full and equitable implementation.

Family engagement increased in several areas. The percentage of parents who attended a parent workshop increased from 30% in 2023–24 to 34.3% in 2025–26. Bilingual social-emotional parent support sessions served 1,499 participants from August through May, reflecting a 48% increase in bilingual sessions with the licensed family therapist. Community Liaisons conducted 177 parent meetings across all 11 school sites, and the Family Strengthening Conference hosted 143 participants. The Inclusion Resource Fair served 228 participants, providing resources and support to families of students with disabilities. LCAP Parent Survey responses increased by approximately 80%

compared to the prior year, reflecting improved outreach and community trust, although response numbers remain below the 2,072 responses recorded in 2022–23.

Academic outcomes associated with this action also showed meaningful progress. On Metric 3.10 (ELA Distance from Standard), overall performance improved from 30.2 points below standard at baseline to 25.1 points below standard in 2024–25. African American students showed particularly strong growth, improving from 95.1 points below standard at baseline to 22.4 points below standard in Year 2. On Metric 3.11 (Math Distance from Standard), overall performance improved from 102.8 points below standard at baseline to 93.3 points below standard in Year 2, with gains across most student groups. On Metric 3.12 (ELA Proficiency), the overall proficiency rate increased from 17.9% in 2022–23 to 24% in 2024–25, while proficiency among Students with Disabilities improved from 2.5% to 6.6%. Chronic absenteeism (Metric 3.1) also decreased from 17.6% at baseline to 13.1% in 2024–25, with Students with Disabilities showing substantial improvement from 29.3% to 16.8%.

Student engagement and connection also showed positive trends. According to the California Healthy Kids Survey, school connectedness increased from 53% to 56% in Grade 7, 51% to 53% in Grade 9, and 48% to 54% in Grade 11. Similarly, students reporting positive relationships with caring adults increased from 50% to 53% in Grade 7, 50% to 55% in Grade 9, and 55% to 58% in Grade 11. These results indicate progress in strengthening students' sense of belonging and connection to supportive adults on campus.

Challenges remain. English Learners continue to perform significantly below standard in both ELA (78.2 points below) and Math (130.3 points below), and the Mixteco/English/Spanish interpreter position remained unfilled, limiting culturally responsive access for Mixteco-speaking families. Parent survey feedback also identified language barriers, limited meeting availability, and the need for more welcoming school environments as ongoing concerns. In addition, variability in Community Liaison implementation across sites limited the consistency of family-facing supports. These areas will be prioritized in 2026–27 through expanded training, hybrid meeting options, and more equitable outreach strategies. Collectively, the results demonstrate meaningful progress in family engagement, student achievement, attendance, and school connectedness while identifying areas that require continued and targeted attention.

Action 3.8 — Foster and Homeless Youth Engagement and Services
Rating: Somewhat Effective | Metrics: 3.1, 3.2, 3.9 — Chronic Absenteeism, ADA, Foster Youth Outcomes
This action was somewhat effective in supporting foster and homeless youth, with mixed results across student groups. Average Daily Attendance (ADA) for Homeless students improved by 0.8%; however, this group remains 6.0% below the baseline, indicating that significant attendance gaps persist. ADA for English Learners declined by 1.3%, underscoring the need for more intensive and sustained outreach and support for this population.
Increased use of McKinney-Vento transportation support and reimbursements during the year provided homeless youth with meaningful access to school. In addition, the district's first Foster Youth Field Trip in May 2026 represented a notable step toward strengthening engagement, connection, and access to extracurricular opportunities for this student group.
Despite attendance challenges, graduation outcomes for Homeless Youth improved significantly and exceeded expectations. In 2024, the graduation rate for Homeless Youth was 64.2%. In 2025, the graduation rate increased by 19.1 percentage points to 83.3%, representing substantial progress. This improvement is partly attributed to ongoing academic monitoring and support from academic counselors and the district liaison, who worked collaboratively to identify student needs, monitor progress, and connect students with appropriate resources. These results demonstrate the positive impact of targeted supports while highlighting the continued need to address attendance and engagement gaps.

Action 3.9 — Chronic Absenteeism
Rating: Somewhat Effective | Metric: 3.1 — Chronic Absenteeism
This action was somewhat effective in reducing chronic absenteeism rates across the district. From 2023–24 to 2024–25, rates decreased for All Students (13.7% to 13.1%) and Socioeconomically Disadvantaged students (14.0% to 13.7%). These improvements were supported by the addition of the Child Welfare and Attendance Specialist and increased districtwide alignment of attendance practices, intervention protocols, and re-engagement strategies. While overall progress was evident, chronic absenteeism rates for English Learners increased from 16.2% to 17.8%, highlighting a continued need for targeted attendance supports and culturally responsive family engagement. Students with Disabilities also remained a significant area of concern, with a chronic absenteeism rate of 23.4% in Year 1 that improved to 16.8% in Year 2. The data reflect moderate overall progress; however, continued case management, early intervention, and equity-focused attendance strategies will be essential to further reduce rates among the most disproportionately impacted student groups.

Action 3.10 — Community Schools Districtwide
Rating: Effective | Metric: 3.2 — ADA
This action effectively advanced the Community Schools model districtwide and strengthened the conditions that support student attendance, engagement, and access to wraparound services. ADA data from the baseline year (2022–23) to Year 2 (2024–25) showed relatively stable attendance across most student groups. Overall ADA declined slightly from 93.4% to 93.0%, while ADA for English Learners declined from 91.6% to 90.3%. In contrast, Students with Disabilities improved modestly from 90.4% to 90.6%, and Homeless Youth improved from 89.1% to 89.9%. While overall ADA remained relatively stable, the modest gains among Students with Disabilities and Homeless Youth are encouraging and suggest that the Community Schools infrastructure is beginning to reach some of the district's highest-need student populations. Deepening the integration of Community Schools supports with targeted attendance intervention strategies will remain a priority for Year 3.
Additionally, data from the California Healthy Kids Survey continue to indicate that students feel more connected to their school and to caring adults on campus. School connectedness increased by 3% in Grade 7, 2% in Grade 9, and 6% in Grade 11. Similarly, the percentage of students reporting positive relationships with caring adults increased by 3% in Grade 7, 5% in Grade 9, and 3% in Grade 11. These results demonstrate positive progress in strengthening students' sense of belonging and connection and support the continued implementation of the Community Schools model.

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 reflections on prior practice, implementation data, and feedback from educational partners, the following changes have been made to Goal 3 for the 2026–27 school year.

Action 3.1 — School Climate: Behavior Supports and Interventions
The MTSS team will continue to collaborate among district leaders and with school teams to strengthen data management, report accurately and consistently, and coordinate systems, ensuring that staff have reliable, timely information to guide intervention decisions. Together, this collaboration will improve system coherence, implementation fidelity, and student outcomes across academic, behavioral, and attendance domains.

Action 3.2 — Safe, Supportive School Campuses: School Safety
For 2026–27, the district will continue to refine its comprehensive, multi-layered approach to campus safety, emphasizing prevention, visibility, and rapid response. Elevated supervision will remain a priority during higher-risk periods, including before school, passing periods, lunch, after school, athletic events, and large gatherings. The district will continue to implement standardized safety protocols (Big Five), use the RAPTOR visitor management system to screen and track campus access, conduct routine safety walks and site security audits, and maintain partnerships with local law enforcement. Clear communication and reporting expectations for staff and students will continue to be reinforced across all campuses.

Action 3.3 — Intervention Programs: Reducing Suspension Rates
Reflecting on Year 2 data showing persistent disparities, particularly for Foster Youth, the district is refining its professional development approach for 2026–27. Rather than broad training, professional development will be strategically reduced in scope and focused on the highest-priority areas: expulsion documentation, due process requirements, and the development and consistent implementation of readmission plans. Structured collaborative meetings will also be held to align discipline documentation practices across all school sites, reducing procedural variability and improving consistency. Additionally, collaborative work will continue on finalizing the MTSS manual and intervention matrix to ensure a cohesive, districtwide framework for academic, behavioral, and social-emotional supports.

Action 3.4 — Engaging, Inclusive, and Equitable Restorative Practices
Building on Year 2 implementation, the district will expand restorative practices in 2026–27 through continued training through Tier 1 practices and through professional development opportunities. Our JEDI specialists will expand the LGBTQ+ Task Force and collaborate across the district and with schools to grow student affinity groups. The district will continue its partnership with Hartnell College, hosting joint Black Scholar and Lavender ceremonies and promoting safe, inclusive spaces across campuses. School staff with restorative practices training are embedded at each school site and will continue to provide individualized support to students to re-engage in school and classroom settings with the direct goals of reducing suspensions and improving chronic absenteeism rates. They will also support implementing the modules in the Safe and Inclusive Handbook.

Action 3.5 — Wellness Centers and Healthy Campuses
The most significant change to Action 3.5 for 2026–27 is the elimination of the administrative Director role due to budget constraints. The responsibilities of this position will be distributed among members of the district leadership team. The action will continue to fund two social workers at every middle and high school campus across SUHSD, sustain partnerships with community-based organizations providing counseling, drug intervention, and therapeutic support, and support professional development for clinical staff, including Continuing Education Units (CEUs) necessary to maintain licensure compliance.

Action 3.6 — Health Services
In 2026–27, the district will expand the capacity of health services by increasing use of the Mobile Health Clinic, the first school-based mobile unit in Monterey County to conduct mandated screenings, while eliminating constraints due to limited facility and classroom space at school sites. The action will continue to fund Registered Nurses and Licensed Vocational Nurses who provide districtwide student health support, ensure compliance with vaccine mandates and screening protocols, administer emergency and routine medications, and meet County and State compliance reporting requirements. Two full-time Home Hospital Instructors will continue to serve students experiencing temporary medical conditions, ensuring continued access to instruction in accordance with the California Education Code.

Action 3.7 — Family Engagement and Resources
No substantive changes were made to Action 3.7 for 2026–27. The district will continue to implement planned services and supports for family communication and engagement, including Community Liaison positions and two-way communication platforms such as LanguageLine and TalkingPoints. However, due to a reduction in available funding within the original allocation, selected expenditures will be reassigned to alternative funding sources to maintain service continuity. This adjustment reflects a budgetary realignment rather than a reduction in services. The district determined that maintaining these supports is a priority based on feedback from educational partners and prior-year data demonstrating an ongoing need for culturally and linguistically responsive communication systems, particularly for unduplicated pupil groups. For Special Education family engagement, the district will continue efforts to fill the Community Engagement Liaison position to better support communication and family engagement for students with disabilities and their families.

Actions 3.8 — No Significant Changes
No significant changes were made to Action 3.8 (Foster and Homeless Youth Engagement and Services). Action 3.8 will continue to provide direct support to Youth in Transition, Foster, and Homeless Youth students, including access to temporary housing, school supplies, clothing, and learning materials for McKinney-Vento students.

Action 3.9 — Chronic Absenteeism
In response to Year 2 data showing persistent chronic absenteeism, particularly for English Learners, the district will deepen its attendance systems and intervention practices in 2026–27. Targeted training will be provided to support the implementation of Attendance Recovery systems and School Attendance Review Team (SART) processes, build staff capacity, and ensure consistent application of attendance interventions districtwide. The district will also realign attendance intervention steps across all sites to establish a more standardized, coherent system of supports that promotes early identification and response to attendance concerns. Notably, with the conclusion of Learning Recovery Emergency Block Grant funding, the Attendance Support Specialist position will be transitioned to LCAP funding to sustain this critical role. This position coordinates home visits, develops and implements student re-engagement plans, supports truancy interventions and mediations, and assists school attendance offices in applying consistent practices; all of which are essential to achieving equitable attendance outcomes for all students.

Actions 3.10- Community Schools
This action will not continue in the 2026–27 school year, as the district no longer requires additional portable structures to support its facilities. Resources previously allocated to this action will be redirected to support the planning and implementation of Family Resource Centers at all school sites, under Action 3.10.

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	School Climate: Behavior Supports and Interventions	SUHSD will foster a positive and inclusive learning environment by deploying dedicated staff to collaborate with site teams in developing and implementing tiered systems of behavioral supports and interventions. These proactive strategies will be tailored to address the unique needs of Socioeconomically Disadvantaged students, English Learners, and Long-Term English Learners (LTELs), African American students, and Foster Youth—aimed at reducing suspension rates, promoting student well-being, and ensuring equitable access to learning.	$1,630,094.00	Yes
3.2	Safe Supportive School Campuses	SUHSD is committed to creating safe, caring, and inclusive school environments by hiring and training campus security staff who build positive relationships with students and contribute to a welcoming atmosphere, particularly for socioeconomically disadvantaged students. All campus security personnel will receive comprehensive training focused on equity, student engagement, and culturally responsive practices to ensure every student feels seen, supported, and safe at every school site.	$15,100,930.00	Yes
3.3	Intervention Programs (Red Indicator Suspensions)	SUHSD will reduce suspension rates by implementing a clear and consistent behavior response system that is understood and applied by all staff. To ensure fidelity, the district will add administrators and staff as essential personnel to support consistent implementation and timely student interventions. Innovative strategies, including restorative practices and personnel, integrated social-emotional learning, and culturally responsive behavior supports and resources, will be used to promote positive outcomes. Suspension reduction efforts will specifically target: HMS: All students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities ESMS: English Learners SHS: English Learners, Students with Disabilities Districtwide: African American students, Foster Youth	$3,367,856.00	Yes
3.4	Engaging, Inclusive, Equitable, Restorative Practices	SUHSD will provide training and support to staff, students, and families in restorative practices focused on equity and inclusion to reduce suspension rates, increase attendance, increase student engagement, and improve	$823,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning environments, specifically for English Learners/Long-term English Learners, African American students, Foster Youth, and SED students. LREBG Action: Training for restorative practices. Research shows that increased exposure to restorative practices correlates with improved academic achievement and reduced suspension rates, with notably stronger effects for Black and Latino/a students, effectively narrowing racial discipline and achievement gaps (Learning Policy Institute, 2023). The metric being used to monitor the action is Metric 3.5: Suspension Rate. LREBG Funds supporting this action: $1,976,729 per year through 2027–2028.		
3.5	Wellness Centers and Healthy Campuses	SUHSD is committed to becoming a model District for Wellness, with all school sites working toward aligning practices that promote a culture of health, wellness, and community. Each campus will operate a Wellness Center staffed with dedicated providers to support the social, emotional, behavioral, and mental health needs of all students. As part of this districtwide vision, SUHSD will prioritize mental and physical wellness by introducing Blue Zones, inspired programs, hosting health and wellness events, and organizing community fairs. After-school personnel will also be identified to lead fitness and wellness initiatives, ensuring that both students and staff benefit from environments that foster long-term well-being and healthy lifestyles.	$10,831,635.00	Yes
3.6	Health Services	SUHSD is committed to supporting student health and wellness by staffing school sites with qualified health service providers who deliver preventive care, first aid, and ongoing management of student health records. To expand access, the district will also launch a mobile health clinic, staffed by the SUHSD Health Services Team and community partners, to provide on-site screenings, preventive services, and health education aimed at improving student well-being and increasing attendance. In addition, SUHSD will continue to implement positive personnel, practices,	$3,194,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources, and supports that foster safe, caring environments and promote the physical, emotional, and academic success of all students.		
3.7	Family Engagement & Resources	Parent Coordinators, Community Liaisons, Interpreters, Translators, and Communications staff will play a vital role in supporting students and families, particularly those who are Socioeconomically Disadvantaged, English Learners, Foster or Homeless Youth, and Students with Disabilities, by facilitating meaningful engagement and connecting them to essential school and community resources. They will also provide training, tools, and culturally responsive materials to empower families, strengthen home-school partnerships, and ensure that all families can support their students' academic success and well-being.	$2,474,803.00	Yes
3.8	Foster/Homeless Youth Engagement and Services	SUHSD is committed to supporting the academic success and well-being of Foster Youth (FY) and Homeless Youth (HY) by ensuring they have access to essential services, including shelter, transportation, and wraparound supports. By addressing these basic needs, the district aims to remove barriers to learning, increase attendance and student engagement, and improve academic outcomes for some of its most vulnerable student populations.	$10,000.00	Yes
3.9	Chronic Absenteeism (Red Indicator)	SUHSD's Intervention and Attendance Teams will support all school sites by monitoring data and providing timely interventions to strengthen student engagement and daily attendance. While all campuses will benefit from districtwide support, targeted efforts will focus on reducing chronic absenteeism among Students with Disabilities at La Paz Middle School and English Learners at El Sausal Middle School. A dedicated Child Welfare and Attendance Coordinator, along with an Attendance Specialist, will lead this work—training school attendance teams, guiding data-driven strategies, and helping schools build strong partnerships with families to remove barriers to consistent attendance. LREBG action: Intervention and Attendance teams to monitor data and provide interventions.	$1,678,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research: Research shows that early identification of attendance barriers combined with consistent outreach and family engagement is effective in reducing chronic absenteeism and improving academic outcomes, particularly when interventions are targeted to high-need student populations (Attendance Works, 2022). Metric: The metric being used to monitor the action is Metric 3.1: Chronic Absenteeism. Funding: LREBG Funds supporting this action: $527,123 per year through 2027–2028.		
3.10	Community Schools Districtwide	SUHSD will expand its Community Schools Program districtwide by identifying dedicated spaces at each campus to serve as Family Resource Centers. Centers will have teams dedicated to supporting families by providing valuable resources to ensure our students are academically and socio-emotionally ready for school. The center will provide essential resources to ensure students are ready for school daily. In addition, they will support every family in our district by offering a range of services, including social-emotional classes, technology assistance, second-language learning, workshops for both parents and students, and guidance through the school system, and so much more. Our centers will also provide additional services to our foster and homeless youth and their families. To strengthen this effort, the district will allocate resources, materials, and personnel to ensure each site is equipped to meet the unique needs of its community. Additionally, SUHSD will establish a District Community Collaborative that unites community agencies, partners, and internal services to provide aligned, comprehensive wraparound supports. This initiative will be grounded in the four CCSPP pillars: integrated student support, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities.	$6,434,995.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, all students, particularly SED, EL, and Hispanic students at Mount Toro, will demonstrate growth in ELA and Math as measured by CAASPP test results and local benchmark assessments, and CCI: All students, EL, Hispanic, LTEL, SED, Suspension: All Students, Hispanic, SED. Equity Multiplier funding will be used to provide evidence-based services and support for students at Mount Toro High School.	Equity Multiplier Focus 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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2024 Dashboard data revealed the ongoing need to support graduation and college and career readiness across the District, with a specific focus on SED, Hispanic, and EL students at Mount Toro High School, one of our Equity Multiplier school sites. This need aligns with feedback from educational partners, particularly the request for continuous instructional support for English Language Arts (ELA) and English Language Development (ELD). We aim to enhance ELA performance through our outlined goals and will measure progress using CAASPP ELA results, as well as CA Dashboard Graduation and College and Career rates, with a focus on specific student groups."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4 Student Achievement: English Language Arts CAASPP Test: Distance from Meeting Standards	2023 ELA SBAC • ALL 137.9 points below standard • HIS 137.9 below	2024 ELA SBAC • ALL 108.4 points below standard	2025 ELA SBAC • ALL 108.5 points below standard	• 128.9 points below standard	+29.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	:	• SED 139.3 points below standard • EL: No data (too few students to record)	• HIS 108.4 below • SED 99.7 below • EL: 130.4 below	• HIS 104.5 below • SED 108.5 below • EL: 128.7 below		
4.2	Priority 4 Student Achievement: Math CAASPP Test: Distance from Meeting Standards	2023 MATH SBAC • All 256.6 points below standard • HIS 256.6 below • SED 260.1 points below standard • EL: No data (too few students to record)	2024 MATH SBAC • ALL 196.7 points below standard • HIS 197.8 below • SED 200.3 below • EL: 195.7 below	2025 MATH SBAC • All 239.8 points below standard • HIS 239.8 below • SED 239.8 below • EL: 251.5 below	• All 247.6 points below standard	+16.8
4.3	Priority 8: Outcomes in a Broad Course of Study: CCI	• All 0.6% Prepared: • EL 0% Prepared: • Hispanic 0.6% Prepared • SED 0.6% Prepared	• All 0% Prepared: • EL 0% Prepared: • Hispanic 0% Prepared • SED 0% Prepared • LTEL 0% Prepared	• All 2.8% Prepared • Hispanic 3% Prepared • SED 2.9% Prepared Red: • EL 0% Prepared • LTEL 0% Prepared	• All 10% Prepared • EL 10% Prepared: • Hispanic 10% Prepared • SED10% Prepared • LTEL 10% Prepared	• All +2.2% Prepared: • EL 0% Prepared: • Hispanic +2.4% Prepared • SED +2.3% Prepared
4.4	Priority 5: Student Engagement: Chronic Absenteeism	• All 45.2%	• All 48.5%	• All 48.7%	• All 42.2%	• All +3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Priority 4: Student Achievement: English Learner Progress Indicator (ELPI)	• 32.8% making progress	• 56.3% making progress	• 42.5% making progress Red: • EL 42.5% • LTEL 40.6%	• 45% making progress	+9.7%
4.6	Priority 5: Student Engagement: Graduation	MTHS • 60.4% All • 61.5% Hispanic • 60.5% SED • 65.6% EL	MTHS • 70.9% All • 70.8% Hispanic • 70.6% SED • 62% EL	MTHS • 83.2% All • 83.1% Hispanic • 82.9% SED • 82.6% EL	• All 69.4% • Hispanic 70.5% • SED 69.5% • EL 74.6%	MTHS • +22.8% All • +21.6% Hispanic • +22.4% SED • +17.0% EL
4.7	Priority 5: Student Engagement: Suspensions	MTHS .3% suspension rate for 2023	MTHS 2024 6.1% suspension rate Red • ALL 6.1% • Hispanic 6.3% • SED 6.6%	MTHS • 9% All Red • 9.3% Hispanic	• All: 5.0% • Hispanic 5.3% • SED 5.6%	Increased 8.7%
4.8	Priority 4: Student Achievement: Science			2025 Red • EL 30.9 Science Points	• EL 34 Science Points	

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.

During the 2025–26 school year, MTHS implemented the majority of Goal 4 actions as planned, with several modifications made in response to staffing constraints, budget realignments, and opportunities to better serve students through alternative delivery models. The actions under this goal collectively supported low-income, English Learner (EL), Long-Term English Learner (LTEL), and Latino students by expanding academic support, improving wellness and engagement, increasing access to literacy, and strengthening family and community connections. Where actions were modified or not fully implemented, resources were redirected to maximize impact for the targeted student populations. Overall, implementation reflected the school's ongoing commitment to equity, student belonging, and college and career readiness.

Actions Implemented as Planned
Actions 4.1, 4.3, 4.6, 4.7, 4.8, and 4.9 were implemented as planned.
Action 4.1 – Support for Academics, Wellness, and Student Engagement: MTHS hired an Assistant Principal to provide comprehensive support aligned with the school's focus, mission, and vision. This position addresses instructional and discipline goals, school safety, and the social-emotional needs of students, with a particular focus on low-income, EL, and Latino students to improve ELA and math competency and assist students in meeting graduation requirements. Additionally, a 1.0 FTE teacher was hired to provide students with opportunities to recover credits through Edgenuity.
Action 4.3 – Increase Literacy: MTHS developed a dedicated student library and reading space to expand access and student engagement, supporting literacy for all students, with a specific focus on LTELs. The mobile library serves as evidence of this commitment and has expanded opportunities for students to connect with books and reading throughout the school day.
Action 4.6 – Culturally Diverse Experiences and Interventions: MTHS provided culturally diverse programs grounded in trauma-informed practices, culturally rooted healing, and social-emotional learning. These programs were designed to accelerate positive student outcomes across the school's diverse student population.
Action 4.7 – Student Recognition and Engagement: Using the PBIS framework, MTHS implemented structured student recognition practices to enhance engagement and academic performance. Students were recognized for positive behavior, academic achievement, and participation, reinforcing a supportive and motivating school culture.
Action 4.8 – Staff Professional Development – ELD: MTHS partnered with the EL Achieve Consultant, who delivered professional development sessions focused on integrating Designated and Integrated ELD standards across all subject areas, building educator capacity to support EL schoolwide.
Action 4.9 – Outreach, Engagement, and Customer Service for Students and Families: MTHS hired an EL Clerk to provide dedicated support to families of EL and LTEL students, strengthening engagement strategies and improving communication between the school and its families.

Actions Implemented with Modifications
Action 4.2 – After-School Program: Literacy and Math: Rather than the originally planned after-school reading and math program, MTHS implemented extended learning opportunities during Spring intersession. This alternative model provided low-income, EL, and Latino students with targeted support to strengthen math and literacy skills in core classes and offered the opportunity to earn additional credits. The intersession format allowed for a concentrated, structured learning experience aligned with the intent of the original action.

Action 4.4 – Transportation for Chronic Absenteeism, Field Trips, and College Visits: MTHS provided transportation support for students with chronic absenteeism to improve attendance and access to school. In addition, students participated in college visits, community events, and field trips that offered real-world learning experiences, including museum access and opportunities to explore postsecondary pathways.
Action 4.5 – Extended Hours for ELD Support: Action 4.5 was implemented on a smaller scale than originally planned due to limited staffing availability. Extended hours for ELD support were provided where feasible, and the district will continue to assess staffing capacity to expand this service in future years.
Action 4.10 – Electives and Extra Period Sections: Action 4.10 was implemented on a modified schedule. MTHS offered one sixth-period option, providing students with additional access to courses to support graduation requirements and college and career readiness.
Action 4.11 – After-School Credit Recovery Materials and Supplies: Action 4.11 was implemented on a reduced scale, using a smaller portion of the allocated funding. Materials and supplies to support after-school credit recovery were provided within available resources.

Action Not Implemented
Action 4.12 – Increase College and Career Readiness Programming: Action 4.12 was not implemented during the 2025–26 school year. Funding originally allocated to this action was redirected to Action 4.7 (Student Recognition and Engagement) to maximize support for student motivation, participation, and academic achievement. The district will evaluate the reintegration of college- and career-readiness programming in the 2026–27 planning cycle.

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 following explains the material differences between budgeted and estimated actual expenditures for Goal 4 actions during the 2025–26 school year. In several cases, expenditures were lower than budgeted due to the strategic use of other categorical funding sources, salary savings, or reduced program scale; in other cases, funding was redirected to better serve the targeted student population.

Actions with No Material Budget Differences
Actions 4.3 and 4.8 were implemented with no material differences between budgeted and estimated actual expenditures.
Action 4.3 – Increase Literacy was fully implemented at an estimated actual expenditure of $65,000, consistent with the planned budget. The mobile library was established to support access to literacy for all students, with a focus on Long-Term English Learners (LTELs).
Action 4.4 – Transportation for Chronic Absenteeism, Field Trips, and College Visits: Estimated actual expenditures of $2,000 were expended as planned
Action 4.6 – Culturally Diverse Experiences and Interventions: Action 4.6 was budgeted at $10,758 and was fully expended.
Action 4.7 – Student Recognition and Engagement: Estimated actual expenditures were expended as planned.
Action 4.8 – Staff Professional Development – had no budgeted allocation for 2025–26; however, an estimated actual expenditure of $9,864 was incurred to support staff in implementing ELD standards and best instructional practices, including technology integration, continuing education, and innovative instructional strategies.
Action 4.10 – Electives and Extra Period Sections: Action 4.10 was budgeted at $50,000 and was fully expended.
Action 4.11 – After-School Credit Recovery Materials and Supplies: Action 4.11 was budgeted at $9,673 and was fully expended.

Actions with Material Budget Differences

Action 4.1 – Support for Academics, Wellness, and Student Engagement: Action 4.1 was budgeted at $426,319; however, estimated actual expenditures were $230,076. The difference of approximately $196,243 was due to lower-than-anticipated salary costs among hired employees.
Action 4.2 – After-School Program: Literacy and Math: Action 4.2 was budgeted at $30,000; however, estimated actual expenditures were $20,000. The reduction reflects the use of other categorical funding as the primary source of support for extended learning opportunities, resulting in lower expenditures from this action.
Action 4.5 – Extended Hours for ELD Support: Action 4.5 was budgeted at $18,000; however, estimated actual expenditures were $7,815. The significant reduction reflects prioritizing other categorical funding sources to cover extended ELD support, thereby limiting the draw on Equity Multiplier funds for this action.
Action 4.9 – Outreach, Engagement, and Customer Service for Students and Families: Action 4.9 was partially implemented due to a position vacancy during the fall semester. As a result, estimated actual expenditures were lower than budgeted, reflecting the period during which the EL Clerk position remained unfilled.
Action 4.12 – Increase College and Career Readiness Programming: Action 4.12 was not implemented during the 2025–26 school year. The funding allocated to this action was redirected to Action 4.7 to expand student recognition and engagement supports through the PBIS framework.

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

The actions implemented under Goal 4 during the 2025–26 school year demonstrated meaningful progress across all three focus areas — academics and instruction, school climate and wellness, and college and career readiness — as reflected in improved outcomes for MTHS students on the California School Dashboard and in local performance data.

Actions 4.1–4.5 and 4.8 | Focus: Academics and Instruction
Effectiveness: Effective
Actions focused on academics and instruction were effective in improving outcomes for students at MTHS. The graduation rate for All Students increased by 12.2 percentage points, bringing the school's overall graduation rate to 83.2%. This growth reflects the combined impact of expanded academic support staffing, credit recovery opportunities, extended learning, literacy development, ELD services, and professional development for staff.
On the California School Dashboard, student subgroups including English Learners (EL), Hispanic students, Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD) all performed at the Green level, indicating strong progress relative to both the prior year and the statewide standard. These results demonstrate that targeted, equity-focused investments in instruction and student support are yielding measurable gains for historically underserved student groups.

Actions 4.6, 4.7, and 4.9 | Focus: PBIS, Wellness, and School Safety
Effectiveness: Effective
Actions focused on school climate, wellness, and safety were effective in reducing disciplinary incidents and improving the overall school environment at MTHS. The suspension rate decreased by 2.9 percentage points, reflecting the positive impact of PBIS implementation, culturally responsive intervention programs, student recognition initiatives, and strengthened family engagement through the EL Clerk position.

On the California School Dashboard, student subgroups, including EL, LTEL, and SED, showed improvement in suspension outcomes, moving to the Orange performance level. In contrast, SWD students moved to the Yellow performance level. Although these subgroups have not yet reached the Green level, the upward movement across all groups reflects meaningful progress. It affirms the continued need for targeted wellness and behavioral supports at MTHS.

Actions 4.10–4.12 | Focus: College and Career Readiness
Effectiveness: Effective
Actions focused on college and career readiness were effective in expanding access to postsecondary pathways for MTHS students. The percentage of students meeting the College and Career Indicator increased by 2.8 percentage points, reflecting the impact of expanded course offerings, additional instructional periods, and credit recovery opportunities.
On the California School Dashboard, the overall student population at MTHS moved to the Orange performance level on the College and Career Indicator. Hispanic students and Socioeconomically Disadvantaged (SED) students also moved to the Orange performance level, demonstrating progress for key equity-focused subgroups. The district will continue to build on this momentum in Year Three by expanding college and career readiness programming, including the reinstatement of Action 4.12, to close opportunity gaps for targeted student populations further.

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 a review of Year 2 implementation data, California School Dashboard outcomes, and educational partner input, MTHS will carry forward the majority of Goal 4 actions with continued or enhanced focus, while making targeted modifications to several actions to better address persistent areas of need — particularly chronic absenteeism, suspension rates, ELD delivery, and college and career readiness for English Learner and Long-Term English Learner students. Metric 4.8 was added due to low performance (red) on the Science Indicator for English Learners.

Changes to the Goal Statement
No changes were made to the goal statement. The current goal continues to address the identified needs of low-income, English Learner, Long-Term English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups at MTHS.

Changes to Metrics and Target Outcomes
Year 2 outcome data has been entered for all metrics. Based on the exceptional progress demonstrated in Metric 4.6 (Graduation Rate), where MTHS surpassed the Year 3 target two years ahead of schedule — with All Students reaching 83.2% compared to a Year 3 target of 69.4% — the target for this metric will be revised upward to reflect continued ambition and align with actual school progress. No other metric targets have been changed at this time, though the district will continue to closely monitor Metric 4.4 (Chronic Absenteeism) and Metric 4.7 (Suspension Rate), both of which have moved away from their Year 3 targets and require strengthened interventions in the coming year.

Actions Continuing Without Significant Changes
Actions 4.1, 4.3, 4.6, 4.7, 4.8, and 4.11 will continue as planned, with no significant changes to their design or delivery.
Action 4.1 – Support for Academics, Wellness, and Student Engagement will continue to fund the Assistant Principal position, the 1.0 FTE Edgenuity credit recovery teacher, and classified support staff who provide direct services to student subgroups, including English Learners,

LTELs, teen parents, Students with Disabilities, and Socioeconomically Disadvantaged students. These supports remain central to MTHS's strategy for improving academic achievement, graduation outcomes, and student well-being.
Action 4.3 – Increase Literacy will continue to develop and expand dedicated student library and reading exchange spaces, with an ongoing focus on supporting LTEL students through the mobile library.
Action 4.6 – Culturally Diverse Experiences and Interventions will continue to provide culturally relevant student activities, guest speakers, and support groups grounded in trauma-informed practices, with the goal of supporting and reflecting the diverse student population at MTHS.
Action 4.7 – Student Recognition and Engagement will continue to fund PBIS-aligned student recognition efforts, including expanded "Be MORE" incentives such as Toro plush items, school supplies, bulletin boards, and school signage to promote positive behavior, engagement, and academic achievement.
Action 4.8 – Staff Professional Development – ELD will continue to provide professional development to support staff in implementing ELD standards across all subject areas, with opportunities for staff to attend conferences focused on technology integration, continuing education, and innovative school models.
Action 4.11 – After-School Credit Recovery Materials and Supplies will continue to fund materials and supplies that support after-school programming and extended learning opportunities for students.

Actions Modified for the Coming Year
Action 4.2 – After-School Program: Literacy and Math has been modified to reflect the delivery model used in Year 2. Rather than a traditional after-school program format, MTHS will continue to offer reading and math interventions through extended learning opportunities that better align with students' scheduling and participation patterns.
Action 4.4 – Transportation for chronic absenteeism, field trips, and college visits will continue to support transportation for college visits, community events, and field trips; however, the funding allocated to this action will be reduced for the coming year. Given that chronic absenteeism has not improved and has slightly increased over two years (from 45.2% at baseline to 48.7% in Year 2), MTHS will pursue complementary strategies — including strengthened family outreach through Action 4.9 — to better address attendance barriers.
Action 4.5 – Extended Hours for ELD Support has been restructured for Year 3. Rather than providing general extended hours, this action will shift to targeted extended learning opportunities for EL and LTEL students, using evidence-based strategies including Student Success Team (SST) supports, note-taking skill development, and structured reading skill instruction to strengthen reading, writing, speaking, and listening, and improve English language proficiency. This change reflects the Year 2 data, which show that EL and LTEL students remain at 0% on the College and Career Indicator and that the ELPI rate declined from Year 1 to Year 2, signaling the need for a more structured and intentional delivery model.
Action 4.9 – Outreach, Engagement, and Customer Service for Students and Families has been expanded in scope for Year 3. The 1.0 FTE EL Clerk position will be fully sustained and will provide direct services to a broader range of student subgroups, including EL, LTELs, teen parents, and SWD. This expanded focus reflects the need for more consistent and comprehensive family engagement, particularly given the rising rate of chronic absenteeism.
Action 4.10 – Electives and extra period sections has been expanded to include additional extended learning structures. In addition to the three extra-period contracts, this action will now explicitly support winter intersession, spring intervention, and Saturday school programs to increase access to credit-recovery and academic-enrichment opportunities for students at risk of failing to meet graduation requirements.
Action 4.12 – Increase College and Career Readiness Programming is reinstated for Year 3 after not being implemented in Year 2. This action will incorporate additional funding sources, including an Extra Work Agreement (EWA) to support job placement services and post-

secondary planning. The reinstatement of this action directly responds to Year 2 data showing that EL and LTEL students remain at 0% on the College and Career Indicator, and that overall CCI performance (2.8%) remains well below the Year 3 target of 10%.

These revisions reflect MTHS's commitment to strengthening implementation fidelity, addressing data-identified gaps, and ensuring that all students, particularly those from historically underserved subgroups, have equitable access to the academic, social-emotional, and postsecondary supports they need to thrive.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for academics, wellness and student engagement	SUHSD will hire additional support staff in order for MTHS to implement a comprehensive support strategy to improve academic achievement, graduation outcomes, and student well-being, particularly for low-income, English Learner (EL), and Latino students.	$221,192.00	No
4.2	After-school Program Literacy and Math	Offer an after-school program at Mount Toro High School for students who are below grade level in English Language Arts (ELA) and Math. This program will focus on enhancing math skills, literacy skills, and improving English language proficiency based on individual student requirements. It will prioritize assistance for low-income students, English Learners (EL/LTELs), and Latino students. This action would include hiring academic tutors to support and providing classes and support before and after school, and on Saturdays. After-School Program: Literacy and Math has been modified to reflect the delivery model used in Year 2. Rather than a traditional after-school program format, MTHS will continue to offer reading and math interventions through extended learning opportunities that better align with students' scheduling and participation patterns.	$75,000.00	No
4.3	Increase Literacy	SUHSD will develop a space dedicated for a student library/reading location/exchange to increase access and student engagement to support literacy for all students, specifically Long-term English Learners at Mount Toro High School.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Transportation for Chronic Absenteeism, field trips/college visits	Maintain the school van to support Mount Toro High School students in attending college visits, community events, and field trips. This vehicle will help reduce chronic absenteeism due to transportation issues, by allowing intervention and outreach staff to directly support regular attendance.	$15,000.00	No
4.5	Extended Hours for ELD Support	Mount Toro High School will offer extended support hours, before and after school, specifically designed for EL and LTEL students, focusing on enhancing their English Language development and proficiency. Rather than providing general extended hours, this action will shift to targeted extended learning opportunities for EL and LTEL students, using evidence-based strategies including Student Success Team (SST) supports, note-taking skill development, and structured reading skill instruction to strengthen reading, writing, speaking, and listening, and improve English language proficiency.	$30,000.00	No
4.6	Culturally Diverse Experience and Interventions	To enhance access to culturally diverse experiences and develop career and community ready skills, Mount Toro High School will provide activities and speakers to students. This action reflects the intention to provide culturally relevant intervention strategies to support and reflect the students served at the school.	$30,000.00	No
4.7	Student Recognition and Engagement	SUHSD will enhance the frequency and quality of student recognition at Mount Toro High School. This action will improve student engagement and academic performance by validating student participation, positive behavior, and academic achievements through the purchase of materials and equipment to support student recognition.	$55,000.00	No
4.8	Staff Professional Development-ELD	Provide ongoing professional development to support staff in effectively implementing English Language Development (ELD) standards, with a focus on integration across all content areas and in the continuation school	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		context. This includes supplemental site-based training in addition to districtwide ELD PD. Staff will also attend external conferences focused on innovative instructional practices, technology integration, and strategies tailored to continuation and alternative education settings.		
4.9	Outreach, Engagement and Customer Service for students and families	To provide more direct support to English Learner/LTEL students and their families by increased and improved engagement strategies. Mount Toro funding will increase the current 0.5 FTE EL Clerk position to a 1.0 FTE position for outreach and improved customer service.	$87,807.00	No
4.10	Electives and Extra Period Sections	SUHSD will fund three additional sections to enhance the core and elective offerings to increase graduation and college/career readiness by providing additional staffing at Mount Toro High School. In Year 2, this action will now explicitly support winter intersession, spring intervention, and Saturday school.	$100,001.00	No
4.11	After School Credit Recovery Materials and Supplies	To enhance the capacity, quality, and frequency of after-school programs, addressing chronic absenteeism and providing opportunities for credit recovery, SUHSD will allocate funding to purchase additional materials and supplies, providing the supplemental resources.	$15,000.00	No
4.12	Increase College and Career Readiness programming	SUHSD will increase graduation rates and post-secondary options by expanding college and career readiness programming through the hourly support of a Job Placement Specialist.	$5,635.00	No
4.13	Indirect Cost oversight of additional programs and extended learning	A percentage approved by the CDE to help cover management expenses that support the overall operation of the goals and actions as stated.	$31,369.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, all students, particularly SED, EL, and Hispanic students at El Puente, will demonstrate growth in ELA and Math as measured by CAASPP test results and local benchmark assessments, as well as CCI: All students, EL, Hispanic, LTEL, SED; CHRO: All Students, Hispanic. El Puente School will also use Equity Multiplier funds to enhance the educational offerings at the school by increasing the instructional staff, support staff, and resources to better serve the academic and socio-emotional needs of its students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An analysis of 2023 site data showed the need to build additional support structures for students at El Puente School. Utilizing input from various stakeholder surveys and meets, it has been determined that there is a need to increase academic interventions and transportation services. These increased interventions and services will be progress monitored using credit completion and attendance data, as well as CTE enrollment and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Student Engagement EPS Graduation Rate	2023 Cohort Graduation Rate: • All 28.6% • EL 27.6% • LTEL 28.1% • HI 28% • SED 28.3%	2024 Cohort Graduation Rate: • All 30.7% • EL 25% • LTEL 28.1% • HI 31.3%	2025Cohort Graduation Rate: • All 66.2% Red • HI 65.5% • EL 57.6%	2027 Cohort Graduation Rate: • All 43.6% • EL 43.6% • LTEL 46.6 • HI 43.6% • SED 43.6%	• All +37.6% • EL +30% • LTEL: 32.3% • HI +37.5% • SED +37.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SED 30.3%	• LTEL 60.4% • SED 66%		
5.2	Priority 4 Student Achievement: ELA DfM on SBAC	2023 ELA SBAC • All 103.9 points below standard • HI 97.2 points below standard • SED 97.4 points below standard	2024 ELA SBAC • All 22.8 points below standard • HI 30.3 points below standard • SED 26.9 points below standard	2025ELA SBAC • All 26.7points below standard • HI 33.4points below standard • SED 31.4 points below standard	2027 ELA SBAC • 73.9 points below standard • HI 70.9 points below standard • SED 70.9 points below standard	All +77.2 HI +66.9 SED +66
5.3	Priority 4 Student Achievement: Math DfM on SBAC	2023 MATH SBAC • All 198.1 points below standard • HI 197.2 points below standard • SED 194.9 points below standard	2024 MATH SBAC • All 145.4 points below standard • HI 153.1 points below standard • SED 140.9 points below standard	2025 MATH SBAC • All 169.4 points below standard Red: • HI 174.6points below standard • SED 176 points below standard	2027 MATH SBAC • All 168.1 points below standard • HI 168.1points below standard • SED 168.1 points below standard	All +28.7 HI +22.6 SED +18.9
5.4	Priority 8: Outcomes in a Broad Course of Study: CCI	• All 3.2% Prepared: Very low • EL 0% Prepared: Very low	• All 0.5% Prepared: Very low • EL 0% Prepared: Very low	• All 8% Prepared: Very low • EL 2% Prepared: Very low	• All 12% Prepared: Very low • EL 12.% Prepared: Very low	• All +4.8% • EL +2% • LTEL 0% • HI +6.6% • SED +6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• LTEL 0% • HI 0.5% • SED 0.5%	• LTEL 0% • HI 0.5% • SED 0.5%	• HI 7.1% • SED.4% Red: • LTEL 0%	• LTEL 12% • HI 12% • SED12%	
5.5	Priority 5: Student Engagement: Chronic Absenteeism	• All 45.2% • HI 45.2%	• All 56.7% • HI 56.7%	• All 42.1% (no color) • HI 44.4% (no color)	• All 30.2% • HI 30.2%	All +18.3% HI +18.8%
5.6	Priority 4: Student Achievement: ELPI			2025 Red: • All 32.3% • EL 32.3% • LTEL 35.5%	• All 35% • EL 35% • LTEL 39%	
5.7	Priority 4: Student Achievement: Science			• EL 34.7 Science Points	EL 37 Science Points	

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.

During the 2025–2026 school year, El Puente School (EPS) successfully implemented the majority of actions outlined under Goal 5. Most actions were fully carried out as planned, one was partially implemented due to site-level infrastructure constraints, and one was not implemented at the site level.

Fully Implemented Actions
The majority of Goal 5 actions were fully implemented, reflecting a strong commitment to student support across academic, social-emotional, and extended learning domains. EPS hired a full-time social worker to provide dedicated social-emotional support (Action 5.3) and added a full-time clerk to coordinate student services and maintain accurate data tracking systems (Action 5.5). A Wellness Clerk position was also successfully filled (Action 5.10), and technology resources were expanded through the purchase of touch-screen Chromebooks and calculators for student use (Action 5.11).
Extended learning opportunities were fully implemented and significantly expanded through Actions 5.4, 5.7, and 5.8. Daily credit recovery activities grew from a small EPS staff effort into a robust team of 14 educators supporting students before and after school. Additional course

sections were offered through 0-Period, X-Period, and Y-Period scheduling, enabling students to enroll in eleven additional core classes and electives, including Music Appreciation and Percussion, as well as hybrid tutorial sessions from 4:00–5:30 p.m. to increase scheduling flexibility. Student and parent engagement was fully supported through Actions 5.2 and 5.9, which funded college-focused field trips, enrichment activities, and school-wide recognition programs such as "Student of the Month" and "Teacher of the Month." Intervention supports (Actions 5.12 and 5.13) were also fully implemented, with added staff to coordinate tiered services and maintain a structured student outcome data system.

Partially Implemented Action
Action 5.1, which planned for a 1.0 FTE Math Teacher/Instructional Coach, was only partially implemented due to a lack of available physical workspace at the EPS site. While some instructional coaching services were provided through existing staff, the absence of dedicated office and classroom space significantly limited the district's ability to implement this action at the intended scale. This infrastructure gap remains an ongoing barrier to expanding services that directly support unduplicated pupils in academic recovery, engagement, and social-emotional development.

Action Not Implemented at Site Level
Action 5.6 (Restorative Practices to Increase Attendance) was designated as a District Office action and was not implemented at the site level during this reporting period.
Overall, the 2025–2026 school year demonstrated meaningful progress at El Puente School, with the vast majority of planned actions fully realized. Expanded staffing, enriched learning opportunities, and strengthened intervention systems reflect the site's dedication to serving its students, even as the ongoing challenge of limited physical space continues to constrain full implementation of all intended supports.

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.

While El Puente School made meaningful progress in implementing the actions outlined under Goal 5, several actions resulted in unexpended equity multiplier funds due to staffing transitions, delayed hiring, and site-level infrastructure constraints. The following provides an explanation of material differences between budgeted and estimated actual expenditures for the 2025–2026 school year.

Actions with No Material Budget Differences
Actions 5.3, 5.5, 5.7, and 5.9 were implemented as planned, with equity multiplier funds fully utilized as budgeted. EPS successfully hired and retained a full-time Social Worker (Action 5.3) and a full-time clerk to coordinate student services and maintain accurate data tracking systems (Action 5.5). Credit Hunt after-school programs (Action 5.7) were funded with 58% from the equity multiplier and 42% from other site sources, including Title I, CSI, and LCFF, with CSI funding supporting partial Credit Hunt offerings and Prop 28 funds supporting electives and arts. Extended learning materials and supplies (Action 5.9) were fully expended to support enrichment-based field trips, academic tutoring, PBIS recognitions, and student activities.

Actions with Material Budget Differences
Action 5.1 – Instructional Coaching and Professional Development (~$40,000 unexpended):

Approximately $20,000 in equity multiplier funds was used to hire a Core Content Teacher in Math, and approximately $30,000 was directed toward professional development and external conferences. However, the planned hiring of an instructional coach was not implemented due to a lack of available office and classroom space at the site, resulting in approximately $40,000 in unexpended equity multiplier funds.

Action 5.2 – Support for Student and Parent Engagement (~$169,015 unexpended):
While the Intervention Specialist's extra work agreements were fully expended, the Assistant Principal commenced duties during the second semester rather than at the start of the school year. As a result, only a portion of the equity multiplier funds allocated for that position was used, leaving approximately $90,000 unexpended due to delayed staffing.

Action 5.4 – Extended Learning Supports (~20,000 unexpended):
Extra work agreements for office staff were partially funded using equity multiplier funds, supplemented by additional site resources. Approximately $10,000 in equity multiplier funds remained unexpended from this action.

Action 5.8 – Additional Sections for Electives and Credit Recovery (~$25,000 unexpended):
Extra-period contracts and extra-work agreements to expand elective courses and credit recovery were successfully implemented and supplemented with alternative budget sources. Approximately $25,000 in equity multiplier funds remained unexpended from this allocation.

Action 5.10 – Wellness Clerk (~$60,000 unexpended):

EPS successfully hired a full-time Wellness Clerk to strengthen tiered academic and social-emotional supports. However, as personnel transitioned to alternative positions within the district during the year, approximately $60,000 in equity multiplier funds remained unexpended.

Action 5.11 – Educational Technology for Hybrid Learning (~$125,000 unexpended):
Approximately 60% of the allocated equity multiplier funds were used to procure technology and software licenses to improve digital and hybrid learning. Approximately $125,000 in funds remained unexpended as technology procurement was partially offset by shared costs with another site.

Action 5.12 – Intervention Specialist for Tiered Supports (Fully Expended):
EPS successfully hired an Intervention Specialist to strengthen Tier I through Tier III supports, and the equity multiplier funds allocated for this position were fully utilized.

Action 5.13 – Intervention and Supplemental Instructional Materials (~$20,000 unexpended):
Action was fully implemented; however, alternative budget sources covered all expenses. Approximately $20,000 in equity multiplier funds remained unexpended from this allocation.

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

El Puente School used a three-point rating scale to evaluate the effectiveness of Goal 5 actions in achieving articulated outcomes, based on an analysis of both educational partner input and student performance metrics: 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. A review of Year 2 data across all five metrics demonstrates that the implemented actions were effective in advancing student outcomes, with

notable gains in graduation rates, academic achievement, and course completion, alongside an area of continued concern: chronic absenteeism.

Rating: 3 – Effective
Metric 5.1 (Priority 5 – Student Engagement) and Metric 5.4 (Priority 8 – Outcomes in a Broad Course of Study)
Supported by Actions 5.1–5.3 and 5.7–5.12
Actions 5.1 through 5.3 and 5.7 through 5.12 were effective in advancing student engagement and broadening access to a comprehensive course of study. Metric 5.1 showed significant progress in student engagement through graduation rates: EPS Year 2 graduation rates increased by 37.65% for all students, 30% for English Learners (ELs), 32.3% for Long-Term English Learners (LTELs), 37.5% for Hispanic students, and 37.7% for Socioeconomically Disadvantaged (SED) students. Notably, the overall EPS graduation rate rose from a baseline of 28.6% to 66.2%, a gain of +37.6 percentage points. Metric 5.4 also demonstrated effectiveness, with outcomes in a broad course of study improving across all groups: all students increased by 4.8%, ELs by 2%, Hispanic students by 6.6%, and SED students by 6.9%. These gains reflect the cumulative impact of expanded staffing, extended learning opportunities, credit recovery programming, and enriched elective offerings.

Rating: 3 – Effective
Metric 5.2 (Priority 4 – Student Achievement: ELA on SBAC) and Metric 5.3 (Priority 4 – Student Achievement: Math on SBAC)
Supported by Actions 5.1 and 5.7
Actions 5.1 and 5.7 were effective in improving academic achievement in both ELA and Mathematics. EPS SBAC data reflects a 77.2-point increase in ELA and a 28.7-point increase in Math, representing meaningful growth from the baseline year. Professional development for instructional staff (Action 5.1) and the Credit Hunt extended learning program (Action 5.7) contributed directly to strengthening students' academic skills and their ability to demonstrate proficiency on state assessments. These gains affirm that targeted instructional supports and expanded learning time are producing measurable improvements in student achievement.

Rating: 3 – Effective
Metric 5.5 (Priority 5 – Student Engagement: Chronic Absenteeism)
Supported by Actions 5.2, 5.3, 5.5, and 5.12
Actions 5.2, 5.3, 5.5, and 5.12 were effective in the context of EPS's unique student population, though chronic absenteeism remains a significant concern. While the rate decreased from a baseline of 45.2% to 42.1% — a difference of 3.1 percentage points overall, with Hispanic students decreasing from 45.2 to 44.4 a 08.8%; it is important to note that EPS serves a high-need population with complex barriers to regular attendance, including housing instability, employment obligations, and credit recovery needs. The social-emotional supports provided by the Social Worker (Action 5.3), expanded intervention coordination (Actions 5.2 and 5.12), and postsecondary planning supports (Action 5.5) have helped maintain student connection to school and contributed to the significant graduation rate gains observed in Metric 5.1. Continued and intensified focus on attendance-specific interventions will be a priority in Year 3 to address the persistent gap in this metric.

Summary
Across all five metrics, Year 2 outcomes demonstrate significant growth from baseline, particularly in Metric 5.1, where the EPS graduation rate rose from 28.6% to 66.2% (+37.6%), and in Metric 5.2, where ELA SBAC scores improved by 77.2 points. While all indicators show

upward trends in academic achievement and course completion, Metric 5.5 shows chronic absenteeism decreased from 45.2% to 44.4% (a 0.8-point decrease), underscoring the need for continued, targeted attendance supports as EPS moves into Year 3.

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 a review of Year 2 implementation data, educational partner feedback, and student outcome trends, El Puente School has made targeted revisions to several actions for the 2026–2027 school year. The overall goal, and target outcomes remain unchanged, but metrics 5.6 and 5.7 were added based on low performance (red) on the ELPI (ALL, EL, LTEL) and the new Science Indicator (EL). The following changes reflect a deepened commitment to expanding staffing capacity, strengthening tiered supports, and addressing persistent challenges in attendance and student engagement.

Actions with Changes for 2026–2027
Action 5.1 – Instructional Coaching and Professional Development (Revised)
El Puente School plans to hire additional staff and an instructional coach, and to provide professional development opportunities, including external conferences, to build a socially inclusive, emotionally supportive, and academically prepared instructional team. These initiatives aim to strengthen instruction and expand support for English Learners (ELs), Students with Disabilities (SWDs), Socioeconomically Disadvantaged (SED) students, and at-risk students in achieving college and career readiness. This action has been revised to prioritize hiring for the instructional coach position that was not filled in Year 2 due to space constraints, contingent on the availability of physical workspace at the site.

Action 5.2 – Support for Student and Parent Engagement, Extended Learning, and Student Activities (Revised)
To increase extended learning opportunities, college and career enrichment field trips, PBIS recognitions, school activities, parent engagement, home visits, and Link Crew activities, El Puente School will fund the current Intervention Specialist position through an extra period contract or extra work agreement (EWA) and increase the Assistant Principal position from 0.5 FTE to a full-time 1.0 FTE. This change reflects the delayed hiring from Year 2 and is intended to ensure that leadership capacity is in place at the start of the school year.

Action 5.3 – Student Services for Wellness and Mental Health (Revised)
To better support the mental health needs of students at El Puente School, SUHSD will hire a full-time Social Worker and a Wellness Clerk III. This action has been revised to add the Wellness Clerk III position, strengthening the site's capacity to provide integrated social-emotional and wellness supports.

Action 5.5 – Career and College Awareness, Planning, and Supports (Revised)
To enhance postsecondary planning, provide financial aid workshops, monitor student academic progress, and improve college readiness rates, El Puente School will hire a full-time counselor and a clerk, or offer an EWA to existing staff. This revision reflects the need for dedicated counseling capacity to sustain the college- and career-readiness gains demonstrated in Year 2.

Action 5.6 – Extended Learning for Credit Recovery and Student Engagement (Revised)
El Puente School will provide extended learning and student engagement opportunities, including college and career field trips and PBIS activities such as Link Crew, to increase student engagement, attendance, and graduation rates for identified student groups, including ELs,

LTELs, and SED students. These experiences will be integrated with advisory and counseling support to build college and career awareness and to re-engage students who are credit-deficient. This action has been revised to more explicitly connect extended learning opportunities with advisory and counseling structures, reflecting the need to address chronic absenteeism identified in Metric 5.5.

Action 5.9 – Full-Time Counseling and Clerk Support (New/Revised)
To reduce counselor workload and expand support for college- and career-enrichment field trips, school activities, parent engagement, and home visits, El Puente School will hire a full-time counselor. In addition, EPS will hire a full-time clerk to enhance Tier I through Tier III academic and social-emotional services for English Learners (ELs), Homeless Youth (HY), Students with Disabilities (SWDs), and HiSET students and their families. This action reflects a restructuring of support roles in response to Year 2 staffing transitions and the need for sustained, dedicated service coordination.

Action 5.12 – Intervention Specialist for Tiered Supports (Revised)
To better support Tier I through Tier III interventions, El Puente School will expand its intervention capacity by hiring a full-time and a part-time Intervention Specialist. This revision expands on the single specialist position funded in Year 2, in response to the volume of students requiring tiered academic and behavioral support.

Actions with No Changes for 2026–2027
Actions 5.4, 5.7, 5.8, 5.10, and 5.12 will continue as planned without substantive changes. Action 5.4 will continue expanding the availability of office staff to enhance social-emotional and academic support and increase parent engagement. Action 5.7 will continue funding extra-period contracts and EWAs to augment elective offerings and credit recovery opportunities. Action 5.8 will continue enhancing extended learning opportunities, enrichment field trips, tutoring, PBIS recognitions, and school activities through the purchase of materials and supplies.

Action 5.11 will continue to improve digital learning by procuring technology, software licenses, and audiovisual upgrades to support seamless presentation, collaboration, and hybrid learning. Action 5.12 will continue allocating funds for supplemental instructional materials to enhance classroom instruction and support teacher capacity across all classrooms. These actions were effective in Year 2 and will be sustained to continue building on demonstrated student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional coaching, professional development for differentiating	El Puente School plans to hire additional staff and an instructional coach, as well as provide professional development opportunities to develop staff to support students with academics and develop social skills in an inclusive and emotionally supportive learning environment. These initiatives aim to strengthen instruction and support English Learners (EL), Long-Term	$136,515.00	No

Action #	Title	Description	Total Funds	Contributing
	learning and engaging students	English Learners (LTELs) Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and at-risk students in achieving college and career readiness (CCI).		
5.2	Support for Student and Parent Engagement, Extended Learning and Student Activities	An increase of a full-time 1.0 FTE Assistant Principal position will coordinate and support increased extended learning opportunities, college and career readiness, and student and parent engagement. School programs and activities will include field trips, PBIS recognitions, student Link Crew activities, parent involvement opportunities, and home visits. El Puente School will fund additional intervention supports and activities through EWAs. These services and supports will increase graduation rates for all students, especially ELs, LTELs, Hispanic, SED.	$119,252.00	No
5.3	Student Services for Wellness and Mental Health	To better support the mental health care needs of students at El Puente School, SUHSD will maintain a full-time Social Worker and add an Wellnes Clerk to address the social-emotional needs of all students.	$175,829.00	No
5.4	Extended Learning supports to increase credit completion and attendance	El Puente School will continue the availability of office staff to support extended learning and related activities to account for recouping attendance and credits for all students, especially students who are Hispanic, ELs, LTELs, and SED.	$36,168.00	No
5.5	Career and College Awareness, Planning and Supports	To enhance postsecondary planning, monitor student academic progress, and improve college readiness rates, El Puente School will provide a full-time counselor and counseling clerk to deliver extensive, well-rounded services to all students, especially EL, LTEL, Hispanic, and SED students.	$210,303.00	No
5.6	Restorative Practices to increase Attendance	This action has been revised to more explicitly connect extended learning and student engagement opportunities, including college and career field trips and PBIS activities such as Link Crew, to increase student engagement, attendance, and graduation rates for identified student groups, including ELs, LTELs, and SED students. These experiences will	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		be integrated with advisory and counseling support to build college and career awareness and to re-engage students who are credit-deficient.		
5.7	Extended Learning for credit recovery and student engagement	El Puente School will provide extended learning opportunities and school activities. These initiatives aim to enhance student and parent engagement, improve school culture, and offer academic supports and credit recovery to support students in meeting graduation and attendance requirements, especially students who are EL, LTELs, SED, Hispanic.	$272,859.00	No
5.8	Additional sections for electives and credit recovery	In order to augment elective offerings and credit recovery opportunities at El Puente School, SUHSD will fund extra hours to staff to increase graduation rates for all students, especially EL, LTELs, SED and Hispanic.	$25,000.00	No
5.9	Extended Learning and Activities Materials and Supplies	To reduce counselor workload and expand support for college- and career-enrichment field trips, school activities, parent engagement, and home visits, El Puente School will hire a full-time counselor. In addition, EPS will hire a full-time clerk to enhance Tier I through Tier III academic and social-emotional services for English Learners (ELs), Youth in Transition (YIT), Students with Disabilities (SWDs), and HiSET students and their families.	$25,864.00	No
5.10	Wellness Clerk	El Puente School will hire a full-time clerk to track Tiered academic and health and wellness services for English Learners (EL), Youth in Transition (YIT), Students with Disabilities (SWD), and identified students and their families.	$72,584.00	No
5.11	Educational Technology for Hybrid Learning	El Puente School will improve the quality of digital learning by purchasing technology, software licenses and upgrading the audio-visual set-up in each classroom to allow for seamless presentation, collaboration, and hybrid learning.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.12	Intervention Specialist for Tiered Supports	To better support Tiered interventions with students, El Puente School will expand interventions specifically at Tier II provided by a designated intervention specialist to increase graduation rates for all students, especially students who are EL, LTEL, Hispanic, and/or SED.	$34,003.00	No
5.13	Intervention and Supplemental Instructional Materials	El Puente School will provide Tiered instructional supports within classroom instruction using supplemental instructional materials to differentiate instruction.	$0.00	No
5.14	Indirect Cost to Support the implementation and oversight of the goals/actions.	A percentage approved by the CDE to help cover management expenses that support the overall operation of the grant within the District.	$47,328.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, all students, and particularly low-income, Hispanic, and EL students, at Carr Lake CDS, will increase their graduation rate and college and career readiness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting graduation and college and career readiness throughout the District, but specifically for Hispanic, SED, and EL students, at Carr Lake CDS, one of our Equity Multiplier school sites. This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and ELD. We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results and CA Dashboard Graduation and College and Career rates, differentiated by student group.
The 2024 Dashboard data indicates an increase of 11.16% in suspensions for the 2023-2024 school year, which represents 69 students. Note that students attending a Community Day School are often placed as an expulsion or suspended expulsion, and enrollment during the 2023-2024 school year averaged 30 students at any given time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Semester Percent Grade Distribution	All: A: 35.9% B: 27.2% C: 9.8% D: 8.7% F: 10.9% NC: 5.4% Demographic information not reportable because of low numbers.	2023-2024 Grades All: A:62.5% B:25.0% D: 12.5%	2024-2025 Grades All: A:8.9% B:18.9% D: 22%	Percentage increase of A-C from 75% to 80% Demographic information not reportable because of low numbers.	All A -27% B -18.3% C -12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	STAR Reading: Average Distance from Meeting State Benchmark Standards	All: 128.8 below meeting standards Demographic information not reportable because of low numbers.	2023-2024 All: -104.1 below meeting standards Demographic information not reportable because of low numbers.	2024-2025 Not administered.	All: 100 below meeting standards Demographic information not reportable because of low numbers.	Demographic information not reportable because of low numbers.
6.3	Priority 5: School Climate: Suspension	2023 Dashboard Suspensions Blue-Declined 4.5% (66 students) with 0% suspended	2024 Dashboard Suspensions Red-11.6% with 69 students suspended HI 12.5% SED 11.3%	2025 Dashboard Suspensions Red All18.2% HI 19.6% SED 18.9%	All 10.6% HI 11.5% SED 10.3%	All +18.2 HI +19.6 SED +18.9

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.

In alignment with the Equity Multiplier goal for Carr Lake Community Day School, the site worked toward its three-year goal of increasing the graduation rate and college and career readiness for all students, with a particular focus on low-income, HI, and English Learner (EL) students.

Action 6.1 – Ongoing Support: Academic, Student Safety, and Operations was implemented as planned. An Assistant Principal (0.2 FTE) was hired to support instructional and discipline goals, school safety, and the social-emotional needs of students, with targeted support for low-income, EL, and Latino students to improve ELA and math competency and to assist students in meeting graduation requirements. Additional classified support staff were also hired to provide direct student services.

Action 6.2 – Extended Hours ELD Support was not implemented due to insufficient staffing. This gap represents a continued area of need for English Learner students at the site and should be addressed in planning for the coming year.

Action 6.3 – Student Engagement was implemented as planned. Using the Positive Behavioral Interventions and Supports (PBIS) framework, the site provided student recognition opportunities to enhance engagement and academic performance, rewarding student participation, positive behavior, and academic achievement.

Action 6.4 – College/Career Readiness and Reducing Absences was partially implemented. Categorical funding was utilized to support components of this action; however, full implementation was not achieved. Areas supported included efforts to connect students to college and career experiences and reduce chronic absenteeism.

Action 6.5 – Indirect Cost was implemented as planned, covering $2,561 in indirect costs associated with the grant's management and operation at the district level.

Overall, three of the five actions under Goal 6 were implemented as planned, one was partially implemented, and one was not implemented due to staffing challenges. The inability to implement Action 6.2 is a notable gap given the concentration of EL students at Carr Lake and the site's three-year goal. Moving into Year Three, the site should prioritize restoring ELD extended support and strengthening college- and career-readiness activities to maintain momentum toward the graduation and CCI targets.

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 following explains material differences between budgeted and estimated actual expenditures for Goal 6 actions during the 2025–26 school year, reflecting a range of variances attributable to salary savings, staffing limitations, expanded program needs, and cost-efficient alternatives to contracted services.

Action 6.1 – Ongoing Support: Academic, Student Safety, and Operations had a budgeted amount of $630; however, actual expenditures were $1,493, reflecting an increase in staffing needed to provide after-hours support for students.

Action 6.2 – Extended Hours ELD Support had a budgeted allocation of $30,000 for certificated EWAs; however, only $6,114 was expended, as this action was implemented in a limited capacity due to a lack of available staffing. This represents a material difference and a significant service gap for English Learner students at the site.

Action 6.3 – Student Engagement reflects expenditures exceeding the original budget. The original budget for materials and supplies was $15,000; actual expenditures totaled $25,000 using other funding sources. The increased spending was driven by expanded PBIS incentives and recognition materials used to reward student participation, positive behavior, and academic achievement.

Action 6.4 – College/Career Readiness and Reducing Absences had a combined budgeted amount of $26,299 (transportation and field trips); actual expenditures totaled approximately $21,000, reflecting a significant underspend. The cost reduction was primarily due to using the site van for college and career field trips instead of contracted bus transportation, which substantially lowered transportation costs.

Action 6.5 – Indirect Cost reflects an increase from the originally budgeted amount of $2,561 to an estimated actual of $1,018. This adjustment reflects the CDE-approved indirect cost rate applied to the revised actual expenditures across Goal 6 actions.

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

The following describes the effectiveness of each Goal 6 action in advancing progress toward Carr Lake Community Day School's three-year target of increasing graduation rates and college and career readiness for all students, with a focus on low-income, Hispanic, and English Learner students; results are mixed, with implementation gaps in critical areas tempering otherwise promising early signs of progress.

Action 6.1 – Ongoing Support: Academic, Student Safety, and Operations
Rating: 2 – Somewhat Effective
Metric: Suspension Rate (State Indicator 5)
This action was somewhat effective. The hiring of an Assistant Principal (0.2 FTE) and classified support staff provided structured adult support for students' academic, behavioral, and social-emotional needs. However, site-level data continues to show elevated suspension rates at Carr Lake, with an overall rate of 18.2% for All Students; significantly above the district average of 3.9%. While a sustained, focused effort to reduce suspensions among Hispanic and socioeconomically disadvantaged (SED) student subgroups is underway, the data indicate that progress remains insufficient and that more intensive, targeted behavioral interventions are needed. The partial implementation of staffing and the elevated suspension rate signal that this action, while moving in the right direction, has not yet produced meaningful reductions at the site level. Continued investment in restorative practices, PBIS fidelity, and administrative capacity will be essential in Year Three.

Action 6.2 – Extended Hours ELD Support
Rating: 1 – Not Effective
Metric: English Learner Progress (State Indicator 4) — No data available for this action
This action was ineffective because it was not implemented due to a lack of available staff. As a result, no measurable progress can be attributed to this action. The absence of extended ELD support is a significant gap given the concentration of EL and Long-Term English Learner (LTEL) students at Carr Lake and the site's three-year goal of reducing outcome disparities for this student group. The failure to implement this action in Year Two reinforces the urgent need to identify and secure qualified certificated staff to deliver targeted ELD intervention in Year Three.

Action 6.3 – Student Engagement
Rating: 2 – Somewhat Effective
Metric: Site Attendance Rate (Local Indicator 6)
This action was somewhat effective. Local site data indicate that attendance rates improved during the 2024–25 school year, reflecting increased student engagement with academics and positive behavior. The expanded use of PBIS recognition materials, including activities that reward participation, positive behavior, and academic achievement, appears to have contributed to students' stronger connection to the school environment. While this trend is encouraging, attendance data alone does not yet confirm sustained gains in academic performance. Continued PBIS implementation with fidelity and targeted outreach to chronically absent students, particularly among Hispanic and SED subgroups, will be important for maintaining and building on this momentum.

Action 6.4 – College/Career Readiness and Reducing Absences
Rating: 2 – Somewhat Effective
Metric: Site Attendance Rate; College and Career Indicator (State Indicator 8)

This action was partially implemented and is rated somewhat effective. Local site data indicate that students who participated in college and career field trips demonstrated higher attendance and greater participation in school activities, suggesting a positive correlation between access to real-world experiences and student engagement. The use of the site van in place of contracted buses reduced transportation barriers for students and enabled more frequent access to field trips, thereby supporting improved attendance and greater exposure to college and career pathways. However, because this action was only partially implemented using categorical funding, its full impact on college and career readiness, particularly for EL and SED students, could not be fully realized. A more comprehensive and consistently funded approach will be needed in Year Three to meaningfully advance progress toward the site's CCI goals.

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

The following describes changes made to Goal 6 actions for 2026–27, informed by a review of Year Two implementation data, California School Dashboard indicators, and educational partner feedback, with adjustments designed to address persistent gaps and strengthen outcomes for Carr Lake's highest-need students.

LCAP Goal 6 – Equity Multiplier (Carr Lake Community Day School)
Annual Reflection: Description of Changes for the Coming Year
Based on a review of site-level data, Dashboard indicators, implementation findings, and educational partner input, Carr Lake Community Day School is making the following changes to Goal 6 actions for 2026–27 to strengthen implementation and improve outcomes for low-income, Hispanic, and English Learner students.

Action 6.1 – Ongoing Support: Academic, Student Safety, and Operations
Action 6.1 is being expanded for Year Three. Carr Lake will continue funding a 0.2 FTE Assistant Principal to support instructional goals, student discipline, school safety, and the social-emotional needs of students, with a targeted focus on low-income, English Learner, and Latino students to improve ELA and math achievement and support progress toward graduation requirements, in alignment with the school's mission, vision, and instructional focus. In response to Year Two data showing elevated suspension rates and persistent academic gaps, the action has been strengthened to include data support for instructional coaches, the Instructional Leadership Team (ILT), and the administration, enabling more data-informed decision-making at the site level. Additionally, a classified Counseling Clerk position (one hour daily) will be funded to provide direct support to student services and help ensure students are connected to the resources and interventions they need to remain on track for graduation.

Action 6.2 – Extended Hours ELD Support
Action 6.2 was not implemented in Year Two because of a lack of qualified staff. In Year Three, Carr Lake will make a focused effort to restore this critical action by providing extended support hours specifically designed for English Learner (EL) and Long-Term English Learner (LTEL) students. These sessions will target English language development and proficiency through expanded learning opportunities and targeted tutorial support. Given that EL and LTEL students are among the priority subgroups for Goal 6 and that their progress toward English language proficiency remains insufficient, reinstating this action is essential to achieving the site's three-year outcomes. The prior ineffectiveness was operational; specifically, the site could not hire certificated staff, and it will proactively address staffing needs early in the planning cycle to ensure implementation.

Action 6.3 – Student Engagement
No significant changes are being made to Action 6.3. Carr Lake will continue providing student incentives and PBIS-aligned recognition activities to enhance school engagement and academic performance. The Year 2 data, indicating improved site attendance as a result of expanded recognition materials and structured engagement activities, support continuing this approach. The action will continue to focus on rewarding positive behavior, active participation, and academic achievement to build a school culture that fosters persistence and connection for Carr Lake's high-need student population.

Action 6.4 – College/Career Readiness and Reducing Absences
No significant changes are being made to Action 6.4; however, the site is reaffirming its commitment to full implementation in Year Three. Carr Lake will continue providing students with field trips, real-world career experiences, and access to community resources to strengthen college and career readiness. The school van will continue to serve as the primary means of transportation to reduce costs and remove barriers to participation, particularly for students who experience chronic absenteeism due to transportation challenges. Given that this action was only partially implemented in Year Two, the site will prioritize consistent, fully funded implementation to ensure that all students, especially EL, SED, and Hispanic students, have equitable access to college and career pathways.

Changes to Goal Statement and Metrics

No changes are being made to the overall goal statement for Year 3, as the three-year target of increasing graduation rates and college and career readiness for all students, with a focus on low-income, Hispanic, and English Learner students, remains an appropriate and necessary priority for Carr Lake. The existing metrics continue to provide relevant measures of progress toward this goal and will be maintained for the final year of the LCAP cycle.
Metric 6.2 – STAR Reading Assessment: Due to unforeseen circumstances, the STAR Reading assessment was not administered to students during the 2025–26 school year. Given the nature of the school, student enrollment and transfers are highly fluid throughout the year, making consistent administration and collection of assessment data challenging. As a result, the site does not have complete STAR Reading assessment data to report for 2025–26. During the 2026–27 school year, the site will continue to prioritize the administration of the STAR Reading assessment and make every effort to collect reliable data to monitor student progress and inform instructional planning. These revisions reflect the site’s commitment to using available evidence, addressing identified gaps, and strengthening implementation during Year 3 to achieve the outcomes established in the original three-year plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Ongoing Support Academic, Student Safety and Operations	Action 6.1 is being expanded for Year Three. A 0.2 FTE administrator will be assigned and dedicated support staff will focus on reducing suspensions, increasing student safety, and school operations, with a targeted focus on low-income, English Learner (EL), and Latino students.	$11,035.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, a classified Counseling Clerk position (one hour daily) will be funded to provide direct support to student services, helping ensure students are connected to the resources and interventions they need to remain on track for graduation.		
6.2	Extended hours ELD support	SUHSD will offer extended support hours at Carr Lake Community Day School specifically tailored for English Learner (EL/LTEL) students, targeting English language development and proficiency through expanded learning opportunities and targeted tutorial support.	$20,000.00	No
6.3	Student Engagement	In order to enhance school engagement, reduce suspensions, and improve academic performance, SUHSD will provide student incentives, activities, and fieldtrips to increase student engagement, positive behavior, and academic achievements.	$44,710.00	No
6.4	College/Career Readiness and Reduce Absences	In order to provide students with opportunities to enhance college and career readiness, by organizing field trips, offering real-life career experiences, and informing them about community resources. Carr Lake Community Day School will continue to maintain a van to facilitate these visits, and also to help reduce chronic absenteeism caused by transportation issues.	$26,853.00	No
6.5	Indirect Cost	A percentage approved by the CDE to help cover management expenses that support the overall operation of the grant within the District.	$4,381.00	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
$73,133,995	$9,254,611

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
38.880%	6.284%	$11,518,925.11	45.164%

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:** Professional Learning Communities **Need:** (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.	Professional Learning Communities are designed to provide time for teachers to unpack and identify essential standards, create formative assessments, and review formative assessment data disaggregated by student group to determine if students have met the standards or if they need additional intervention or enrichment. A district-wide focus on this will benefit first-time instruction in all content areas, specifically in ELA, Math, and	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA Data • CAASPP Math Data • CAST Science Data

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
	• All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard (Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups. • All 17.9% • SED 17.58% • EL 0.52% • SWD 2.5% • HY: 17.42% **Scope:** LEA-wide	Science, as measured by CAASPP and CAST scores. Although this action is designed to support ELs, SED, and FY students, we recognize that time to identify essential standards, develop common assessments and lessons, and disaggregate student test results will also benefit all students.	• STAR Reading Data • STAR Math Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Instruction **Need:** (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups. • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard (Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from the standard met with our student groups. • All 37.9 points below standard • SED 41.9 points below standard • EL 118.5 points below standard • SWD 112.6 points below standard • HY/FY 78.1 points below standard (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups. • All 102.8 points below standard	High-quality instruction begins with a guaranteed and viable curriculum and clear expectations of essential standards. This action is principally directed towards unduplicated pupils (SED, ELs, FY) by ensuring that the guaranteed curriculum and supplemental software/materials are specifically designed with embedded scaffolds and differentiated supports that address their documented academic and linguistic needs (e.g., foundational literacy gaps for ELs, access to grade-level content for SWD, and engagement for FY). This action will support district work that starts with teacher teams during the summer, who meet to determine the curriculum guides and district assessments for the year. Additionally, teaching teams meet to plan support and accommodations for our newcomer ELs. This work will provide a guaranteed curriculum for teachers across the district. Furthermore, this action will fund software licenses to support students in mastering essential standards in their content areas. Lastly, this action provides specific materials to support students in hands-on, engaging lessons in science that foster collaboration and discussion. Although this action is designed to support SED, ELs, and FY students, we recognize that ensuring a guaranteed curriculum and providing classroom software and materials will benefit all students.	Metrics that will be used to monitor the effectiveness of this action are the following: • STAR Reading Data • STAR Math Data • CAASPP ELA and Math Data • CAST Science Data

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:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard (Metric 1.15) STAR Math data from 2023-2024 shows a need to increase students' mathematics proficiency. The STAR Math data shows the following distance from the standard met with our student groups. • All 80.9 points below standards • SED 83.5 points below standards • EL 149.2 points below standards • SWD 168.5 points below standards • HY/FY104.5 points below standards (Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups. • All 17.9% • SED 17.58% • EL 0.52% • SWD 2.5% • HY 17.42% **Scope:** LEA-wide		
1.3	**Action:** Literacy	This action addresses a district-wide focus on literacy, specifically supporting ELs and SED	Metrics that will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups. • All: 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard (Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from the standard met with our student groups. • All 37.9 points below standard • SED 41.9 points below standard • EL 118.5 points below standard • SWD 112.6 points below standard • HY/FY 78.1 points below standard **Scope:** LEA-wide	students, who score significantly below standard in CAASPP and STAR Reading assessments. It funds reading intervention software for ELs and provides access to MyOn online libraries, enabling all students to access books on their computers at any time. Additionally, this action funds our Tier 2 reading intervention program licenses, which support students needing higher levels of reading intervention. Although this action is designed to support SED students and ELs, we recognize that supporting literacy across all content areas benefits all students as well.	of this action are the following: • STAR Reading Data • CAASPP ELA
1.4	**Action:** English Learners **Need:** Dashboard data showed the following: • EL: 89.7 points below standard in ELA	The action is principally designed to meet the need by tailoring the curriculum to seamlessly blend language development with content learning, fostering both academic and linguistic competencies in the following ways:	The following metrics will be used to monitor: • English Learner Proficiency Indicator (% of ELs making

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:142.6 points below standard in Math • EL: 60.6% graduation rate **Scope:** LEA-wide	• Provide targeted support, intervention, and extended learning opportunities for newcomers and LTELs • Guarantee that ELs have meaningful access to grade-level curriculum, empowering them to achieve high levels of English proficiency and mastery of academic standards • Recognize bilingualism and biliteracy as valuable skills, preparing ELs for success in a global, diverse, and multilingual world Although this action is designed to support EL students, we recognize that supporting literacy across all content areas benefits all students as well.	progress progress in English as measured by the English Language Proficiency Assessment for California (ELPAC) • Reclassification Rates of English Learners to English Proficient
1.5	**Action:** Red Indicator ELA (Technical Assistance) **Need:** (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs meeting standard in ELA in the following schools: ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of Hispanic, SED, and all students meeting standards in ELA at El Puente School. (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of Students with	This action addresses the need for training on the ELD standards to ensure the intentional planning of specific scaffolds to meet the needs of ELs in English Language Arts. Additionally, the district collaboratives will provide specific information and training on scaffolds that support SWDs and students who are dually identified as ELs and SWDs. Lastly, additional funding for after-school literacy interventions will be provided to ALL students, and EPS to support the increased literacy needs of SED and Hispanic students. Though principally directed for EL students, offering this action LEA-wide ensures a system of shared responsibility and impact, helping to close persistent achievement gaps at scale.	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA data at EPS for Hispanic, SED, and all students • CAASPP ELA data for EL student groups at ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide • CAASPP ELA data for SWD student groups at AHS, ESMS, EAHS, HMS,

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
	Disabilities meeting standards in ELA in the following schools: AHS, ESMS, EAHS, HMS, NSHS, RSJHS, and Districtwide. **Scope:** Schoolwide		NSHS, RSJHS, and Districtwide
1.6	**Action:** Red Indicator Math **Need:** (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of all students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS. (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of ELs meeting standards in the following schools: ESMS, EAHS, HMS, LPMS, RSJHS, WMS, and districtwide. (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of Hispanic students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS. (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of SED students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.	For ELs to access content standards, specific strategies and supports are needed. The Math Common Core standards require not only knowledge of mathematics but also literacy and academic language. By training all staff on the ELD standards, ELD scaffolds will be provided to help ELs understand their grade-level math standards. Additionally, many SWDs are dually identified as ELs, so these intentional scaffolds will also meet the needs of SWDs. Through the collaboratives, school site grade-level teams will disaggregate the data from district assessments, focusing on the specific areas of EL, SED, SWD, Hispanic, and AA students. This will allow educators to identify the specific needs of each student group and plan targeted interventions. Moreover, after-school mathematics tutorials will be provided at each site for all students to offer additional time and support, helping students to close the achievement gap in mathematics.	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP Math data for all students at EPS, EAHS, HMS, LPMS, and RSJHS. • CAASPP Math data for ELs at ESMS, EAHS, HMS, LPMS, RSJHS, WMS, and districtwide. • CAASPP Math data for Hispanic students at EPS, EAHS, HMS, LPMS, and RSJHS. • CAASPP Math data for SED students at EPS, EAHS, HMS, LPMS, and RSJHS.

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
	(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of SWDs meeting standards in the following schools: AHS, ESMS, EAHS, HMS, RSJHS, WMS, and Districtwide. (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of AA and HOM students meeting standards districtwide. **Scope:** Schoolwide		• CAASPP Math data for SWDs at AHS, ESMS, EAHS, HMS, RSJHS, WMS, and districtwide. • CAASPP Math data for AA students districtwide.
1.7	**Action:** Self-Contained Classes-Instructional Support **Need:** Students in the Functional Academic and Life Skills programs are primarily taking the Alternative Assessment, but we hope to increase student skill level to take the CAASPP and CAST. All metrics are used below because students are dually identified. (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups. • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard	High-quality instruction begins with a guaranteed and viable curriculum and clear expectations of essential standards and modified curriculum. This action will provide a supplemental curriculum for program teachers across the district. Furthermore, this action will fund software licenses to support students in mastering essential standards in their content areas. Lastly, this action provides specific materials to support students in hands-on, engaging lessons, and field trips that foster collaboration and discussion. Although this action is designed to support Students with Disabilities who are also SED, ELs, and FY, we recognize that ensuring standards-aligned curriculum and providing classroom software, materials, and field trips will benefit all students in the Special Day Class.	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA Data • CAASPP Math Data • CAST Science Data

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
	• SWD: 112.1 points below standard • HY: 68.3 points below standard • African American (AA): 95.1 points below standard (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard (Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups. • All 17.9% • SED 17.58% • EL 0.52 % • SWD 2.5% • HY 17.42% **Scope:** LEA-wide		
1.8	**Action:** Materials and Software Licenses for Students	This action will fund and give access to specific assessments, materials, software, and hardware	Metrics that will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from standard met with our student groups. • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • African American (AA): 95.1 points below standard (Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from standard met with our student groups. • All 37.9 points below standard • EL 118.5 points below standard • SPED 112.6 points below standard • HY/FY78.1 points below standard (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from standard met with our student groups. • All 102.8 points below standard • SED: 105.5 points below standard • EL: 142.6 points below standard	to support students with IEPs who may also be English learners, Foster Youth, and SED, and available for all students. This access will allow students to continue to learn the state standards in a variety of ways using adaptations necessary for diverse learners. While the tools will be available to all students, they are principally directed toward unduplicated pupils, as they include embedded supports such as language scaffolds, visual aids, and accessibility features to eliminate learning barriers and promote academic equity. Providing these supports across all schools allows the district to deliver a consistent standard of instructional access and intervention.	of this action are the following: • CAASPP ELA Data • CAASPP Math Data • CAST Science Data • STAR Reading Data • STAR Math Data • Staff Surveys

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
	• SWD: 167.8 points below standard • HY:131.9 points below standard • AA: 153.2 points below standard (Metric 1.15) STAR Math data from 2023-2024 shows a need to increase students mathematics proficiency. The STAR Math data shows the following distance from standard met with our student groups. • All 80.9 points below standard • EL 149.2 points below standard • SPED 168.5 points below standard • HY/FY104.5 points below standard (Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups. • All 17.9% • SED 17.58% • EL 0.52 % • SPED 2.5% • HY 17.42% **Scope:** LEA-wide		
1.9	**Action:** Technology **Need:**	This action funds access to academic interventions, credit recovery programs, and targeted instructional support designed to improve graduation outcomes, particularly for English Learners (ELs), Students with Disabilities (SWD),	Metrics that will be used to monitor the effectiveness of this action are the following:

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
	(Metric 1.1) SUHSD's 2023 graduation rate data indicates a need to increase the percentage of all students graduating, particularly EL and SED. SUHSD Cohort Graduation Rate: • All 82.4% • SED 81.9% • EL 60.6% EL- (Red) • SWD 59.7% • HY 70.8% (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from standard met with our student groups. • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from standard met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard	Socioeconomically Disadvantaged (SED), Homeless Youth, and African American (AA) students, each of whom shows significant performance gaps in meeting academic standards, as evidenced by CAASPP Math data. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard While this action is principally directed toward unduplicated pupils (ELs, SED, FY, SWD, and AA students), it is provided on an LEA-wide basis to ensure equitable access to high-quality interventions and consistent academic recovery systems across all schools.	• SUHSD Cohort Graduation Rate • CAASPP ELA Data • CAASPP Math Data • CAST Science Data

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
	• AA: 153.2 points below standard (Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups. • All 17.9% • SED 17.58% • EL 0.52 % • SPED 2.5% • HY 17.42% **Scope:** LEA-wide		
1.10	**Action:** Data Informed and Decision Making **Need:** • Lowest Dashboard performance for the following student groups: • HY: ELA and Math indicators • SWD: ELA, Math, and Graduation indicators • English Learners: ELA, Math, and Graduation indicators • African Americans: ELA, Math, and Suspension indicators • Foster Youth: Suspension indicators **Scope:**	The ability to track data by student groups is vital for identifying individual students who are underperforming or struggling in different areas, allowing for the design and implementation of timely interventions. Collecting and monitoring data also enables the LEA to determine if the actions are achieving the desired outcomes for the identified student groups. Although the data system benefits all students, it is principally directed toward unduplicated pupils, specifically English Learners, low-income, and Foster Youth, by enabling early identification of learning gaps and effective allocation of targeted interventions. Although this action is designed to support low-income, EL, and Foster Youth, we recognize that the ability to collect and monitor data will allow the LEA to more efficiently allocate its limited	Lowest Dashboard performance for the following student groups: • HY: ELA and Math indicators • SWD: ELA, Math, and Graduation indicators • English Learners: ELA, Math, and Graduation indicators • African Americans: ELA, Math, and Suspension indicators

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	resources. This approach enhances coordination, maximizes resource efficiency, and supports monitoring progress on goals tied to state and local priorities. This will help not only close the outcome gaps but also assist all students and staff in meeting the district's goals.	• Foster Youth: Suspension indicators
1.11	**Action:** Assessments **Need:** (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups. • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard (Metric 1.14) • STAR Reading Data from 2023-24 end-of-year assessment • All 37.9 below standard • EL 118.5 below standard • SPED 112.6 below standard • HY/fy 78.1 below standard (Metric 1.3) 2022-23 Math Indicator • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard	Common district assessments are designed to help ensure that all students, with a focus on ELs, SWDs, SED, AA, FY, have access to the curriculum and are reaching grade-level standards. The action is principally directed toward unduplicated pupils, as it enables teachers to identify gaps in learning and tailor interventions for ELs, SEDs, and FY students who are disproportionately behind in meeting grade-level standards according to recent CAASPP and STAR data. Although this action is designed to support SEDs, ELs, and FY, we recognize that the ability to monitor performance and growth on identified essential standards will benefit all students.	(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups. (Metric 1.14) • STAR Reading Data from 2023-24 end-of-year assessment (Metric 1.3) • 2022-23 Math Indicator (Metric 1.15) • STAR Reading Data from 2023-24 end-of-year assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard 2023-2024 end of year assessment • All 80.9 points below standard • SED 83.5 points below standard • EL 149.2 points below standard • SWD 168.5 points below standard • HY/FY104.5 points below standard • AA 90.9 points below standard **Scope:** LEA-wide		
1.12	**Action:** Academic Interventions **Need:** (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from the standard met with our student groups. • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • AA: 95.1 points below standard (Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data	This action will support ELs through collaboratives where dedicated time is given to analyze district assessment data of essential grade-level standards and plan interventions and instructional support. This action also funds software licenses, such as Rosetta Stone and Listenwise, which help English learners acquire language skills and support the four literacy domains. Additionally, Socioeconomically Disadvantaged (SED) and EL students will receive academic intervention support during the fall and spring intersessions. Lastly, this goal will fund after-school buses to ensure students have access to transportation for after-school tutorials and intersessions. Moreover, this goal will fund additional mentoring support for African American students to ensure their progress towards graduation and monitor their grade data, especially in ELA and Math. This	The metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA Data • CAASPP Math Data • Graduation rates of all students, SED, EL, SWD, AA, and HY

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
	shows the following distance from the standard met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard (Metric 1.1) SUHSD 2023 Cohort Graduation Rate shows a need to increase the percentage of students graduating. The need to increase graduation rates applies to students who are SED, English Learners, SWD, and Homeless and Foster Youth. • All 82.4% • SED 81.9% • EL 60.6% EL (Red) • SWD 59.7% • HY 70.8% **Scope:** LEA-wide	mentoring and support will ensure that students receive additional intervention support when needed. Although this action is designed to support SED students, ELs, and AA students, we recognize that ensuring students receive the necessary instructional support and interventions to graduate will benefit all students.	
1.13	**Action:** Graduation Red Indicator **Need:** (Metric 1.1) SUHSD's 2023 graduation rate data indicates a need to increase the percentage of all students graduating, particularly at EPS and MTHS. (Metric 1.1)	This action addresses the district-wide need to graduate all our students, particularly our EL, SED, and SWDs. To prepare our students for graduation, the district will offer college and career workshops for students and parents covering graduation requirements, financial aid options, and the college application process. Both before (X) and after-school (Y) courses will be offered for all students, with a priority focus on supporting our SWD, SED, and EL students.	Metrics that will be used to monitor the effectiveness of this action are the following: • Graduation rates for all students at EPS and MTHS. • Graduation rates for SEDs at EPS and MTHS

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
	SUHSD's 2023 graduation rates indicate a need to increase the percentage of SED students graduating at EPS and MTHS. (Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of EL students graduating at AHS, EAHS, EPS, MTHS, SHS, and Districtwide. (Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of SWDs graduating at EAHS and Districtwide. (Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of Hispanic students graduating at EPs and MTHS. **Scope:** LEA-wide Schoolwide	Remediation and acceleration courses will be available during winter, spring, and summer intersessions for all students, with particular emphasis on our EL, SED, and SWD populations. Organizing college field trips for these targeted groups will also help increase engagement and expand our students' awareness of universities. Lastly, reducing counselor-to-student ratios at all district sites will improve our ability to monitor academic progress across student groups. Although this action is designed to support SED, EL, SWD, and Hispanic students, we recognize that parent training on graduation requirements, credit recovery classes for students, a reduced caseload for counselors will benefit all students.	• Graduation rates for ELs at EPS, MTHS, AHS, EAHS, SHS, and Districtwide • Graduation rates for SWDs at EPS, MTHS, AHS, EAHS, SHS, and Districtwide • Graduation rates for Hispanic at EPS and MTHS
1.14	**Action:** College, Career and Community Ready **Need:** (Metric 1.1) 2023 Cohort Graduation Rate: • All 82.4% • SED 81.9% • EL 60.6% **Scope:**	Naviance and Community College Guidance Initiative (CCGI) will be implemented district-wide to ensure that English Learners have the tools and support to graduate and plan for postsecondary education. Although this action is primarily designed to meet the unique needs of ELs, who often face systemic barriers to college access, it is provided on an LEA-wide basis to ensure all students benefit from a coherent and consistent guidance system. This universal access promotes equity by embedding postsecondary planning across all schools and ensuring that counselors	Metrics that will be used to monitor the effectiveness of this action are the following: • Credit completion monitoring • A-G course completion • Naviance and Community College Guidance Initiative (CCGI)

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	and educators are using aligned practices to support every student, including unduplicated groups such as SED and FY students.	career/vocational assessment completion • Monitor 4 year plan completion
1.15	**Action:** AP Assessment and Dual Enrollment **Need:** (Metric 1.13) % of 2023 Cohort Graduates passing 2 or more AP Exams: • All 21.8% • EL 9.2 % • SPED 7.9% • HY19% (Metric 1.9) % 2023 Cohort meeting CCI • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • HY27.9% **Scope:** Schoolwide	Providing financial and academic support to all students will increase access to AP tests and Dual Enrollment classes. The focus will be on increasing AP and CCI passage rates between all students, SED, AAs, and ELs.	• Perecent of Cohort Graduates passing 2 or more AP Exams • Percent Cohort meeting CCI • Dual Enrollment numbers
1.16	**Action:** CTE Coordination **Need:** (Metric 1.11) % of Graduates Completing a CTE Pathway	The CTE Coordinator works LEA-wide to support career education programs by ensuring that students are enrolled in CTE courses that are industry-relevant, and prepare them to be career ready.	• CTE Enrollment by subgroup • CTE Pathway completion data by subgroup

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
	2023 Cohort Graduates • All 32.4% • SED 30.7% • EL 13.2 % • SPED 10.5% • HY 27.6% **Scope:** LEA-wide	Although this action is designed to support low income, EL, and Foster Youth , we recognize the CTE Coordinator will be instrumental in ensuring CTE programs in the SUHSD remain industry-relevant and will continue to expand access to CTE for all students.	• Student Certification completion • CTSO participation
1.17	**Action:** College and Career Readiness Programs (AVID & Puente) **Need:** (Metric 1.10) Percent of graduates meeting UC, CSU requirements 2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • HY 42.5% (Metric 1.9) CCI Indicators 2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SPED 12.9% • HY 27.9% **Scope:**	AVID and PUENTE are well-regarded educational programs that support underrepresented students in colleges and universities. Both programs focus on preparing students to be college-eligible and ensuring they graduate A-G-eligible. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	Metrics that will be used to monitor the effectiveness of this action are the following: • College and career indicator • A-G Percentages

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
	Schoolwide		
1.18	**Action:** Transition to Career/ Partnership WBL Program **Need:** (Metric 1.10) Percent of graduates meeting UC, CSU requirements 2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • HY 42.5% (Metric 1.9) CCI Indicators 2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SPED 12.9% • HY 27.9% **Scope:** LEA-wide	The TPP supports SED, FY, ELs, and/or Homeless Youth with IEPs in acquiring the necessary skills for a successful transition from high school to post-secondary education or competitive employment. This action addresses the unique need for specialized transition services that build career readiness and independent living skills for students with disabilities who face additional barriers due to socioeconomic or linguistic challenges. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	Metrics that will be used to monitor the effectiveness of this action are the following: • College and career indicator • A-G Percentages
1.19	**Action:** Work Experience Coordination **Need:** (Metric 1.9) College and Career Indicator: % of high school graduates who are prepared for college or a	This initiative provides students who are SED, FY, ELs, SWDs, and/or HY with work-based learning experiences that support them in becoming better prepared for employment and future career opportunities. Although this action is primarily designed to support specific student subgroups, it	• College and Career Indicator: % of high school graduates who are prepared for college or a career.

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
	career. 2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • HY 27.9% **Scope:** LEA-wide	is also accessible to all students to ensure access and increase outcomes for those who need it.	• WBL Student Experiences Data • Community Service Hours & Work Permits Count
1.20	**Action:** College/Career-Red Indicators **Need:** (Metric 1.9) College and Career Indicator: % of high school graduates who are prepared for college or a career 2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • HY 27.9% **Scope:** Schoolwide	This action addresses the focus on our College and Career Indicator for all of our students, specifically our English Learners (EL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD). To prepare our students for College and Career, the district will offer college and career workshops for students and parents regarding graduation requirements, financial aid options, and the college application process. To improve student College and Career awareness, we will promote in-class activities across all district sites. In the coming year, we will be increasing the number of core content and CTE Dual Enrollment courses offered in our district. Offering college field trips for all students and for these targeted groups will help increase engagement, and expand our student's university awareness. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	Metrics that will be used to monitor the effectiveness of this action are the following: • College and career indicator-% prepared • Number of students completing A-G • CAASPP ELA Data-met SBAC % • CAASPP Math Data-met SBAC % • Graduates completing a CTE pathway-% completers • Graduates passing one English or World

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Language AP exam • Number of students completing Dual Enrollment courses • Number of students with a 3.0 GPA or higher • Number of students meeting Seal of Biliteracy criteria
1.21	**Action:** Site Allocations **Need:** CAASPP Data from 2022-23 shows a need to increase the number of students meeting standards. The data shows the following distance from meeting with our student groups. ELA • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • HY: 68.3 points below standard • African American (AA): 95.1 points below standard Math • All 102.8 points below standard	All school sites will receive additional LCFF funds to enhance base programs, specifically targeting the needs of ELs, SWD, HY, and FY. Depending on the unique needs of each site, these funds will be used to: Fund personnel and activities, including: • Hiring an additional counselor to support Homeless and Foster Youth. • Establishing extra work agreements to provide extended learning opportunities. • Promoting collaboration among all departments, with substitutes provided for department release days and field trips. • Offering additional professional development on key District initiatives. • Increasing opportunities for engaging and relevant educational experiences through materials and supplies. • Organizing college and career readiness field trips.	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA Data • CAASPP Math Data • 2023 SUHSD Cohort Graduation Rate • College and Career Indicator • % of graduates meeting University of California/California State University (UC/CSU)

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:142.6 points below standard • SED:142.6 points below standard • SWD: 167.8 points below standard • HY: 131.9 points below standard • AA: 153.2 points below standard 2023 SUHSD Cohort Graduation Rate • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% HY College and Career Indicator 2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • HY 27.9% % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • HY 42.5% **Scope:** Schoolwide	• Offering summer university programs and extended learning opportunities throughout the school year. • Implementing intervention programs to support student success. Although this action is primarily designed to support the named subgroup learners, it is also accessible to all students who can benefit from these recognized programs.	entrance requirements
2.1	**Action:** Recruit and Hire Diverse Staff	This action was developed to reduce staff turnover and improve student outcomes, especially for our	Metrics that will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: (Metric 2.1) Clear credential and appropriately placed teachers. The data used to identify this need was the 2021-2022 Teacher Assignment Monitoring Outcome Data (last official data). This data showed that 81.4% of FTE with a clear credential and appropriately placed. (Metric 2.7) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. • All 30.2 points below standard • EL: 89.7 points below standard • SED: 33.2 points below standard • SWD: 112.1 points below standard • AA: 95.1 points below standard (Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HOM : 131.9 points below standard • AA: 153.2 points below standard **Scope:** LEA-wide	ELs and SWDs. Increasing qualified teaching staff will provide improved direct instruction for all students.	of this action are the following: • Appropriately placed and fully credentialed teachers. • CAASPP ELA Data • CAASPP Math Data • Retention of Resident Teachers

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
2.2	**Action:** Retain and Develop Staff **Need:** (Metric 2.7) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HOM: 68.3 points below standard • AA: 95.1 points below standard (Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HOM: 131.9 points below standard • AA: 153.2 points below standard (Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. Graduation Rate • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% HOM	This action is crucial because it aims to ensure that ELs, SED, SWDs, Hispanic, and AA students receive high-quality instruction, which is fundamental to their academic success. Implementing these supports district-wide or schoolwide ensures that all students benefit from consistent and high standards of education across the district. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	Metrics that will be used to monitor the effectiveness of this action are the following: • Appropriately placed and fully credentialed teachers. • CAASPP ELA Data • CAASPP Math Data • Cohort Graduating Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Professional Development **Need:** (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs and SED students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups. • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HOM: 68.3 points below standard • AA: 95.1 points below standard (Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of English Learners and SED students meeting standards in Math. CAASPP data shows the following distance from met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HOM: 131.9 points below standard • AA: 153.2 points below standard	This action addresses the needs of ELs by providing training for teachers in all core content areas on the ELD standards and scaffolds to support student learning. This will allow staff to intentionally plan lessons to meet the needs of students at specific proficiency levels. In addition, the training will focus on supporting SED students through best instructional practices and by collaborating and sharing ideas around common interventions to support students who need additional resources to master standards. In addition, professional learning will be offered throughout the year that focuses on culturally responsive teaching. This will build understanding of ways to integrate our students' culture and community into the classroom to create effective learning environments. This action will specifically meet the needs of our African American students. Although this action is specifically designed to support ELs and SED students, we recognize that intentional lesson design and scaffolding, as well as targeted academic interventions will also support all students.	The following metrics will be used to monitor: • CAASPP ELA Data • CAASPP Math Data • English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Instructional Leadership (MTROP) **Need:** Data shows there is a need to increase the number of ELs and SWDs who graduate ready to meet the UC/ CSU requirements. (Metric 2.9) % of Graduates Completing a CTE Pathway 2023 Cohort Graduates • All 32.4% • SED 30.7% • EL 13.2 % • SWD 10.5% • HOM 27.6% (Metric 2.11) % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9% • SWD 30.6% • HOM 42.5% (Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL,	This initiative supports students who are ELs, SED, SWDs, AAs, and Homeless and FY by supporting teachers with instructional strategies that best serve these populations of students. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	The metrics that will be used to monitor are the following: • Percentage of Graduates Completing a CTE Pathway • College and Career Indicator: % of high school graduates who are prepared for college or a career. • The amount of professional development (PD) opportunities provided to MTROP teachers. • Percentage of staff members who participated in professional development.

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, and SWD students graduating. Graduation Rate • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% HOM **Scope:** LEA-wide		
2.5	**Action:** AVID and PUENTE Proffesional Development **Need:** (Metric 2.11) % of graduates meeting UC/CSU entrance requirements 2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • HOM 42.5% (Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. 2023 SUHSD Cohort Graduation Rate: • 82.4% All • 81.9% SED • 60.6% EL • 59.7% SWD • 70.8% HOM	AVID and PUENTE are well-regarded educational programs that support underrepresented students in colleges and universities. Both programs focus on preparing students to be college-eligible and ensuring they graduate A-G-eligible. Although this action is primarily designed to support underrepresented student groups, it is also accessible to all students who can benefit from these recognized programs.	• % of graduates meeting UC/CSU entrance requirements 2023 Cohort Graduates • Cohort Graduates Data from 2022-2023 • Percentage of staff members who participated in AVID and PUENTE professional development. • Percentage of staff members who participate in cross-collaboration

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.6	**Action:** Foster and Homeless-Training all Staff **Need:** (Metric 2.11) % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates • All 51.6% • SED 50.6% • EL 26.9 % • SWD 30.6% • HOM 42.5% (Metric 2.13) 2023 Cohort College and Career Indicator: % of high school graduates who are prepared for college or a career. 2023 Cohort • All 42.8% • SED 41.9% • EL 27.9% • SWD 12.9% • HOM 27.9%	Ongoing updates to laws for Homeless and FY support. Staff will be knowledgeable about the rights of FY and Homeless Youth. They will have resources to communicate and support with Homeless and FY students to ensure they have equal access to their educational opportunities and stable learning environments. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	The following metrics will be used to monitor: • Percentage of staff that rate professional development training as a 3 or a 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
	Scope: LEA-wide		
2.7	**Action:** Ed Services PD and Curriculum **Need:** (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs and SED students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups. • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard • HOM: 68.3 points below standard • AA: 95.1 points below standard (Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of ELs and SED students meeting standards in Math. CAASPP data shows the following distance from met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HOM: 131.9 points below standard • AA: 153.2 points below standard **Scope:** LEA-wide	The Ed Services staff will support teachers in increasing academic achievement for ELs and SED students by providing professional development aligned with ELD standards and effective instructional strategies. Additionally, time will be allocated for data analysis, allowing staff to review areas of growth for all student groups and identify their needs. Also, the Ed Services team will collaborate with site teachers to ensure that adopted textbooks include resources tailored to meet the needs of ELs, SED, SWDs, and AA students. In addition, professional learning will be offered throughout the year that focuses on culturally responsive teaching. This will build an understanding of ways to integrate our students' culture and community into the classroom to create effective learning environments. By implementing this action districtwide, SUHSD ensures coherence in instructional quality, professional development, and materials adoption. This approach maximizes the impact of limited resources, ensures equity of access across school sites, and fosters consistent improvement in academic outcomes for all student groups.	The following metrics will be used to monitor: • CAASPP ELA Data • CAASPP Math Data • Healthy Kids Survey on School Connectedness and Caring Adult Relationship

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:** Special Education Coaches, Inclusive Practices-Supports **Need:** (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from met with our student groups. • All 30.2 points below standard • EL: 89.7 points below • SED: 33.2 points below standard • SWD: 112.1 points below • HOM: 68.3 points below • African American (AA): 95.1 points below (Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from met with our student groups. • All 102.8 points below standard • SED:105.5 points below standard • EL:142.6 points below standard • SWD: 167.8 points below standard • HOM: 131.9 points below standard • AA: 153.2 points below standard **Scope:** LEA-wide	Students that are ELs, SED and FY that are serviced on an IEP will be supported by Special Education Personnel and Services. A district-wide focus on providing personnel and services will benefit first-time instruction in all content areas, specifically in ELA and Math as measured by CAASPP. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA Data • CAASPP Math Data • STAR Reading Data • STAR Math Data

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
3.1	**Action:** School Climate: Behavior Supports and Interventions **Need:** The low rates of students feeling connected and having a caring adult at their school have made improving the school climate a key target for the future. School staff will work to enhance the districtwide school climate. By improving the school climate, we expect to reduce behavior referrals and suspensions. PBIS systems will be used at all school sites, and the Tiered Fidelity Inventory will be used to measure schoolwide improvement efforts. (Metric 3.5) 2022-23 Suspension • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • FY 20% • HOM 6.8% • AA 9.6% (Metric 3.6) 2023-24 California Healthy Kids School Connectedness • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% (Metric 3.6)	The PBIS teams will be trained to utilize data for determining trends in minor and major incidents. Based on these trends, interventions will be developed to reduce the number of suspensions. The PBIS teams will also receive training on assessing the effectiveness of Tier 2 and Tier 3 interventions to track and reduce recidivism. While this action is designed to support all students, it is principally directed toward English Learners, African American students, and Foster Youth, student groups identified through district data as experiencing disproportionately high rates of suspension. Providing this action on an LEA-wide basis ensures a consistent and equitable behavioral support framework across all sites, while allowing for targeted supports based on the needs of high-priority student groups. This will benefit all students, as many student groups need to reduce suspensions, as listed in the metrics. Additional support will be provided to ELs, AAs, and FY to decrease minor incidents and behaviors that could lead to suspension.	The metrics that will be used to monitor the effectiveness of this action are the following: • Suspension rate data disaggregated by student group • California Healthy Kid Survey data • Tiered Fidelity Inventory

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
	2023-24 California Healthy Kids Caring Adult Relationships • 9th: 41% • 10th: 55% • 11th: 50% **Scope:** LEA-wide		
3.2	**Action:** Safe Supportive School Campuses **Need:** All stakeholder groups have expressed that there is a continued need to provide campus security to ensure that students feel safe while on campus. (Metric 3.2) LCAP Student Survey 10,247 Total Students Feel Physically Safe • 77% Safe • 15% Somewhat Safe • 8% Not Safe (Metric 3.2) LCAP Student Survey 10,247 Total Value of Probation • 69% Valuable • 3% Somewhat Valuable • 28% Don't Know • 0% Not Valuable (Metric 3.5) 2022-23 Suspension • All 4.1%	This action addresses the need to reduce suspension rates for low-income students, foster youth, and students experiencing homelessness by providing staff with professional development in comprehensive safety, emergency response, and student de-escalation techniques. These trainings are intended to strengthen staff capacity to respond to student behaviors in preventive, supportive, and non-punitive ways, particularly for students whose experiences with stress, trauma, or instability may increase the likelihood of disciplinary incidents. By improving staff use of de-escalation and supportive response strategies, the LEA aims to create a safer and more supportive school environment and reduce suspensions for these student groups, while making the benefits of this action available to all students.	The metrics that will be used to monitor the effectiveness of this action are the following: • LCAP Student Safety Responses • Student suspension data disaggregated by student group

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 4.2% • EL 7.2% • SWD 6.4% • FY 20% • HOM 6.8% • AA 9.6% **Scope:** LEA-wide		
3.3	**Action:** Intervention Programs (Red Indicator Suspensions) **Need:** The district will provide support to all school sites to implement an LEA wide suspension matrix/rubric to reduce suspensions. Alternatives to suspension will be identified and available to schools to decrease the number of school suspensions. SUHSD will reduce suspension rates for all students by creating and ensuring that there is a clear, consistent system for responding to major behavior incidents, including alternatives to suspension that are understood by all staff and have clear roles and responsibilities around who implements each intervention. (Metric 3.5) 2022-23 Suspension • All 4.1% • SED 4.2% • EL 7.2%	The adoption of an LEA-wide suspension matrix/rubric enhances fidelity and promotes positive student outcomes. This approach promotes equity by identifying and utilizing alternatives to suspension, aiming to reduce suspension rates and improve student outcomes. It emphasizes the importance of establishing a transparent and uniform system that is consistent across schools in addressing major behavioral incidents. This ensures that staff adhere to their designated roles and responsibilities in implementing alternative interventions. Additionally this action will increase the number of administrators as essential personnel to support a consistent system in responding to student incidents. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	The metric that will be used to monitor the effectiveness of this action is: • Suspension rate data disaggregated by school sites and student groups of EL, SWD, AA, Hispanic, SED, and FY

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
	• SWD 6.4% • FY 20% • HOM 6.8% • AA 9.6% Sites/Student Groups with 2023 Dashboard Red Performance levels: ESMS • EL 14.8% HMS • All 10.7% • EL 14.8% • Hispanic 10.5% • SED 10.8% • SWD 15.3% SHS • EL 10 % • SWD 11% **Scope:** LEA-wide Schoolwide		
3.4	**Action:** Engaging, Inclusive, Equitable, Restorative Practices **Need:** Reported data reflects a need to build stronger, more inclusive relationships on campus to improve the sense of belonging for students on campus.	Site based student affinity groups will build relationships, and connections for ELs, SEDs, FYs, and AA students. Professional development for staff will build capacity regarding culturally responsive pedagogy. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	Suspension rate data disaggregated by student groups of EL, SWD, AA, Hispanic, SED, and FY. Professional Development survey data

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
	(Metric 3.6) 2023-24 California Healthy Kids Survey School Connectedness • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% (Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships • 9th: 41% • 10th: 55% • 11th: 50% (Metric 3.5) 2022-23 Suspension • All 4.1% • SED 4.2% • EL 7.2% • SWD 6.4% • Foster 20% • HOM 6.8% • AA 9.6% (red) **Scope:** LEA-wide		
3.5	**Action:** Wellness Centers and Healthy Campuses **Need:** The rising need for mental health care support is reflected in the declining levels of engagement and student reported connectedness on campus.	Each site will have two licensed school social workers to enhance access to direct mental health support on campus. Expanding site-based social, emotional, and mental health group therapy options will enhance school climate, foster connectedness, create a sense of purposeful belonging, and boost student	The metrics that will be used to monitor the effectiveness of this action are the following: • Increased attendance rates • California Healthy Kids 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
	(Metric 3.1) 2022-23 Attendance rates shows a need in our student groups. • 17.6% All • 17.7% SED • 20.6% EL • 29.3% SWD • 30.4% HOM (Metric 3.6) 2023-24 California Healthy Kids Survey School Connectedness • 7th: 45% • 9th: 48% • 10th: 50% • 11th: 57% (Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships • 9th: 41% • 10th: 55% • 11th: 50% **Scope:** LEA-wide	motivation to attend. Therapeutic interventions with culturally and community responsive frameworks will be prioritized. Increasing preventive Wellness Center support programs will raise student awareness and develop coping skills to reduce thoughts of self-harm. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	• LCAP Student Survey
3.6	**Action:** Health Services **Need:** Difficulties in accessing healthcare and preventive medical support have a negative	To improve attendance among EL, SWD, FY, and homeless students, licensed healthcare staff will directly assist with vaccine and immunization compliance, which negatively affects these students' consistent attendance.	The metric that will be used to monitor the effectiveness of this action is the increase in attendance for EL, FY,

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 student attendance, especially for our homeless student population. Providing on-site care and referral support will increase student attendance rates by removing barriers to access. (Metric 3.2) 2022-23 % Days Attended (ADA) • All 93.4 • EL 91.6 • SWD 90.4 • HOM 89.1 **Scope:** LEA-wide	Healthcare staff will also help EL, FY, SED, and homeless students access necessary healthcare services in the community, with an emphasis on preventive care. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	SED, and Homeless students. Completion of hearing and vision screenings. Vaccine compliance.
3.7	**Action:** Family Engagement & Resources **Need:** When parents are actively involved in their student's education, it significantly enhances their academic performance. (Metric 3.10) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from the standard met with our student groups. 2022-2023 • All 30.2 points below standard • SED: 33.2 points below standard • EL: 89.7 points below standard • SWD: 112.1 points below standard	Informing parents about district initiatives, events, instructional methods, and available resources enhances effective communication, feedback, and ultimately boosts student achievement. This action is principally directed to support SED, EL, Foster Youth, Homeless Youth, and Students with Disabilities by enhancing parent engagement through accessible information about district initiatives, instructional strategies, and available supports. Strengthening two-way communication and providing culturally responsive resources will empower families to partner effectively in their child’s education. These efforts are shown to increase student achievement, particularly for historically underserved groups. While primarily benefiting these student groups, this action is provided LEA-wide because fostering strong family-school partnerships positively impacts	Metrics that will be used to monitor the effectiveness of this action are the following: • CAASPP ELA and Math disaggregated by student groups of EL, SWD, AA, Hispanic, SED, and Foster Youth • Strengthening Families Data • LCAP Survey Data • Socio-Emotional Parent Meeting Data

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
	• HOM: 68.3 points below standard • AA: 95.1 points below standard (Metric 3.11) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups. • All 102.8 points below standard • EL:142.6 points below • SED:142.6 points below • SWD: 167.8 points below • HOM: 131.9 points below • AA: 153.2 points below (Metric 3.12) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting science standards. CAST data shows the percentage of students who meet or exceed standards with our student groups. • All 17.9% • SED 17.58% • EL 0.52 % • SWD 2.5% • HOM 17.42% **Scope:** LEA-wide	academic outcomes and school climate for all students. Although this action is designed to support SED, EL, FY, Homeless Youth, and SWD, we recognize that including parents will positively benefit all students.	• Inclusion Fair Data (SWD) • SWD Weekly Parent Workshop Data
3.8	**Action:** Foster/Homeless Youth Engagement and Services	This initiative will provide funding and access to comprehensive materials and supplies for Foster and Homeless students. It aims to equip them with the necessary tools to attend school daily and	Metrics that will be used are the following: • Homeless and Foster Youth data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Data reflects a need to eliminate barriers in accessing school and educational opportunities for FY and Homeless students. (Metric 3.1) 2022-23 Chronic Absenteeism • All 17.6% • SED 17.7% • EL 20.6% • SWD 29.3% • HOM 30.4% (Metric 3.2) 2022-23 ADA • All 93.4 • EL 91.6 • SWD 90.4 • HOM 89.1 (Metric 3.9) 2023 SUHSD Cohort Graduation Rate: • All 82.4% • SED 81.9% • EL 60.6% • SWD 59.7% • HOM 70.8% **Scope:** LEA-wide	continue learning according to state standards. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	for chronic absenteeism, ADA, and graduation rates
3.9	**Action:** Chronic Absenteeism (Red Indicator) **Need:**	Attendance data will be monitored by the CWA, intervention team, and attendance teams to enhance the timeliness and accuracy of intervention responses, thereby promoting improved attendance and student engagement.	The metrics that will be used to monitor the effectiveness of this action are the following:

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
	Chronic absenteeism data reveals a high rate of students consistently absent across various student groups and specific school sites (EPS, ESMS, and LPMS). This data underscores the need for targeted, tiered interventions to address chronic absenteeism and ensure equitable access to education for all students. (Metric 3.1) 2022-23 Chronic Absenteeism • 17.6% All • 20.6% EL • 29.3% SWD • 30.4% HOM Sites/Student Groups with 2023 Dashboard Red Performance levels: • El Puente • All 45.2% • Hispanic 45.2% ESMS • EL 22.2% LPMS • SWD 25.2% **Scope:** LEA-wide Schoolwide	This action is principally directed toward improving attendance and engagement for unduplicated students, including English Learners, Foster Youth, and low-income students. This strategy includes expanding the progress monitoring system consistently across schools, providing training and support in data analysis, addressing student and family needs, and evaluating student progress. Additionally, there is a considerable need for a comprehensive and readily accessible tiered list of interventions district-wide. Although designed to meet the needs of unduplicated students, these improvements will benefit all students by promoting consistent attendance and early intervention.	• Chronic absenteeism data disaggregated by student groups. • Chronic absenteeism data at EPS for all students and Hispanic • Chronic absenteeism data at LPMS for SWDs • Chronic absenteeism data at ESMS for ELs.
3.10	**Action:** Community Schools Districtwide **Need:**	Funding allocated to support staff attendance during the planning phase will enhance the district's capacity to establish comprehensive community school sites.	The metrics that will be used to monitor the effectiveness of this action are the following:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Community Schools survey response data included a request from both parents and students to improve access to social services, health care, mental health, and community resources on campus. Increasing access will improve school attendance as an outcome. (Metric 3.1) 2022-23 Chronic Absenteeism • All 17.6% • EL 20.6% • SWD 29.3% • HOM 30.4% **Scope:** Schoolwide	Allocations for supporting family engagement and participation in conferences and professional development will strengthen community capacity to implement the community schools model. Consulting allocations will ensure fidelity in data collection, not only to meet Community School reporting expectations but also to promote transparency with all stakeholders regarding the funds allocated to the initiative. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	• Chronic Absenteeism Data disaggregated by student group • Community School Module, California Healthy Kids Survey • Community Schools Needs Assessment • Community Schools Site Advisory Committee

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
2.8	**Action:** EL Department Personnel and Resources **Need:** Dashboard data showed: • Math CAASPP: ELs 142.6 points below standard	Action 2.8 will support the needs of our EL students by providing the following dedicated staff: EL Director, EL Administrative Secretary EL Specialist, EL Technicians, and EL Aides. This action is principally directed toward meeting the needs of LTELs, Newcomers, and dual-identified SWDs.	The following metrics will be used to monitor effectiveness: • English Learner Proficiency Indicator % of ELs making

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• 2022-23: 21.3% of ELs reclassified to fluent English **Scope:** Limited to Unduplicated Student Group(s)		progress in English as measured by the English Language Proficiency Assessment for California (ELPAC)) • Reclassification Rates of ELs to English Proficient

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.

This is not applicable as there are no actions in the plan with a planned percentage of improved services.

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.

SUHSD has a number of actions in the LCAP that are deigned to increase the number of staff providing direct services to students at schools with an unduplicated pupil enrollment above 55%. Both certificated and classified staff positions have been identified that will provide additional academic, behavioral, and social-emotional direct services to students.

Literacy Specialist (Action 1.3)
Sheltered Courses (Action 1.4)
District Ed Tech (Action 1.9)
Itinerant Teachers (Action 2.4)
Social Studies Curriculum Specialist (Action 2.8)
Math Curriculum Specialist (Action 2.8)
English Learner Specialists (Action 2.9)

Social Workers (Action 3.5)
Home Hospital Teachers (Action 3.6)
Licensed Vocational Nurses (Action 3.6)
Translator/Interpreter Mixteco (Action 3.7)
Community Liaisons (Action 3.7)
Parent Coordinators (Action 3.7)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:28
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:18

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	$188,101,838	73,133,995	38.880%	6.284%	45.164%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$90,384,241.00	$13,682,255.00	$0.00	$0.00	$104,066,496.00	$68,808,556.00	$35,257,940.00

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	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,501,078.00	$87,500.00	$3,588,578.00				$3,588,578.00	
1	1.2	Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$672,625.00	$1,192,671.00	$1,865,296.00				$1,865,296.00	
1	1.3	Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$486,228.00	$463,539.00	$235,334.00	$714,433.00			$949,767.00	
1	1.4	English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$5,043,409.00	$106,845.00	$3,553,008.00	$1,597,246.00			$5,150,254.00	
1	1.5	Red Indicator ELA (Technical Assistance)	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: AHS, EAHS, ESMS, EPS, HMS, LPMS, NSHS, RSJHS	Ongoing	$495,631.00	$51,874.00	$250,274.00	$297,231.00			$547,505.00	
1	1.6	Red Indicator Math	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, ESMS, EAHS, HMS, LPMS, NSHS,	Ongoing	$436,571.00	$251,315.00	$170,206.00	$517,680.00			$687,886.00	

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
							RSJHS, WMS									
1	1.7	Self-Contained Classes-Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$38,650.00	$253,400.00	$292,050.00				$292,050.00	
1	1.8	Materials and Software Licenses for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$185,744.00	$185,744.00				$185,744.00	
1	1.9	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,079,039.00	$4,088,476.00	$5,167,515.00				$5,167,515.00	
1	1.10	Data Informed and Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,818.00	$134,675.00	$147,493.00				$147,493.00	
1	1.11	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$596,000.00	$123,950.00	$609,950.00	$110,000.00			$719,950.00	
1	1.12	Academic Interventions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$706,314.00	$940,915.00	$1,647,229.00				$1,647,229.00	
1	1.13	Graduation Red Indicator	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, EAHS, MTHS, SHS, and Districtwide	Ongoing	$7,719,913.00	$0.00	$307,289.00	$7,412,624.00			$7,719,913.00	
1	1.14	College, Career and Community Ready	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,040,481.00	$368,500.00	$2,408,981.00				$2,408,981.00	
1	1.15	AP Assessment and Dual Enrollment	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Alisal High, North Salinas High, Everett	Ongoing	$0.00	$300,000.00	$300,000.00				$300,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Alvarez High, Rancho San Juan High, Salinas High, El Puente 9-12									
1	1.16	CTE Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$183,935.00	$0.00	$183,935.00				$183,935.00	
1	1.17	College and Career Readiness Programs (AVID & Puente)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVID-AHS, EAHS, NSHS, RSJHS, ESMS, HMS, LPMS, WMS Puente-EAHS and RSJHS AVID 7th-12th, Puente 9th-12th	Ongoing	$2,745,703.00	$2,128,140.00	$4,873,843.00				$4,873,843.00	
1	1.18	Transition to Career/ Partnership WBL Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	
1	1.19	Work Experience Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS, EAHS, NSHS, RSJHS, SHS	Ongoing	$761,662.00	$0.00	$761,662.00				$761,662.00	
1	1.20	College/Career-Red Indicators	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: El Puente, Mt. Toro HS, and Everett Alvarez	Ongoing	$24,560.00	$0.00	$24,560.00				$24,560.00	

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
							HS									
1	1.21	Site Allocations	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,024,678.00	$2,024,678.00				$2,024,678.00	
1	1.22	Monitoring Systems for Accountability- Supplemental & Concentration Funded	All	No			All Schools	Ongoing	$0.00	$3,347,868.00	$2,870,638.00	$477,230.00			$3,347,868.00	
1	1.23	Learning Environments	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	Recruit and Hire Diverse Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$16,000.00	$64,000.00	$80,000.00				$80,000.00	
2	2.2	Retain and Develop Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$207,500.00	$237,200.00	$444,700.00				$444,700.00	
2	2.3	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$2,881,085.00	$801,617.00	$3,682,702.00				$3,682,702.00	
2	2.4	Instructional Leadership (MTROP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$63,601.00	$0.00	$63,601.00				$63,601.00	
2	2.5	AVID and PUENTE Proffesional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVID - AHS, EAHS, NSHS, RSJHS, SHS, ESMS, HMS, WMS PUENTE - EAHS & RSJHS AVID- 7th-12th PUENTE - 9th-12th	Ongoing	$0.00	$84,645.00	$84,645.00				$84,645.00	
2	2.6	Foster and Homeless- Training all Staff	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$91,658.00	$0.00	$91,658.00				$91,658.00	

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	2.7	Ed Services PD and Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,824,948.00	$103,000.00	$1,927,948.00				$1,927,948.00	
2	2.8	EL Department Personnel and Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$3,044,382.00	$150,000.00	$3,194,382.00				$3,194,382.00	
2	2.9	Special Education Coaches, Inclusive Practices-Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$4,114,528.00	$157,136.00	$4,271,664.00				$4,271,664.00	
3	3.1	School Climate: Behavior Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,194,574.00	$435,520.00	$1,630,094.00				$1,630,094.00	
3	3.2	Safe Supportive School Campuses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,293,500.00	$1,807,430.00	$15,100,930.00				$15,100,930.00	
3	3.3	Intervention Programs (Red Indicator Suspensions)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: HMS, ESMS, SHS	Ongoing	$3,310,356.00	$57,500.00	$3,367,856.00				$3,367,856.00	
3	3.4	Engaging, Inclusive, Equitable, Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$345,455.00	$478,401.00	$823,856.00				$823,856.00	
3	3.5	Wellness Centers and Healthy Campuses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,094,635.00	$5,737,000.00	$10,831,635.00				$10,831,635.00	
3	3.6	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,294,264.00	$900,000.00	$3,194,264.00				$3,194,264.00	
3	3.7	Family Engagement & Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,086,042.00	$388,761.00	$2,474,803.00				$2,474,803.00	

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	3.8	Foster/Homeless Youth Engagement and Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.9	Chronic Absenteeism (Red Indicator)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: EPS, ESMS, LPMS	Ongoing	$1,029,948.00	$648,420.00	$1,151,245.00	$527,123.00			$1,678,368.00	
3	3.10	Community Schools Districtwide	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$99,154.00	$6,335,841.00	$6,434,995.00				$6,434,995.00	
4	4.1	Support for academics, wellness and student engagement	All ELs, SED, Hispanic	No			Specific Schools: MTHS	Ongoing	$221,192.00	$0.00		$221,192.00			$221,192.00	
4	4.2	After-school Program Literacy and Math	All EL/LTELS, Hispanic	No			Specific Schools: MTHS	Ongoing	$75,000.00	$0.00		$75,000.00			$75,000.00	
4	4.3	Increase Literacy	All LTELs	No			Specific Schools: MTHS	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
4	4.4	Transportation for Chronic Absenteeism, field trips/college visits	All EL/LTELs	No			Specific Schools: MTHS	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	4.5	Extended Hours for ELD Support	All English Learners and Long-term English Learners	No			Specific Schools: MTHS	Ongoing	$30,000.00	$0.00		$30,000.00			$30,000.00	
4	4.6	Culturally Diverse Experience and Interventions	All Hispanic	No			Specific Schools: MTHS	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
4	4.7	Student Recognition and Engagement	All	No			Specific Schools: MTHS	Ongoing	$0.00	$55,000.00		$55,000.00			$55,000.00	
4	4.8	Staff Professional Development-ELD	All English Learner/LTELs	No			Specific Schools: MTHS	Ongoing	$50,000.00	$0.00		$50,000.00			$50,000.00	
4	4.9	Outreach, Engagement and Customer Service for students and families	All EL/LTELs	No			Specific Schools:	Ongoing	$87,807.00	$0.00		$87,807.00			$87,807.00	

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
							MTHS									
4	**4.10**	Electives and Extra Period Sections	All EL/LTELs	No			Specific Schools: MTHS	Ongoing	$100,001.00	$0.00		$100,001.00			$100,001.00	
4	**4.11**	After School Credit Recovery Materials and Supplies	All Hispanic	No			Specific Schools: MTHS	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	**4.12**	Increase College and Career Readiness programming	All EL/LTELs	No			Specific Schools: MTHS	Ongoing	$5,635.00	$0.00		$5,635.00			$5,635.00	
4	**4.13**	Indirect Cost oversight of additional programs and extended learning	All Hispanic, ELs	No			Specific Schools: MTHS	Ongoing	$0.00	$31,369.00		$31,369.00			$31,369.00	
5	**5.1**	Instructional coaching, professional development for differentiating learning and engaging students	All ELs, SWD, SED	No			Specific Schools: EPS	Ongoing	$0.00	$136,515.00		$136,515.00			$136,515.00	
5	**5.2**	Support for Student and Parent Engagement, Extended Learning and Student Activities	All EL/LTELs, SWD, SED	No			Specific Schools: EPS	Ongoing	$119,252.00	$0.00		$119,252.00			$119,252.00	
5	**5.3**	Student Services for Wellness and Mental Health	All LTELs, SWD, SED	No			Specific Schools: EPS	Ongoing	$175,829.00	$0.00		$175,829.00			$175,829.00	
5	**5.4**	Extended Learning supports to increase credit completion and attendance	All Hispanic, LTELs, SED	No			Specific Schools: EPS	Ongoing	$36,168.00	$0.00		$36,168.00			$36,168.00	
5	**5.5**	Career and College Awareness, Planning and Supports	All SED, Hispanic	No			Specific Schools: EPS	Ongoing	$210,303.00	$0.00		$210,303.00			$210,303.00	
5	**5.6**	Restorative Practices to increase Attendance	All Hispanic, SED	No				Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.7**	Extended Learning for credit recovery and student engagement	All SED, Hispanic, EL, SWD	No			Specific Schools: EPS	Ongoing	$0.00	$272,859.00		$272,859.00			$272,859.00	
5	**5.8**	Additional sections for electives and credit recovery	All Hispanic, SED, SWD, LTELs	No			Specific Schools: EPS	Ongoing	$25,000.00	$0.00		$25,000.00			$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.9**	Extended Learning and Activities Materials and Supplies	All Hispanic, LTELs, SED	No			Specific Schools: EPS	Ongoing	$0.00	$25,864.00		$25,864.00			$25,864.00	
5	**5.10**	Wellness Clerk	All Hispanic, SED	No			Specific Schools: EPS	Ongoing	$72,584.00	$0.00		$72,584.00			$72,584.00	
5	**5.11**	Educational Technology for Hybrid Learning	All Hispanic, SED	No			Specific Schools: EPS	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.12**	Intervention Specialist for Tiered Supports	All Hispanic, SED, LTELs	No			Specific Schools: EPS	Ongoing	$34,003.00	$0.00		$34,003.00			$34,003.00	
5	**5.13**	Intervention and Supplemental Instructional Materials	All Hispanic, SED	No			Specific Schools: EPS	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.14**	Indirect Cost to Support the implementation and oversight of the goals/actions.	All SED, Hispanic	No			Specific Schools: EPS	Ongoing	$0.00	$47,328.00		$47,328.00			$47,328.00	
6	**6.1**	Ongoing Support Academic, Student Safety and Operations	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	$9,535.00	$1,500.00		$11,035.00			$11,035.00	
6	**6.2**	Extended hours ELD support	All English Learners/LTELs	No			Specific Schools: CLCDS	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.00	
6	**6.3**	Student Engagement	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	$0.00	$44,710.00		$44,710.00			$44,710.00	
6	**6.4**	College/Career Readiness and Reduce Absences	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	$0.00	$26,853.00		$26,853.00			$26,853.00	
6	**6.5**	Indirect Cost	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	$0.00	$4,381.00		$4,381.00			$4,381.00	

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
$188,101,838	73,133,995	38.880%	6.284%	45.164%	$87,513,603.00	0.000%	46.525 %	**Total:**	$87,513,603.00
								LEA-wide Total:	$70,156,020.00
								Limited Total:	$3,194,382.00
								Schoolwide Total:	$18,989,591.00

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	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,588,578.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,865,296.00	
1	1.3	Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	$235,334.00	
1	1.4	English Learners	Yes	LEA-wide	English Learners	All Schools	$3,553,008.00	
1	1.5	Red Indicator ELA (Technical Assistance)	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EAHS, ESMS, EPS, HMS, LPMS, NSHS, RSJHS	$250,274.00	
1	1.6	Red Indicator Math	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, ESMS, EAHS, HMS,	$170,206.00	

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 (%)
						LPMS, NSHS, RSJHS, WMS		
1	1.7	Self-Contained Classes-Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$292,050.00	
1	1.8	Materials and Software Licenses for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,744.00	
1	1.9	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$5,167,515.00	
1	1.10	Data Informed and Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,493.00	
1	1.11	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$609,950.00	
1	1.12	Academic Interventions	Yes	LEA-wide	English Learners Low Income	All Schools	$1,647,229.00	
1	1.13	Graduation Red Indicator	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, EAHS, MTHS, SHS, and Districtwide	$307,289.00	
1	1.14	College, Career and Community Ready	Yes	LEA-wide	English Learners	All Schools	$2,408,981.00	
1	1.15	AP Assessment and Dual Enrollment	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Alisal High, North Salinas High, Everett Alvarez High, Rancho San Juan High, Salinas High, El Puente 9-12	$300,000.00	
1	1.16	CTE Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,935.00	
1	1.17	College and Career Readiness Programs (AVID & Puente)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID- AHS, EAHS, NSHS,	$4,873,843.00	

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 (%)
						RSJHS, ESMS, HMS, LPMS, WMS Puente- EAHS and RSJHS AVID 7th-12th, Puente 9th-12th		
1	1.18	Transition to Career/ Partnership WBL Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
1	1.19	Work Experience Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS, EAHS, NSHS, RSJHS, SHS	$761,662.00	
1	1.20	College/Career-Red Indicators	Yes	Schoolwide	English Learners Low Income	Specific Schools: El Puente, Mt. Toro HS, and Everett Alvarez HS	$24,560.00	
1	1.21	Site Allocations	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,024,678.00	
2	2.1	Recruit and Hire Diverse Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$80,000.00	
2	2.2	Retain and Develop Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$444,700.00	
2	2.3	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$3,682,702.00	
2	2.4	Instructional Leadership (MTROP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,601.00	
2	2.5	AVID and PUENTE Proffesional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID - AHS, EAHS, NSHS, RSJHS, SHS, ESMS, HMS, WMS PUENTE- EAHS & RSJHS AVID- 7th-12th PUENTE- 9th-12th	$84,645.00	
2	2.6	Foster and Homeless- Training all Staff	Yes	LEA-wide	Foster Youth	All Schools	$91,658.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Ed Services PD and Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$1,927,948.00	
2	2.8	EL Department Personnel and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,194,382.00	
2	2.9	Special Education Coaches, Inclusive Practices-Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$4,271,664.00	
3	3.1	School Climate: Behavior Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,630,094.00	
3	3.2	Safe Supportive School Campuses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,100,930.00	
3	3.3	Intervention Programs (Red Indicator Suspensions)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: HMS, ESMS, SHS	$3,367,856.00	
3	3.4	Engaging, Inclusive, Equitable, Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$823,856.00	
3	3.5	Wellness Centers and Healthy Campuses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,831,635.00	
3	3.6	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,194,264.00	
3	3.7	Family Engagement & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,474,803.00	
3	3.8	Foster/Homeless Youth Engagement and Services	Yes	LEA-wide	Foster Youth	All Schools	$10,000.00	
3	3.9	Chronic Absenteeism (Red Indicator)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: EPS, ESMS, LPMS	$1,151,245.00	
3	3.10	Community Schools Districtwide	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,434,995.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$110,463,145.00	$79,546,682.00

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**	Professional Learning Communities	Yes	$4,345,695.00	4,051,613.00
1	**1.2**	Instruction	Yes	$2,347,682.00	1,816,058.00
1	**1.3**	Literacy	Yes	$1,012,452.00	215,457.00
1	**1.4**	English Learners	Yes	$6,004,056.00	4,215,551.00
1	**1.5**	Red Indicator ELA (Technical Assistance)	Yes	$466,568.00	52,783.00
1	**1.6**	Red Indicator Math	Yes	$518,975.00	4,294.00
1	**1.7**	Self-Contained Classes-Instructional Support	Yes	$471,491.00	251,520.00
1	**1.8**	Materials and Software Licenses for Students	Yes	$262,444.00	70,774.00
1	**1.9**	Technology	Yes	$4,592,908.00	4,128,645.00
1	**1.10**	Data Informed and Decision Making	Yes	$251,195.00	38,236.00
1	**1.11**	Assessments	Yes	$619,255.00	800,620.00

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	1.12	Academic Interventions	Yes	$1,543,888.00	887,388.00
1	1.13	Graduation Red Indicator	Yes	$12,344,220.00	310,806.00
1	1.14	College, Career and Community Ready	Yes	$3,429,049.00	2,979,639.00
1	1.15	AP Assessment and Dual Enrollment	Yes	$736,842.00	0
1	1.16	CTE Coordination	Yes	$275,035.00	262,700.00
1	1.17	College and Career Readiness Programs (AVID & Puente)	Yes	$3,209,532.00	3,088,026.00
1	1.18	Transition to Career/ Partnership WBL Program	Yes	$195,170.00	55,000.00
1	1.19	Work Experience Coordination	Yes	$722,234.00	755,008.00
1	1.20	College/Career-Red Indicators	Yes	$24,560.00	0
1	1.21	Site Allocations	Yes	$1,580,450.00	1,580,450.00
1	1.22	Monitoring Systems for Accountability-Supplemental & Concentration Funded	No	$2,876,092.00	2,198,529.00
1	1.23	Learning Environments	No	$55,532.00	60,529.00
2	2.1	Recruit and Hire Diverse Staff	Yes	$649,375.00	632,093.00

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)
2	2.2	Retain and Develop Staff	Yes	$3,639,835.00	3,524,423.00
2	2.3	Professional Development	Yes	$3,738,769.00	2,957,982.00
2	2.4	Instructional Leadership (MTROP)	Yes	$82,860.00	63,530.00
2	2.5	AVID & PUENTE PD	Yes	$150,000.00	180,000.00
2	2.6	Foster and Homeless-Training all Staff	Yes	$129,821.00	93,227.00
2	2.7	Ed Services PD and Curriculum	Yes	$2,263,549.00	1,553,194.00
2	2.8	EL Department Personnel and Resources	Yes	$3,254,275.00	2,982,931.00
2	2.9	Special Education Coaches, Inclusive Practices-Supports	Yes	$4,114,151.00	3,830,446.00
3	3.1	School Climate: Behavior Supports and Interventions	Yes	$1,897,014.00	1,223,795.00
3	3.2	Safe Supportive School Campuses	Yes	$14,615,422.00	13,642,711.00
3	3.3	Intervention Programs (Red Indicator Suspensions)	Yes	$3,613,446.00	3,179,787.00
3	3.4	Engaging, Inclusive, Equitable, Restorative Practices	Yes	$2,897,212.00	807,998.00
3	3.5	Wellness Centers and Healthy Campuses	Yes	$11,631,924.00	10,317,235.00
3	3.6	Health Services	Yes	$2,736,532.00	2,440,427.00

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)
3	3.7	Family Engagement & Resources	Yes	$2,624,326.00	2,111,583.00
3	3.8	Foster/Homeless Youth Engagement and Services	Yes	$62,650.00	34,061.00
3	3.9	Chronic Absenteeism (Red Indicator)	Yes	$2,197,280.00	920,428.00
3	3.10	Community Schools Districtwide	Yes	$176,342.00	141,213.00
4	4.1	Support for academics, wellness and student engagement	No	$426,319.00	230,076.00
4	4.2	After-school Program Literacy and Math	No	$30,000.00	20,000.00
4	4.3	Increase Literacy	No	$85,396.00	85,396.00
4	4.4	Transportation for Chronic Absenteeism, field trips/college visits	No	$2,000.00	2,000.00
4	4.5	Extended Hours for ELD Support	No	$18,000.00	7,815.00
4	4.6	Culturally Diverse Experience and Interventions	No	$10,758.00	10,758.00
4	4.7	Student Recognition and Engagement	No	$10,000.00	10,000.00
4	4.8	Staff Professional Development-ELD	No		9,864.00

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)
4	4.9	Outreach, Engagement and Customer Service for students and families	No	$81,849.00	27,022.00
4	4.10	Electives and Extra Period Sections	No	$50,000.00	0.00
4	4.11	After School Credit Recovery Materials and Supplies	No	$9,673.00	9,673.00
4	4.12	Increase College and Career Readiness programming	No	$3,772.00	0.00
4	4.13	Indirect Cost oversight of additional programs and extended learning	No	$22,868.00	14,689.00
5	5.1	Instructional coaching, professional development for differentiating learning and engaging students	No	$110,000.00	50,842.00
5	5.2	Support for Student and Parent Engagement, Extended Learning and Student Activities	No	$223,932.00	54,917.00
5	5.3	Student Services for Wellness and Mental Health	No	$171,137.00	167,515.00
5	5.4	Extended Learning supports to increase credit completion and attendance	No	$20,000.00	0.00
5	5.5	Career and College Awareness, Planning and Supports	No	$117,048.00	104,849.00
5	5.6	Restorative Practices to increase Attendance	No	$0.00	0.00
5	5.7	Extended Learning for credit recovery and student engagement	No	$216,070.00	115,488.00
5	5.8	Additional sections for electives and credit recovery	No	$25,000.00	0.00

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)
5	**5.9**	Extended Learning and Activities Materials and Supplies	No	$20,864.00	0.00
5	**5.10**	Wellness Clerk	No	$64,931.00	4,001.00
5	**5.11**	Educational Technology for Hybrid Learning	No	$125,000.00	0.00
5	**5.12**	Intervention Specialist for Tiered Supports	No	$120,000.00	109,837.00
5	**5.13**	Intervention and Supplemental Instructional Materials	No	$20,000.00	0.00
5	**5.14**	Indirect Cost to Support the implementation and oversight of the goals/actions.	No	$43,930.00	21,625.00
6	**6.1**	Ongoing Support Academic, Student Safety and Operations	No	$630.00	1,493.00
6	**6.2**	Extended hours ELD support	No	$30,000.00	6,114.00
6	**6.3**	Student Engagement	No	$15,000.00	0.00
6	**6.4**	College/Career Readiness and Reduce Absences	No	$26,299.00	21,000.00
6	**6.5**	Indirect Cost	No	$2,561.00	1,018.00

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)
$75,580,908	$87,191,971.00	$76,201,632.00	$10,990,339.00	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	Professional Learning Communities	Yes	$4,345,695.00	4,051,613.00		
1	1.2	Instruction	Yes	$2,347,682.00	1,816,058.00		
1	1.3	Literacy	Yes	$247,279.00	215,457.00		
1	1.4	English Learners	Yes	$4,322,782.00	4,215,551.00		
1	1.5	Red Indicator ELA (Technical Assistance)	Yes	$169,337.00	52,783.00		
1	1.6	Red Indicator Math	Yes	$1,295.00	4,294.00		
1	1.7	Self-Contained Classes-Instructional Support	Yes	$471,491.00	251,520.00		
1	1.8	Materials and Software Licenses for Students	Yes	$262,444.00	70,774.00		
1	1.9	Technology	Yes	$4,592,908.00	4,128,645.00		
1	1.10	Data Informed and Decision Making	Yes	$251,195.00	38,236.00		
1	1.11	Assessments	Yes	$509,255.00	800,620.00		
1	1.12	Academic Interventions	Yes	$1,543,888.00	887,388.00		
1	1.13	Graduation Red Indicator	Yes	$31,328.00	310,806.00		

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	1.14	College, Career and Community Ready	Yes	$3,429,049.00	2,979,639.00		
1	1.15	AP Assessment and Dual Enrollment	Yes	$736,842.00	0		
1	1.16	CTE Coordination	Yes	$275,035.00	262,700.00		
1	1.17	College and Career Readiness Programs (AVID & Puente)	Yes	$3,209,532.00	3,088,026.00		
1	1.18	Transition to Career/ Partnership WBL Program	Yes	$195,170.00	55,000.00		
1	1.19	Work Experience Coordination	Yes	$722,234.00	755,008.00		
1	1.20	College/Career-Red Indicators	Yes	$24,560.00	0		
1	1.21	Site Allocations	Yes	$1,580,450.00	1,580,450.00		
2	2.1	Recruit and Hire Diverse Staff	Yes	$649,375.00	632,093.00		
2	2.2	Retain and Develop Staff	Yes	$3,639,835.00	3,524,423.00		
2	2.3	Professional Development	Yes	$3,741,194.00	2,957,982.00		
2	2.4	Instructional Leadership (MTROP)	Yes	$82,860.00	63,530.00		
2	2.5	AVID & PUENTE PD	Yes	$150,000.00	180,000.00		
2	2.6	Foster and Homeless-Training all Staff	Yes	$129,821.00	93,227.00		
2	2.7	Ed Services PD and Curriculum	Yes	$2,263,549.00	1,553,194.00		
2	2.8	EL Department Personnel and Resources	Yes	$3,254,275.00	2,982,931.00		
2	2.9	Special Education Coaches, Inclusive Practices-Supports	Yes	$4,114,151.00	3,830,446.00		
3	3.1	School Climate: Behavior Supports and Interventions	Yes	$1,897,014.00	1,223,795.00		
3	3.2	Safe Supportive School Campuses	Yes	$14,615,422.00	13,642,711.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Intervention Programs (Red Indicator Suspensions)	Yes	$3,613,446.00	3,179,787.00		
3	**3.4**	Engaging, Inclusive, Equitable, Restorative Practices	Yes	$920,483.00	807,998.00		
3	**3.5**	Wellness Centers and Healthy Campuses	Yes	$11,631,924.00	10,317,235.00		
3	**3.6**	Health Services	Yes	$2,736,532.00	2,440,427.00		
3	**3.7**	Family Engagement & Resources	Yes	$2,624,326.00	2,111,583.00		
3	**3.8**	Foster/Homeless Youth Engagement and Services	Yes	$62,650.00	34,061.00		
3	**3.9**	Chronic Absenteeism (Red Indicator)	Yes	$1,619,321.00	920,428.00		
3	**3.10**	Community Schools Districtwide	Yes	$176,342.00	141,213.00		

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)
$183,295,321	$75,580,908	6.623%	47.857%	$76,201,632.00	0.000%	41.573%	$11,518,925.11	6.284%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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