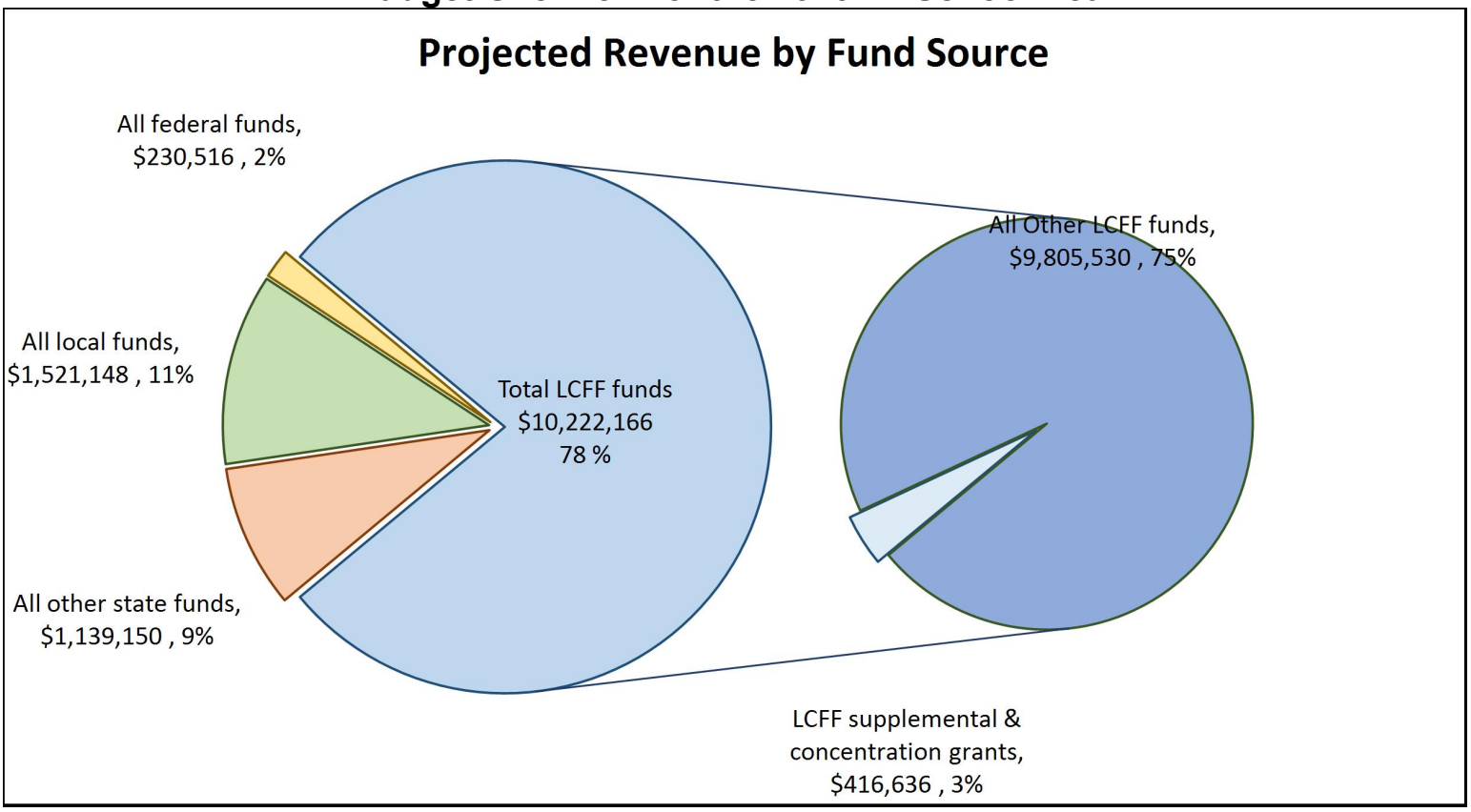
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Spreckels Union School District
CDS Code: 27-66225
School Year: 2026-27
LEA contact information:
Eric Tarallo
Superintendent
etarallo@susd.net
831-455-2550 x 316

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

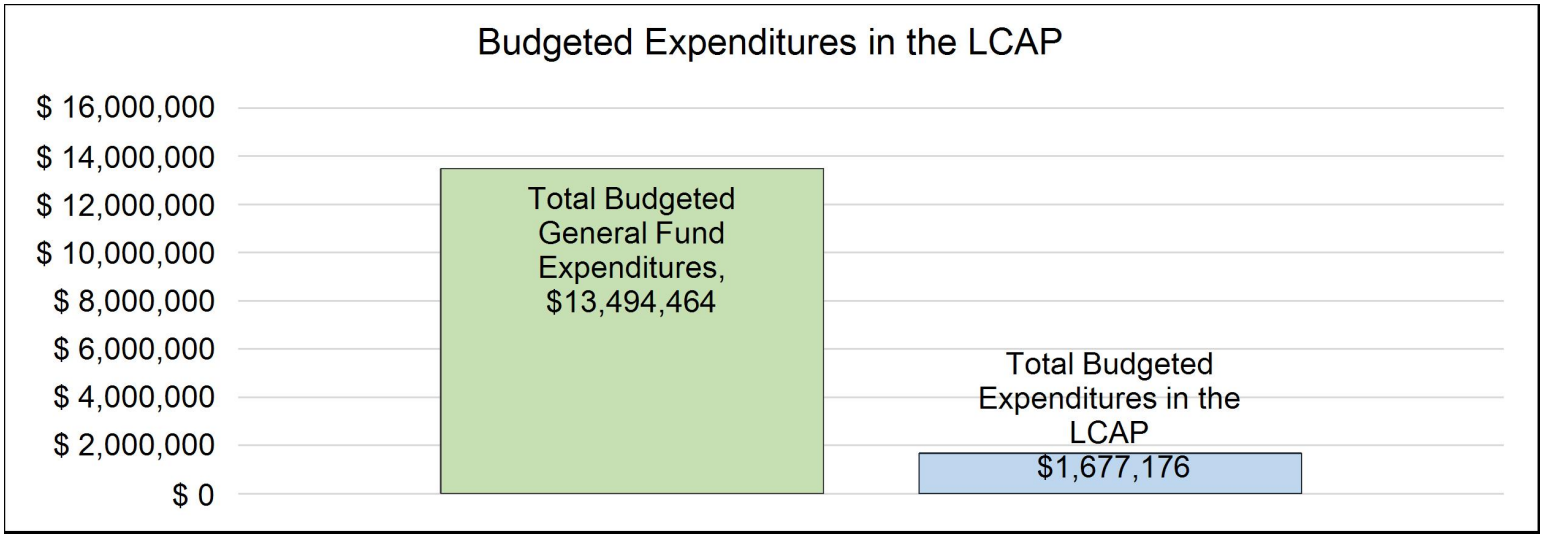


This chart shows the total general purpose revenue Spreckels Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spreckels Union School District is $13,112,980, of which $10,222,166 is Local Control Funding Formula (LCFF), $1,139,150 is other state funds, $1,521,148 is local funds, and $230,516 is federal funds. Of the $10,222,166 in LCFF Funds, $416,636 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 Spreckels Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Spreckels Union School District plans to spend $13,494,464 for the 2026-27 school year. Of that amount, $1,677,176 is tied to actions/services in the LCAP and $11,817,288 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP at SUSD is designed to be focused on specific, rather than general and broad, goals and objectives. Other expenditures cover general education, enrichment, after-school, and other general educational activities.

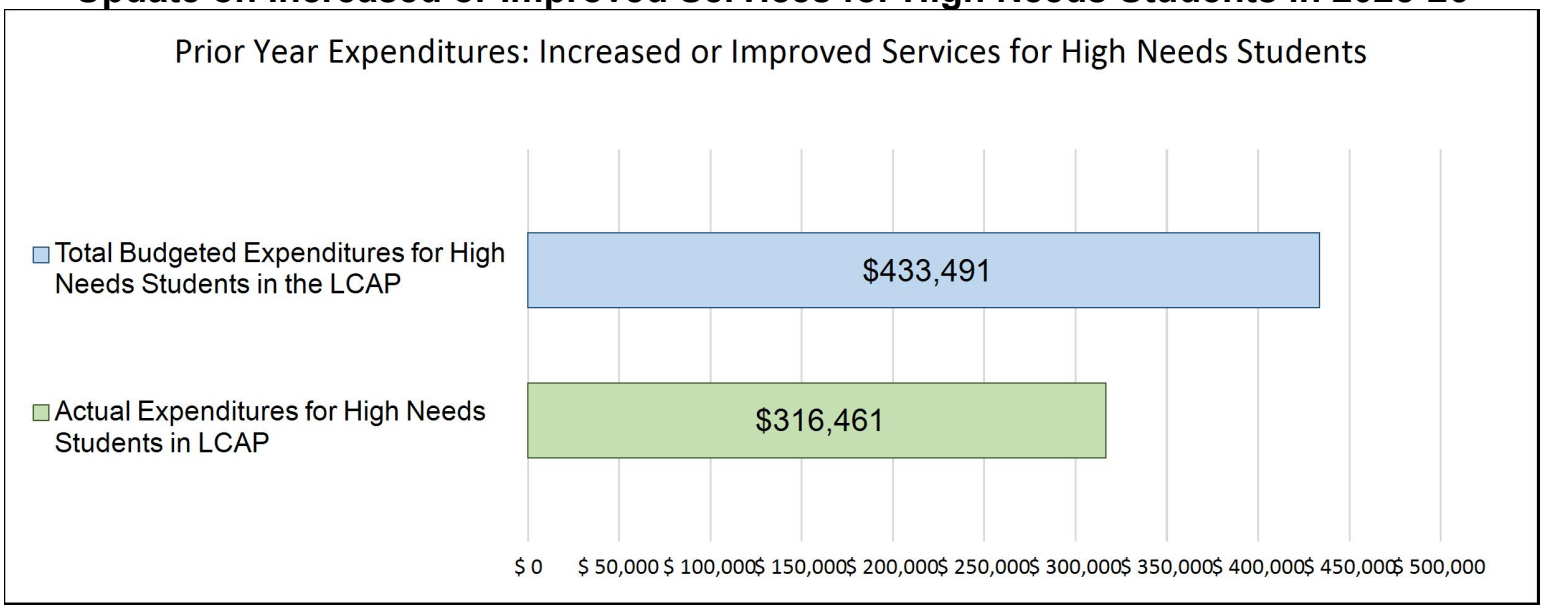
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Spreckels Union School District is projecting it will receive $416,636 based on the enrollment of Foster Youth, English learner, and low-income students. Spreckels Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Spreckels Union School District plans to spend $560,796 towards meeting this requirement, as described in the LCAP.

The plan is reviewed and supported by data on a regular basis and adjustments are made as deemed necessary. This ensures that all efforts are targeted, and as precise as possible to ensure the attainment of our goals and objectives.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Spreckels Union School District's LCAP budgeted $433,491 for planned actions to increase or improve services for high needs students. Spreckels Union School District actually spent $316,461 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $117,030 had the following impact on Spreckels Union School District’s ability to increase or improve services for high needs students:

Not all intended actions were carried out, or completed to the expenditure level cited in the plan, such as Goal 2 Action 2 where $74,692 was budgeted but not expended. Such instances resulted in underspending. All unspent funds have been incorporated into the 2026/27 LCAP plan to expand efforts to increase or improve services for students.

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
Spreckels Union School District	Eric Tarallo Superintendent	etarallo@susd.net 831-455-2550 x 316

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 Spreckels Union School District (SUSD) believes that students are its core mission and that the entire community shares responsibility for providing an equitable, rigorous, world-class education. The district fosters an innovative learning environment that values creativity, curiosity, collaboration, and diversity, preparing students to become lifelong learners.

Located three miles south of Salinas, the town of Spreckels was established in 1899 by Claus Spreckels to house employees of the Spreckels Sugar Factory. Surrounded by rich agricultural land, many residents continue to work in agriculture-related industries. The town was immortalized in John Steinbeck's novel Tortilla Flat and served as a filming location for the 1955 movie East of Eden.

SUSD remained a single-school district until the opening of Buena Vista Middle School in 1997. Today, the district consists of two schools: Spreckels Elementary School (TK–5), recognized as a 2025 California Distinguished School, and Buena Vista Middle School (6–8), recognized as a 2026 California Distinguished School. The district serves students from the communities of Spreckels, Las Palmas, the Highway 68 Corridor, Indian Springs, Pine Canyon, Creekside, Serra Village, and Toro Sunshine.

SUSD serves approximately 850 students from south Salinas and surrounding areas. Transitional kindergarten through fifth-grade students attend Spreckels Elementary School in downtown Spreckels, while sixth- through eighth-grade students attend Buena Vista Middle School in the Las Palmas community off River Road.

According to 2024-25 DataQuest data, the district's student population is 45% Hispanic, 42% White, 2% Asian, 1% Filipino, less than 1%

African American, and 8% identifying as two or more races. Approximately 6% of students are English Learners, and 19% are classified as socioeconomically disadvantaged.

Most SUSD graduates matriculate to Salinas High School, whose valedictorians for the past five years have all been SUSD alumni. Despite these strong outcomes, the district has experienced a significant decline in enrollment over the past three years, resulting in challenges related to funding and program sustainability.

Source: https://dq.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2025-26&cName=Spreckels&Topic=Enrollment&Level=District&submit1=Submit

Reflections: Annual Performance

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

The analysis of district performance in the development process of the 2026-27 LCAP was utilized to inform and guide all elements of the SUSD LCAP as we seek to maximize measurable outcomes for our students. This data, including state and local data, have been used as communication tools with educational partners and in gathering their input. The successes and progress described in this section are based on SUSD's 2025 California Dashboard results, recent quantitative data (state and local), and qualitative data results from community member surveys.

The Dashboard shows that the district suspension rate decreased by .6%. All student subgroups performed at green or blue performance levels.

District students performed in green area, as a whole, in Chronic Absenteeism, with an overall rate of 8.9% which is a 1.4% decrease from the prior year. No student subgroups scored in the red or orange areas; Students with Disabilities and Socioeconomically Disadvantaged performed in the yellow; all other student subgroups scored in the green. Thus, a specific action will be continued in this year's LCAP under Goal 3 to continue to reduce chronic absenteeism. These clusters provide insight into the specific areas of academic and attendance opportunities, allowing for targeted interventions and support strategies to improve student outcomes.

Due to the limited number of students tested, the District did not receive a performance level for English Learner Progress. There was a 28.8% decline on the English Learner Progress Indicator, but this was expected after such a high 78.8% the prior year.

English Language Arts showed All students performing at the green performance level. No student subgroup performed at the red or orange levels; English learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged students performed at yellow; Two or More Races and White performed at the green level; and no subgroup performed at the blue.

Overall, district students performed in the green level in Mathematics, with an increase of 11.5 points. Socioeconomically Disadvantaged and Students with Disabilities performed in the orange level; English learners and Hispanic students performed in the yellow level; and White students or students with Two or More Races performed in the green level. ELPI declined from 78.8% to 50.0% and is an area needing attention.No students performed in the blue or red levels.

Additionally, SUSD also met all Local Indicators.

To address the identified learning loss and social-emotional trauma, the district continued its investment into its intervention program and counseling services. This includes a full-time intervention teacher and two general education instructional aides at the elementary school and three periods of math intervention at the middle school. The district also fully implemented its Expanded Learning Opportunities Program by partnering with the YMCA, Pebble Beach Junior Golf, Kairos Learning Solutions, and Sweat III to support its unduplicated students. District teachers also offered tutoring support in math during the ELOP time.

The district also maintained its support for its English language learners (ELLs) by continuing the employment of a full-time English Language Development (ELD) teacher and instructional aide.

In terms of social-emotional learning (SEL) support, full-time counselors were continued at each school site. The middle school continued its offering of SEL support by partnering with Ohana. Ohana provided a counselor for one day a week to run Mental Fitness classes with identified students. Additionally, all district students were taught SEL lessons from the SEL curriculum presented by the schools' counselors.

SUSD was able to offer a variety of extracurricular activities throughout the year, including art and and after-school sports. The district employs a full-time music program who coordinates a full music program at the elementary school and an after-school choir class at the middle school. In addition, the district continued its contracts with community partners to offer Folklorico dancing at the elementary and middle school. Grade-level field trips also increased as a result of a partnership between the district and its parent groups.

Common Core Standards New Generation Science Standards were consistently implemented in all district classrooms. Additionally, the elementary school continued to strengthen its early reading support for all students by expanding the reading assessment called DIBEL's. It also increased small group reading remediation through the SIPP's program. Both schools continue to use iReady math for diagnostic and progress monitoring purposes.

Overall, SUSD performance results for all students and for specific student groups, including its unduplicated population (English learner, low-income, foster youth), show that improvement is needed for various student groups. Data from the 2025 California School Dashboard and other state reporting showed performance gaps between student groups. The 2026 LCAP will include continued activities to target areas in need of additional support for the following subgroups:

According to the 2023 Dashboard, Spreckels USD was in Red for the following groups:

Chronic Absenteeism - Socioeconomically Disadvantaged at Buena Vista Middle, Spreckels Elementary, and Districtwide

Chronic Absenteeism - Students with Disabilities at Spreckels Elementary

ELA and Math - Students with Disabilities at Buena Vista Middle

LREBG:

The district has unexpended LREBG funds for the 2026-27 school year, which can be found in Goal 1, Action 1.1, $55,292.55. Additional funds may be available after the state budget is adopted.

Our needs assessment identified significant gaps in math outcomes for low-income students with disabilities and English learners.

In response to this, the LEA will support students with targeted small-group ELA intervention at Spreckels Elementary School through a full-time intervention teacher and by continuing math intervention classes at Buena Vista Middle School.

The action(s) align with allowable fund uses for learning recovery programs.
LREBG Funds supporting this action: $55,292.55 through 2026–2027.

Reflections: Technical Assistance

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

n/a

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
PARENT/COMMUNITY INPUT The three meetings of the District's LCAP Educational Partners were held virtually. Comments were shared verbally and in writing. The first meeting in February reviewed the LCAP process and the District's 2025-26 mid-year LCAP report. Discussions about which actions were successful and which were not followed. A community/staff survey was sent out to the entire District community prior to the second meeting in April at which time survey results were discussed. At the final Educational Partners meeting in May, a proposal of new LCAP actions per goal was discussed to obtain additional feedback. Between Educational Partners' meetings, surveys to various stakeholders, and conversations with bargaining units and staff, district priorities were identified and included in the 2026-27 LCAP draft. Feedback was obtained from the entire staff, all parents/community members, and separately from Spanish-speaking families at a spring DELAC meeting. Parent responses of unduplicated students were included in the survey results.	SUMMARY OF PROCESS AND ENGAGEMENT Ongoing Education Partner engagement is an integral part of the planning process, and SUSD is dedicated to a collaborative approach as we involve all Educational Partners in the decision-making process for final LCAP development. The district's LCAP Educational Partners' Committee is made up of one board member, site and district administrators, teachers from both school sites, classified employees, bargaining unit representatives, parents from both school sites, parent group representatives, and parent representatives from the District's English Learner Advisory Committee. The committee met regularly to provide feedback and monitor the LCAP process. (Due to the district's small size, the Educational Partners' Committee also serves as the main Parent Advisory Committee.) TIMELINE At the initial 2026 February meeting, the LCAP process and mid-year review were discussed. Since this year's LCAP meetings were held virtually, various comments were shared both verbally and in the chat room. Based on conversations from the initial meeting and survey responses that were obtained from staff, parents, and community members during the month of February, draft actions and services were presented at the committee's second meeting in April. Consensus feedback and priorities from the stakeholders were integrated into the LCAP's goals, and a draft copy

Educational Partner(s)	Process for Engagement
	of new actions was shared and discussed at the Educational Partners' last meeting in May. A final draft of the LCAP was presented to the Committee on June 12 in advance of the Public Hearing on June 18. After revising the LCAP once again after obtaining final suggestions, a draft of the LCAP was posted to the district's website on June 15 to allow community members a chance to view and comment before the June 18, 2026 public hearing. All questions regarding the draft LCAP were answered in writing by the superintendent.
STUDENT INPUT Student input was also obtained during the LCAP process. All 4th-8th students were given the Healthy Kids Survey in late April. (Full results of the survey can be found in the Goal 3 metrics.) Students' responses to the various climate questions were generally positive, especially at the elementary school. Survey results from students reflected their priorities for LCAP goals, especially Goals 2 and 3.	All 4th-8th grade students took the Healthy Kids Survey in April 2026. Goals from the site plan are similar to the district's LCAP goals.
PARENT/COMMUNITY INPUT Numerous parents serve on the LCAP Educational Partners' Committee. They represent both school sites, all three parent groups, the District's English Language Advisory Committee, and parents of Students with Disabilities. Discussions at committee meetings were shared with each group's respective stakeholders for additional input. Additionally, a survey was sent to parents/community members in February to determine priorities. Of the 62 parent/community surveys submitted, the following trends emerged: 79% of survey takers felt their students have benefited from diverse enrichment opportunities; 60% said their students benefited from the academic intervention programs; and 40% said their students have benefited from interactions with the school counselors. Other district programs surveyed a bit lower: 25% benefited from financial assistance with field trips; 19% benefited from math intervention classes at the middle school; and 21% benefited from the ELD program.	Regular committee meetings and surveys obtained the feedback and priorities of the district's parents and community members. The LCAP development was also discussed at regular and open board of trustees meetings.

Educational Partner(s)	Process for Engagement
TEACHERS, PRINCIPALS & ADMINISTRATORS, OTHER SCHOOL PERSONNEL, LOCAL BARGAINING UNITS (STAFF) Numerous staff members also serve on the LCAP Educational Partners' Committee. They represent administration/management, certificated teachers, classified staff, and leaders from both bargaining units.	Regular committee meetings and surveys obtained the feedback and priorities of the district's staff members. The LCAP development was also discussed at regular and open board of trustees meetings.
District English Language Advisory Committee (DELAC) Intentional outreach obtained feedback and priorities from the District's English Language Advisory Committee. At the spring DELAC meeting, LCAP Goal #2 was discussed at length. One additional action to the LCAP was identified: providing time and funding for milestone successes like reclassification.	Regular DELAC meetings throughout the year and a community survey helped obtain feedback from the District's English Language Advisory Committee. Additionally, numerous members of the DELAC were recruited to serve on the LCAP Educational Partners' Committee.
Local SELPA A copy of the district LCAP was shared with the SELPA Executive Director on June 15, in time for the public hearing.	The approved 2026-27 LCAP was shared with the Monterey County Office of Education SELPA on 6/20/2026.
SUSD Board of Trustees	Final LCAP was Board approved on June 25, 2026

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

Various actions were revised, added, and/or eliminated that reflected the engagement of the district's educational partners and completion of certain activities.

In response to the information gathered from Educational Partners, the LCAP budget and updated Action descriptions for 2026-27 reflect the following:
1. The continuation of the district's intervention staff*
2. The continuation of full social-emotional support for students at both school sites*
3. The continuation of field trips paid for by a partnership of the district and its parent clubs
4. The continuation of after-school sports programs
5. The continuation of the district's professional development for staff that involves book clubs and outside presenters
6. The expansion of a new data monitoring software to improve data analysis and progress monitoring
7. A continued partnership with Creative Interpretation Services to offer real-time Spanish language interpretation at district/school meetings and events
8. Provide opportunities and funding for ELD recognition
9. Expand art education in the classrooms

10. The continuation of an Expanded Learning Opportunities program that offers various academic supports and enrichment opportunities; addition of a part-time ELOP Coordinator to oversee the program
11. The continuation of a PBIS budget to expand both schools' positive behavioral programs.
12. Elimination of Goal 3: Action 9 (TK and 5th grade play areas upgrades) and Goal 4: Action 7 (TK implementation) since both have been completed successfully.

*These programs were previously paid for by the since-expired ESSER funds. Discussions and survey results from Educational Partners helped to prioritize which programs to continue and which to discontinue due to a reduction in funding.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All struggling students experiencing learning loss and/or social-emotional difficulties will be provided appropriate support services to be successful.	Broad 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created as students transitioned back to in-person learning after COVID-19. Even after four years of strategic interventions, both academic and social/emotional, students are still struggling to catch up. This goal focuses on learning recovery as well as continued social/emotional support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State CAASPP scores in ELA and Math for students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=s	54.4% in ELA; 38.6% in Math in 2022-23 Buena Vista Middle School Students with Disabilities ELA: -96 DFS Math: -175 DFS	54.33% in ELA; 38.14% in Math in 2023-24 BVMS: Students with Disabilities ELA: -81.7 DFS Math: -118.2 DFS	2024-25 55.7% in ELA; 43.9 in Math BVMS: SWD ELA: -81 Math: -134.2	60.6% in ELA; 44.6% in Math Buena Vista Students with Disabilities ELA: -90 DFS Math: -170 DFS	+ 1.3 in ELA; + 5.3 in Math Buena Vista Students with Disabilities ELA: +15 DFS Math: +40.8 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	preckels&ct=3&cds=27662250000000					
1.2	State CAST (science) assessment for 5th and 8th graders, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportCAST?ps=true&lstTestYear=2023&lstTestType=X&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=spreckels&ct=3&cds=27662250000000	37.2% in 2022-23	36.2% in 2023-24	40.1% in 2024-25	43.6%	+2.9%
1.3	School Climate Survey Items "I feel safe at school." "There is an adult at my school who can help me if I need it." % who respond with a 3 or 4 on a four point scale Taken from Local Indicators	2024 School Climate Survey results: "I feel safe at school." SES-83.6% BVMS-67.6% "There is an adult at my school who can help me if I need it." SES-92.5% BVMS-61.3%	2025 School Climate results: "I feel safe at school." SES-85% BVMS-79% "There is an adult at my school who can help me if I need it." SES-92.5% BVMS-71%	2026 School Climate results: "I feel safe at school." SES-84% BVMS-82% "There is an adult at my school who can help me if I need it." SES-94% BVMS-74%	Scores of 85% or above on both questions for both school sites	"I feel safe at school." +.4% at SES; +14,4% at BVMS "There is an adult at my school who can help me if I need it." +1.5% at SES; +12.7% at BVMS
1.4	Local Assessment SES-DIBELS Beginning of Year (BOY)/End of Year (EOY) % "at or	2023-24 DIBELS EOY minus BOY K:+17% 1: +29%	2024-25 DIBELS EOY minus BOY K: +22% 1: +29%	2025-26 DIBELS EOY minus BOY K: +10% 1: +31%	SES/DIBELs: +10% growth per grade level BVMS/GPA: 60% or higher at 3.0	*DIBELS: K: -7 1: +2 2: -3 3: +4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above benchmark" comparison BVMS-GPA 3.0 or greater at end of 2nd trimester Aeries Report iReady math diagnostic piloted for Grades 3-5 (EOY minus BOY assessment "at or above grade level"	2: +18% 3: +3% 4: -15% 5: +8% BVMS GPA's: 215/328=66%	2: +24% 3: +7% 4: -8% 5: -8% iReady Math (EOY-Winter assessment) 3: +12% 4: +15% 5: +17% BVMS GPA's: 237/326=73%	2: +15 3: +7% 4: -2% 5: 0% iReady Math Increase of 24% Mid or Above, +10% At, -17% One Grade Level Below, -13% Two Grade Levels Below and -5% Three or More Grade Levels BVMS GPA's: 223/319=70%		4: +13 5: -8 iReady Math: +24% overall mid or above grade level BVMS GPA's: +4%; still 10% points higher than target *adjustment to metric
1.5	CAASPP results for Students with Disabilities https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=spreckels&ct=3&cds=27662250000000	2023 CAASPP Students with Disabilities ELA: 11.1%; 91.5 DFS Math: 6.4%; 132.9 DFS	Spring 2024 CAASPP Students with Disabilities: ELA: 16.13%; 81.7 DFS Math: 9.53%; 118.2 DFS	Spring 2025 CAASPP Students with Disabilities: ELA: 16.1% Math: 10.7%	ELA: 21.1% Math: 16.4%	Students with Disabilities: ELA: +5% Math: +4.3%

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.

The district made significant progress in implementing the actions associated with this goal while adapting to challenges and emerging needs throughout the year. The following summary describes the implementation status of each action, including any notable successes, challenges, and differences between planned and actual implementation.

Action 1 was fully implemented. A full-time intervention teacher coordinated the elementary intervention program and provided daily small-group instruction to targeted students. At Buena Vista Middle School, math teachers provided intervention support to struggling students during the activity period four days per week, strengthening targeted academic assistance.
Action 2 was fully implemented. Professional development opportunities were provided as planned, including support from an outside consultant and a staff book study focused on social-emotional development.
Action 3 was fully implemented. Two district counselors were in place on the first day of school and provided ongoing support for students' social-emotional, behavioral, and academic needs throughout the year.
Action 4 was fully implemented. Special education and intervention staff met regularly to review student data, monitor progress, and make instructional adjustments to ensure students received appropriate supports and interventions.
Action 5 was fully implemented. The elementary school utilized Amplify assessments to monitor student literacy development and inform instructional planning, supporting district literacy goals.
Action 6 was fully implemented. The LINKS Transition Program conducted summer sessions and successfully paired incoming sixth-grade students with peer mentors to support a positive transition to middle school and foster a sense of belonging.
Action 7 was fully implemented as planned. The district partnered with the YMCA, Pebble Beach Junior Golf, Sweat III, and Kairos Learning Solutions to provide comprehensive after-school programming for unduplicated students.
Action 8 was fully implemented. Dr. Sales of Pepperdine University returned to provide professional development on Universal Design for Learning (UDL), supporting teachers in creating more inclusive and accessible learning environments.
Action 9 was fully implemented. District counselors delivered the Character Strong curriculum in all classrooms, promoting character development, relationship skills, and social-emotional learning.
Action 10 was fully implemented. The elementary special education team successfully implemented the S.P.I.R.E. curriculum to strengthen literacy instruction for students receiving special education services.
Action 11 was partially implemented. Professional development in small-group instruction and Universal Design for Learning was provided to teachers; however, instructional aides did not participate in the training. Expanding professional learning opportunities to include all staff who support student instruction will be a priority moving forward.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal, with the exception of:
1.1: Staffing costs came in lower than anticipated
1:7: The actual ELOP enrollment came in lower than the budgeted 40 students; therefore, the actuals are less than the budgeted expenditures.
1.2: The material difference due to actual costs was not as high as planned. No impact on implementation.
1.5: The material difference due to actual costs was not as high as planned. No impact on implementation as Amplify was fully implemented.

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

Based on an analysis of available metrics and outcomes, the implementation of Goal 1 actions demonstrated varying levels of effectiveness in supporting student achievement, school climate, and instructional improvement. Evidence from quantitative data and qualitative indicators is summarized below.

Action 1.1: Intervention Staffing

Effectiveness: High
Metric Used: 1.1 – CAASPP ELA and Math Performance

Additional intervention staffing contributed to notable academic gains for all students with performance gains increased by 1.3% in ELA and 5.3% in Math on the CAASPP.

Action 1.2: Professional Development

Effectiveness: Moderate
Metrics Used: 1.1, 1.2 – CAASPP Performance and Teacher Implementation Feedback

Professional development strengthened staff capacity to implement tiered instruction and increased consistency across classrooms. Significant gains for SWD at BVMS (+15 DFS points in ELA and +40.8 DFS points in Math) suggest positive early outcomes. Additionally, CAST performance increased by 2.9%. While implementation fidelity improved, continued monitoring is needed to determine long-term impact across additional student groups and content areas.

Action 1.3: Social-Emotional Support for Students

Effectiveness: High
Metric Used: 1.3 – Student SEL Survey Results and Referral Data

Counseling services and social-emotional learning (SEL) programs contributed to improved student well-being, engagement, and school connectedness. According to the 2026 School Climate Survey, 84% of Spreckels Elementary School (SES) students and 82% of BVMS

students reported feeling safe at school. While perceptions of safety declined slightly at SES (-1%), they increased at BVMS (+3%). The percentage of students reporting that they have a trusted adult at school increased by 1.5% at SES and 3% at BVMS, reflecting growth in student support systems across both campuses. Chronic absenteeism data also indicates progress. The districtwide chronic absenteeism rate improved from the 2023 baseline of 13.3% to 8.9% on the 2025 California Dashboard. English Learners improved from 16.5% at baseline to 9.1%, Socioeconomically Disadvantaged students improved from 22.4% to 14.5%, and Students with Disabilities improved from 22.3% to 16%. These improvements suggest that counseling, Mental Fitness classes, and SEL supports helped strengthen school connectedness and reduce barriers to regular attendance. However, because English Learners remain slightly higher than all students in chronic absenteeism, and SED and SWD students continue to have rates above the districtwide rate, the district will continue to monitor attendance data and provide targeted counseling, family outreach, and student check-ins for students who are chronically absent or at risk of chronic absenteeism.

Action 1.4: Data Reflection Time

Effectiveness: Moderate
Metric Used: 1.1 – CAASPP and Internal Benchmark Data

Dedicated collaboration time allowed teachers to analyze student data, align interventions, and strengthen instructional planning. Evidence of effectiveness can be seen in the significant academic gains achieved by SWD at BVMS (+15 DFS points in ELA and +40.8 DFS points in Math). While these results are promising, continued monitoring is necessary to determine broader and sustained impacts on student achievement.

Action 1.5: Data Collection and Progress Monitoring

Effectiveness: Moderate
Metrics Used: 1.1 and 1.4

Enhanced data collection and progress-monitoring systems strengthened the district's MTSS framework and increased transparency around student performance. Teacher collaboration and data analysis supported instructional decision-making.

At Spreckels Elementary, DIBELS results demonstrated strong literacy growth. Kindergarten students improved by 17% in 2023–24, 22% in 2024–25, and 10% in 2025–26. Grades K–2 each showed gains of at least 10% from Beginning-of-Year (BOY) to End-of-Year (EOY) assessments. Fourth and fifth grade students did not demonstrate comparable growth and will remain a focus area for intervention.

i-Ready Math diagnostics showed a 24% increase in students performing at or above grade level. At BVMS, 70% of students earned Honor Roll status (GPA of 3.0 or higher), representing a 3% decline from the previous year but remaining 10 percentage points above the district's desired outcome. Significant gains for SWD at BVMS (+15 DFS points in ELA and +40.8 DFS points in Math) further indicate the positive impact of data-informed instructional practices.

Action 1.6: LINKS Transition Program

Effectiveness: High
Metric Used: 1.1 – CAASPP Growth and Participation Rates

The LINKS Transition Program provided peer mentors for all incoming sixth-grade students, supporting a successful transition to middle school. Academic data showed continued growth in overall ELA and Math proficiency, with particularly strong improvements in DFS scores for SWD at BVMS, indicating improved performance and progress toward closing achievement gaps.

Action 1.7: ELOP Implementation

Effectiveness: Moderate
Metrics Used: 1.1 – CAASPP and 1.2 – CAST

The Expanded Learning Opportunities Program (ELOP) served nearly 40 unduplicated elementary students and provided targeted math intervention and tutoring. Districtwide CAASPP Math performance increased by 6% compared to the prior year, suggesting a positive contribution to student achievement.

Action 1.8: Professional Development

Effectiveness: Emerging
Metric Used: 1.1 – CAASPP ELA and Math

Professional development efforts supported instructional improvement and coincided with increased ELA and Math proficiency rates. Significant gains for SWD at BVMS, including a 15-point increase in ELA DFS and a 40.8-point increase in Math DFS, indicate promising early outcomes. Continued implementation and monitoring will be necessary to determine long-term effectiveness.

Action 1.9: Social-Emotional Support

Effectiveness: Effective
Metric Used: 1.3 – Student Participation and Continuity Tracking

Counselors at both school sites delivered CharacterStrong social-emotional learning lessons through classroom-based instruction. These efforts supported student engagement, relationship-building, and social-emotional development.

Action 1.10: SPED Curriculum

Effectiveness: Emerging
Metric Used: 1.1 – CAASPP ELA and Math

The elementary Special Education team implemented the S.P.I.R.E. curriculum to strengthen literacy instruction for students with disabilities. Districtwide, SWD improved by 18 DFS points in ELA and 23.2 DFS points in Math, indicating encouraging early results. Additional implementation time and progress monitoring will help determine long-term effectiveness.

Action 1.11: Professional Development in Small-Group Instruction

Effectiveness: Emerging
Metric Used: 1.1 – CAASPP ELA and Math

Professional development in Universal Design for Learning (UDL) and small-group instruction was provided to teachers; however, Special Education instructional aides did not participate in the training. While improvements in student outcomes suggest potential benefits, broader implementation and inclusion of instructional support staff will be necessary to maximize the impact of this initiative.

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.

Changes to Goal Statement:

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes:

No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics:

No changes were made to the metrics.

The Goal 1 actions below have been revised to reflect ongoing and newly identified needs:

Action 2 has been revised to decrease the PD budget due to budget priorities.
Action 5 expands on assessment data and progress monitoring to include grades 6-8 in DIBELS
Action 7 adds the position of ELOP Coordinator to oversee the effectiveness and compliance of the program.

The description to Goal 1: Action 1 has also been revised to include current LREBG funding.

Action 1.3 was changed to a contributing action for the 2026–27 LCAP year based on a review of attendance data and the identified need to increase counseling, attendance intervention, and school-connectedness supports for English Learners and other unduplicated student groups. In the 2023 baseline year, English Learners had a chronic absenteeism rate of 16.5%, compared to 13.3% for all students,

demonstrating a higher level of need. Although EL chronic absenteeism has improved, the 2025 rate for English Learners remains slightly higher than the rate for all students, indicating a continued need for targeted support.

Previously, Action 2.2 provided social-emotional support primarily for Spanish-speaking students. That support will continue; however, the district determined that counseling and attendance-related supports should be expanded through Action 1.3 to provide broader access for English Learners and other unduplicated student groups. Through Action 1.3, district counselors will provide increased support for English Learners through attendance monitoring, student check-ins, family outreach, referrals to services, and coordination of interventions for students who are chronically absent or at risk of chronic absenteeism. The additional Ohana counselor at BVMS will also provide Mental Fitness classes to support school connectedness, coping skills, and student engagement. This change strengthens the district's ability to address the attendance and social-emotional needs of English Learners and other unduplicated student groups in a more comprehensive and consistent manner.

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	Intervention Staffing	Using the district's remaining LREBG funding, maintain a full-time intervention teacher at SES to support struggling students in ELA; Continue math intervention classes at BVMS. LREBG: The LEA will support students with targeted small-group intervention in ELA at Spreckels Elementary School through a full-time intervention teacher and by continuing math intervention classes at Buena Vista Middle School. Research shows that early and sustained academic intervention improves student outcomes by addressing learning gaps before they widen, particularly in foundational skills like reading and math. Foorman, B. R., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). The metric being used to monitor the action is Metric 1.1 – CAASPP ELA and Math performance. LREBG Funds supporting this action: $55,293 in 2026-27.	$155,911.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development (PD)	Continue to implement the district's PD plan that prioritizes data-driven decision making, instructional differentiation/Universal Design, and PBIS.	$33,421.00	No
1.3	Social-emotional support for students	Maintain two full-time district counselors, one at each school site; Continue partnership with Ohana to have an additional counselor at BVMS one day a week to teach Mental Fitness classes	$228,827.00	Yes
1.4	SPED and Intervention Programs Oversight and Alignment	Provide collaboration time for SPED and Intervention staffs to articulate and monitor student progress	$0.00	No
1.5	Data Collection and Progress Monitoring	Continue the District's focus on assessment data and progress monitoring by implementing Amplify (early literacy) and iReady (math) platforms; Expand Amplify assessments (DIBEL's) to the middle school	$23,431.00	No
1.6	Middle School Transition	Continue the "Links" program and 5th Grade "Shadow Day" to better support students transitioning from elementary to middle school	$39,866.00	No
1.7	Extended Learning Opportunities	Continue to implement an extended learning opportunities plan (ELOP) that provides academic support and enrichment; Designate an ELOP Coordinator to oversee the effectiveness and compliance of the program	$204,862.00	No
1.8	Academic support and professional development to target needs of Students with Disabilities	Continue implementing Universal Design for Learning strategies in all classrooms	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Social-Emotional Curriculum	Continue having counselors implement the Character Strong curriculum	$2,500.00	No
1.10	Special Education (SPED) Curriculum	Continue to implement evidence-based SPED curriculum (S.P.I.R.E.)	$6,000.00	No
1.11	Small Group Instructional Support	Provide professional development for teachers and instructional aides to focus on best practices for implementing small group instruction	$1,969.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All unduplicated students (English language learners (ELL's), socioeconomically disadvantaged, and foster youth) will be provided appropriate support services to be successful.	Broad 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal directly addresses the needs of all of the district's unduplicated students. By maintaining the staffing to support the district's ELL's, increasing the staffing to support unduplicated students in critical grade levels, and providing enhanced professional development in ELD best practices for all district teachers (actions included below), the district anticipates consistent improvement with reclassification rates, CAASPP scores in ELA and Math, and the English Learner Progress Indicator rate, as measured in the Measuring and Reporting Results section below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State CAASPP scores in ELA and Math for unduplicated students in 3-8th grade, percent at or exceeding standard https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstCounty=27&lstDistrict=66225-000&lstSchool=0000000	2023 CAASPP ELA: English Learners (EL's): 17.2% Socioeconomically Disadvantaged Students (SDS): 41.1% Students with Disabilities (SWD) at BV: 10.5% 3rd Grade: 21.6%	Spring 2024 CAASPP ELA: EL's: 27.78% SDS: 37.50% Math: EL's:11.11% SDS: 27.93%	Spring 2025 CAASPP ELA: EL's: 6.3% SDS: 42.9% Math: EL's:0% SDS: 31.4%	ELA: EL's: 23.2% SDS: 47.7% Math: EL's: 26.0% SDS: 36.8%	ELA: EL's: -10.9% SES: +1.8% Math: EL's: -20% SES:+.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	&lstGroup=1&lstSubGroup=1&lstSchoolType=A&lstGrade=13&Keyword=spreckels&ct=3&cds=27662250000000	3rd Grade SDS: 35.3% 3rd Grade EL's: 30.8% Math: EL's: 20.0% SDS: 30.8% SDS at BV: 2.6% 3rd Grade: 19.3% 3rd Grade SDS: 23.5% 3rd Grade EL's: 53.9%				
2.2	English Learner Progress Indicator (ELPI) rate on the State Dashboard https://www.caschooldashboard.org/reports/27662250000000/2023#english-learner-progress-card	2022-23 ELPI 57.7%	2023-24 ELPI 78.8%	2024-25 ELPI 50%	Maintain or exceed a rate of 50%	ELPI -7.7%
2.3	English Learner Reclassification Rate Local Data	22/76, 29% in 2023-24	2024-25 24/52 students; 46%	2025-26 24/51 47%	Maintain or exceed a rate of 25%	+18%

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.

The district made substantial progress in implementing the actions associated with this goal, with most actions fully implemented as planned. The following summary describes the implementation status of each action, including any differences between planned and actual implementation, as well as key successes and challenges.

Action 1 was fully implemented. A full-time English Language Development (ELD) teacher and a part-time instructional aide provided daily small-group instruction and targeted language support for English learners. At the middle school, a teacher met with English learners during a dedicated class period each day, replacing the previous model of support provided only during the activity period.
Action 2 was not implemented because it was not needed. While counseling services remained available, there was no demand for Spanish-language interpretation services during the year.

Action 3 was fully implemented. Staff participated in two professional development days focused on strengthening instructional practices, including strategies to support English language development and improve outcomes for all students.
Action 4 was fully implemented. Free transportation was provided to all unduplicated students, ensuring equitable access to school and school-related programs.
Action 5 was fully implemented. The district provided Wi-Fi hotspots and additional devices to families as needed, reducing barriers to technology access and supporting learning beyond the school day.
Action 6 was fully implemented. The district worked collaboratively with parent organizations to ensure that all students could participate in enrichment opportunities, including science camp and the eighth-grade Sacramento trip. Financial assistance and scholarships were made available to any unduplicated student who required support.
Action 7 was partially implemented. Two general education instructional aides provided daily small-group support to unduplicated students in targeted elementary grade levels. However, a third aide position that became vacant early in the year was not filled due to budget constraints and staffing priorities.
Action 8 was fully implemented. The district utilized the Ellevation data management platform to monitor English learner progress and support data-driven decision-making throughout the school year.
Action 9 was fully implemented. Real-time interpretation services were provided for English learner families during parent meetings, school events, and family engagement activities, ensuring meaningful participation and access to information.
Action 10 was fully implemented. Expanded Learning Opportunities Program (ELOP) services were provided throughout the year, with nearly 40 unduplicated students participating in after-school academic and enrichment activities.

Overall, the district effectively implemented the majority of planned actions and maintained a strong focus on supporting English learners and unduplicated students. While one action was not needed due to a lack of demand and another was only partially implemented because of staffing limitations, the district remained committed to providing targeted academic support, family engagement opportunities, and equitable access to resources and programs.

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 LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

2: 2: Although funds were budgeted for Spanish-speaking counseling services, no Spanish-speaking students required the services. Based on prior-year implementation data, the district will revise this action from a standing Spanish-speaking counseling allocation to an as-needed counseling and referral model for English learners and unduplicated students whose families identify Spanish-language counseling or mental health access as a need. The district will monitor requests for services, counselor referrals, participation, and student/family feedback to determine whether the level of service should be increased during the year.
2:5: Fewer replacement Chromebooks and hotspots were needed than budgeted.

2.6: Although only approximately half of the budgeted amount was expended, Action 6 was fully implemented. The lower estimated actual expenditures were due to donations, parent organization fundraising, and other available funding sources that reduced the amount of district LCAP funds needed to support the action. These additional resources allowed the district to provide the planned enrichment opportunities while continuing to make financial assistance and scholarships available to unduplicated students. The material difference was fiscal in nature and did not result in reduced implementation, reduced student access, or a change in the services provided.

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 action in making progress toward Goal 2, based on assigned metrics and other relevant indicators.

Action 2.1 – Staffing to Support English Language Development

Effectiveness: Limited
Metrics: 2.1 – CAASPP ELA and Math; 2.2 – English Learner Progress Indicator (ELPI)

This action demonstrated limited effectiveness. English Learner (EL) performance declined on the CAASPP, with ELA scores decreasing by 10.9% and Math scores decreasing by 20%. In addition, the English Learner Progress Indicator (ELPI) declined, indicating a need to strengthen and expand supports for English learners. In contrast, Socioeconomically Disadvantaged (SED) students showed modest gains of 1.8% in ELA and 0.6% in Math.

Action 2.2 – Spanish-Speaking Counseling Services

Effectiveness: Limited
Metrics: 2.2 – ELPI; Suspension Rates (Priority 6)

This action demonstrated limited effectiveness. Because there was no identified need for Spanish-speaking counseling services during the year, implementation was minimal. While suspension rates for unduplicated students remain suppressed due to privacy rules, overall district suspension trends suggest positive behavioral outcomes. However, there is insufficient evidence to demonstrate a direct impact on English learner outcomes.

Action 2.3 – Professional Development for Teachers

Effectiveness: Moderate
Metrics: 2.3 – Reclassification Rate; 2.1 – CAASPP ELA and Math

This action demonstrated moderate effectiveness. The English Learner reclassification rate increased from 46% to 47%, remaining well above the district target of 25%. However, EL performance on CAASPP declined in both ELA and Math, indicating that additional professional development and monitoring are needed to improve instructional effectiveness for English learners, particularly in mathematics.

Action 2.4 – Free Transportation Services

Effectiveness: Moderate
Metrics: 2.1 – CAASPP ELA and Math; 3.1 – Chronic Absenteeism

This action demonstrated moderate effectiveness. Transportation services supported equitable access to school and may have contributed to improved attendance. The 2025 California Dashboard reported an overall chronic absenteeism rate of 8.9%, with improvements among SED students (14.5%, a decrease of 1.3 percentage points), Students with Disabilities (16%, a decrease of 4.2 percentage points), and English Learners (9.1%, a decrease of 3.7 percentage points). Academic outcomes were mixed, suggesting that transportation supports are most effective when combined with targeted instructional interventions.

Action 2.5 – Technology Access

Effectiveness: Limited
Metrics: 2.1 – CAASPP ELA and Math; 3.1 – Chronic Absenteeism

This action demonstrated limited effectiveness in improving academic outcomes. While continued access to devices and internet connectivity promoted educational equity, academic gains were modest for SED students (+1.8% in ELA and +0.6% in Math) and declined significantly for EL students. The district's reduced chronic absenteeism rates suggest that technology access supported student engagement, but additional instructional supports are needed to accelerate achievement.

Action 2.6 – Enrichment Opportunities

Effectiveness: Emerging
Metrics: 3.1 – Chronic Absenteeism; 2.1 – CAASPP ELA and Math

This action demonstrated emerging effectiveness. Increased access to enrichment opportunities likely contributed to improved student engagement and attendance. The 2025 California Dashboard reported an overall chronic absenteeism rate of 8.9%, representing a 1.4 percentage-point improvement from the prior year. While academic outcomes were mixed, enrichment opportunities continue to provide important supports for student engagement and school connectedness.

Action 2.7 – Intervention Staffing for Unduplicated Students

Effectiveness: Limited
Metrics: 2.1 – CAASPP ELA and Math

This action demonstrated limited effectiveness in improving academic outcomes. SED students showed modest gains in ELA (+1.8%) and Math (+0.6%), while EL students experienced declines in both subject areas. These results indicate a continued need to strengthen targeted interventions and supports for unduplicated students.

Action 2.8 – English Learner Progress Monitoring through Ellevation

Effectiveness: Moderate
Metrics: 2.2 – ELPI; 2.3 – Reclassification Rate

This action demonstrated moderate effectiveness. Although the district experienced a decline in ELPI performance, the English Learner reclassification rate remained strong at 47%, well above the district target. The continued use of Ellevation supported timely progress monitoring and data-informed decision-making for English learner services.

Action 2.9 – Interpretation Services for English Learner Families

Effectiveness: Moderate
Metrics: 2.2 – ELPI; 2.3 – Reclassification Rate; 3.7 – Family Engagement

This action demonstrated moderate effectiveness. Interpretation services supported meaningful communication between schools and families and may have contributed to the district's strong reclassification rate. Family engagement remains an important component of student success; however, participation in the School Climate Survey declined compared to prior years. While ELPI results declined, the district's high reclassification rate suggests that family outreach efforts continue to support student progress.

Action 2.10 – After-School Academic Support (ELOP)

Effectiveness: Limited
Metrics: 2.1 – CAASPP ELA and Math

This action demonstrated limited effectiveness in improving academic outcomes. While SED students showed small gains in ELA (+1.8%) and Math (+0.6%), English Learner performance declined in both areas. These results indicate that additional targeted academic supports and intervention strategies may be necessary to increase the effectiveness of after-school programming for unduplicated students.

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

Changes to Goal Statement:

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes:

No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics:

No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions:
Add Goal 2-Action 11: Provide opportunities and funding for ELD recognition (e.g., reclassification, seal of biliteracy).

Actin 2.2: Based on prior-year implementation data, the district will revise this action from a standing Spanish-speaking counseling allocation to an as-needed counseling and referral model for English learners and unduplicated students whose families identify Spanish-language counseling or mental health access as a need. The district will monitor requests for services, counselor referrals, participation, and student/family feedback to determine whether the level of service should be increased during the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing to support English Language Development	Maintain Staffing to support English Language Development through two separate actions: a. the current 1.0 Full Time Equivalent (FTE) English Language Development (ELD) teacher and .75 FTE instructional aide at SES to provide a supportive designated and integrated learning environment where content instruction is delivered in a manner that is accessible to students who are still developing their English language skills (language acquisition program); b. Maintain the ELD staffing to offer an additional support period at BVMS to increase the focus and support of long-term English language learners by helping teachers plan and deliver lessons that enable English learners to understand and engage with academic content while developing their English proficiency (language acquisition program). This provides a structured approach, promotes high academic achievement, and is adaptable to various content-specific areas.	$174,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Offer an as-needed Spanish-language counseling and referral model for English Learners and other unduplicated students whose families identify Spanish-language counseling or mental health access as a need. This action will allow students and families to access social-emotional and mental health supports in their preferred language through counseling services, referrals, and coordination with appropriate school or community-based supports.	$74,692.00	Yes
2.3	Professional Development (PD)	Continue to offer PD for all teachers in best practices to support unduplicated students in accelerating outcomes in all academic areas, which will include one certificated staff development days per year.	$9,650.00	Yes
2.4	Transportation	To address the chronic absenteeism among the district's unduplicated students and students with disabilities, offer free transportation services to ensure students are able to attend school on time, everyday.	$14,100.00	Yes
2.5	Technology	Replace technology devices and wifi hotspots to maintain the district's 1:1 deployment and support district families of unduplicated students who are without adequate technology.	$3,250.00	Yes
2.6	Enrichment opportunities for unduplicated students	Provide free enrichment opportunities (i.e. field trips, after-school enrichment opportunities, Science Camp, 8th grade trip to Sacramento, etc.) to unduplicated students to enrich the classroom educational experience, and increase student engagement and attendance.	$32,920.00	Yes
2.7	Intervention staffing for unduplicated students	Maintain staffing of two .75 instructional aides for pull-out support of unduplicated students in impacted primary grades	$68,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	English language learner (ELL) progress monitoring	Continue to implement the new data monitoring platform to track district's progress for students who are English learners (Ellevate)	$8,200.00	Yes
2.9	Interpreting Services for ELL families	Provide real-time interpreting services for ELL families to allow them to better participate in districts events such as parent group meetings, family nights, etc.	$2,000.00	Yes
2.10	After-school academic support for unduplicated students	Include academic support opportunities in the district's ELOP (see Goal 1)	$0.00	No
2.11	Recognition for English Language Development Milestones	Provide funding to recognize English learners for progress toward English language proficiency, including ELD milestones, reclassification, and other language-development achievements.	$750.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To improve the educational and social climates at both schools, the areas of diversity, equity, and innovation have been prioritized. The district currently has an Equity Committee that will continue to serve an essential role moving forward to help the district fulfill its mission statement. The various actions in this goal are expected to improve the school climate indicators (chronic absenteeism rate, attendance rate, suspension/expulsion rate, school climate surveys, etc.) at both district sites. In addition, the various steps outlined to support staff are expected to increase morale, diversity, and professionalism. Lastly, in attempts to increase enrichment offerings such as after-school sports and after-school programs, additional efforts to attract and compensate coaches and supervisors have been maintained in this goal.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to increase parent and student engagement post-COVID. Chronic absenteeism rates for All Students, and especially in vulnerable subgroups, were at an all-time district high post-COVID. In addition, the district developed this goal to ensure the continued vital role of the Equity Committee in fulfilling its mission statement. The actions outlined in this goal aim to enhance school climate indicators, including chronic absenteeism rates, attendance rates, suspension/expulsion rates, and results from school climate surveys, across all district sites. Additionally, the goal includes measures to support staff, which are anticipated to boost morale, diversity, and professionalism. Furthermore, to expand enrichment offerings such as after-school sports and programs, the district has included efforts to attract and adequately compensate coaches and supervisors within this goal.

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 Rate https://www.caschooldashboard.org/reports/2766	2023 California Dashboard 13.3% SDS districtwide: 22.4%	2024 California Dashboard 10.3% SDS districtwide: 15.8%	2025 California Dashboard 8.9%	7.3% or lower	2025 California Dashboard All students: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2250000000/2023#chronic-absenteeism-card	BV (22%) and Spreckels Elementary (20.5%) SWD districtwide: 22.3% EL's districtwide: 16.5%	BV: 16.9% SES: 13.3% SWD at SES: 11%	SDS districtwide: 14.5% BV: 12.7% SES: 14.5% SWD districtwide: 16% EL's districtwide: 9.1%		Districtwide SDS: -7.9% Districtwide SWD: -6.3% Districtwide EL's: -7.4%
3.2	Results from school climate surveys Taken from Local Indicators	2024 School Climate Survey 4th & 5th Grades: 84% "liked school" (scores of 3 or 4 on the survey); 16% did not (scores of 1 or 2) 98% "did their best in school"; 2% did not 97% said the school wanted them to "give it their best effort"; 3% did not 90% felt the school "had clear rules for behavior"; 10% did not 93% felt "teachers treated them with respect"; 7% did not 77% felt "positive behavior was noticed at school"; 23% did not 91% felt "they got along well with others"; 9% did not 84% felt "safe at school"; 16% did not	2025 School Climate Survey 4th & 5th Grades: 75% "liked school" (scores of 3 or 4 on the survey); 25% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not 94% said the school wanted them to "give it their best effort"; 6% did not 87% felt the school "had clear rules for behavior"; 13% did not 89% felt "teachers treated them with respect"; 11% did not 67% felt "positive behavior was	2026 School Climate Survey 4th & 5th Grades: 72% "liked school" (scores of 3 or 4 on the survey); 28% did not (scores of 1 or 2) 97% "did their best in school"; 3% did not 99% said the school wanted them to "give it their best effort"; 1% did not 91% felt the school "had clear rules for behavior"; 9% did not 91% felt "teachers treated them with respect"; 9% did not 75% felt "positive behavior was	80% at 3 or 4 on all statements	% varies by question 4th–5th Grade • Liked school: -12% • Did their best in school: -1% • School wanted best effort: +2% • Clear rules for behavior: +1% • Teachers treated with respect: -2%% • Positive behavior noticed: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		64% felt "students treated each other with respect"; 36% did not 93% felt "an adult at school would help them if they needed it"; 7% did not 65% felt "students followed rules in class so teachers could teach"; 35% did not 6th-8th Grades: 55% "liked" school; 45% did not 73% felt "successful at school"; 27% did not 70% felt "the school set high standards for achievement"; 30% did not 79% felt "the school set clear rules for behavior"; 21% did not 71% felt "teacher treated them with respect"; 29% did not 64% felt "behaviors in class allow teachers to teach:; 36% did not 32% felt "students are frequently recognized for good behavior"; 68% did not 68% felt "safe at school"; 32% did not	noticed at school"; 33% did not 83% felt "they got along well with others"; 17% did not 85% felt "safe at school"; 15% did not 61% felt "students treated each other with respect"; 39% did not 89% felt "an adult at school would help them if they needed it"; 11% did not 58% felt "students followed rules in class so teachers could teach"; 42% did not 6th-8th Grades: 56% "liked" school; 44% did not 72% felt "successful at school"; 28% did not 67% felt "the school set high standards for achievement"; 33% did not	noticed at school"; 25% did not 87% felt "they got along well with others"; 13% did not 84% felt "safe at school"; 16% did not 65% felt "students treated each other with respect"; 35% did not 94% felt "an adult at school would help them if they needed it"; 6% did not 62% felt "students followed rules in class so teachers could teach"; 38% did not 6th-8th Grades: 64% "liked" school; 36% did not 81% felt "successful at school"; 19% did not 71% felt "the school set high standards for achievement"; 29% did not		• Got along well with others: --4% • Felt safe at school: no change • Students treated each other with respect: +1% • Adult would help if needed: +1% • Students followed rules so teachers could teach: -3% 6th–8th Grade • Liked school: +9% • Felt successful at school: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		61% felt "there was an adult to talk to if they needed help"; 39% did not	78% felt "the school set clear rules for behavior"; 22% did not 74% felt "teacher treated them with respect"; 26% did not 58% felt "behaviors in class allow teachers to teach:; 32% did not 46% felt "students are frequently recognized for good behavior"; 54% did not 79% felt "safe at school"; 21% did not 71% felt "there was an adult to talk to if they needed help"; 29% did not	77% felt "the school set clear rules for behavior"; 23% did not 83% felt "teacher treated them with respect"; 17% did not 50% felt "behaviors in class allow teachers to teach:; 50% did not 46% felt "students are frequently recognized for good behavior"; 54% did not 82% felt "safe at school"; 18% did not 74% felt "there was an adult to talk to if they needed help"; 26% did not		• School set high standards for achievement: +1% • School set clear rules for behavior: -2% • Teachers treated with respect: +12% • Behaviors in class allow teachers to teach: -14% • Recognized for good behavior: +14 • Felt safe at school: +14% • Adult to talk to if needed help: +13%
3.3	Suspension https://www.caschooldas	2023 .6% Suspension Rate 0% EL	2024 1.2% 1.3% EL	2025 .6% EL: 0%	Maintain a rate of 1% or lower	2025 +0% +0% EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	hboard.org/reports/27662250000000/2023#suspension-rate-card	.6% SES	3.3% SES	SES: .5%		-.1% SES
3.4	Attendance Rate at P2 CBEDS	94.43% on 2023-24 P2	95.44% on 2024-25 P2	95.9% on 2025-26 P2	96% or higher	+1.47%
3.5	Self-Reflection Tool: Priority 3: Parent and Family Engagement , including programs for unduplicated pupils and programs for individuals with exceptional needs Taken from Local Indicators	2023 Section 1: Building Relationships Between School Staff and Families: 4.5 average Section 2: Building Partnerships for Student Outcomes: Average 4.25 Section 3: Seeking Input for Decision-Making: Average 4.0	2024-25 Section 1: 4.5 average Section 2: 4.75 average Section 3: 4.0 average	2025-26 Section 1: 4.5 average Section 2: 4.0 average Section 3: 4.25 average	Maintain an average of 4.0 or higher for each subsection	1. no change 2. -.25 3. +.25
3.6	Middle School Dropout Rate 2023-24 CALPADS Report 14.1	2023 0%	2024-25 0%	0%	0%	+0
3.7	Parent Responses to Spring Survey Local Data	2023 166 survey responses	2025 57 survey responses	2026 62	Increase the number survey responses by 20% (or 200 total)	-104
3.8	Expulsion Rates https://dq.cde.ca.gov/dat	2022-23 0% Expulsion Rate	2023-24 .10%	0%	Maintain a rate of 1% or lower	+0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aquest/Expulsion/ExpSearchName.asp?TheYear=2022-23&cTopic=Expulsion&cLevel=District&cName=spreckels&cCounty=&cTimeFrame=S					

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.

The district made meaningful progress in implementing the actions associated with Goal 3. Most actions were fully implemented as planned, while a few required adjustments or were not carried out as originally intended. The following summary describes the implementation status of each action, including notable successes, challenges, and any substantive differences between planned and actual implementation.

Action 3.1 was fully implemented. The district recruited and compensated coaches, supervisors, and related personnel to support enrichment opportunities, including clubs and athletic programs. The action was implemented as planned; however, the cost was lower than anticipated because the position/service was covered at a lower actual cost than budgeted.

Action 3.2 was fully implemented. The district continued the full-time music program at the elementary school, providing students with access to visual and performing arts instruction throughout the year.

Action 3.3 was partially implemented. The Equity Committee continued to support the district's focus on equitable access and outcomes; however, the committee met less frequently than originally planned. Despite this implementation challenge, the district continued equity-focused work across both school sites.

Action 3.4 was partially implemented. The district purchased some classroom and library materials to support diversity and equity, as reflected by estimated actual expenditures; however, the full amount budgeted for this action was not utilized. Moving forward, the district will improve communication with teachers and library staff regarding available funds and purchasing procedures to ensure planned resources are accessed.

Action 3.5 was implemented differently than planned. The district budgeted for outreach, communication, and access activities, including Parent Academy; however, Parent Academy was not offered as originally planned. Instead, the district pivoted to enhancing the district website to provide families with increased access to online resources, tutorials, and information related to district communication tools. Because this work was completed by existing staff as part of their regular job duties, no additional expenditures were recorded for this action.

Action 3.6 was fully implemented. The district partnered with Ohana to provide parent and family education opportunities focused on raising resilient children and supporting families in navigating conflict. These opportunities supported family engagement and strengthened home-school partnerships.

Action 3.7 was fully implemented. The district continued attendance outreach and student engagement efforts to improve attendance and reduce chronic absenteeism. These efforts included monitoring attendance data, communicating with families, and supporting students who were chronically absent or at risk of becoming chronically absent. This aligns with the expenditure section, which shows planned and estimated actual expenditures for this action.

Action 3.8 was fully implemented. The district supported employee retention and recruitment through competitive compensation, professional growth opportunities, and positive labor relations. The district also successfully negotiated and settled agreements with both employee bargaining units early in the year, supporting organizational stability and staff morale.

Action 3.9 was completed. Facility improvement partnership work related to the TK and fifth-grade play areas was completed, and no additional expenditures were recorded in the annual update table for this action. Because the planned facility improvement work has been completed, this action will be eliminated moving forward.

Action 3.10 was fully implemented at no additional cost. The district continued partnering with parents and community organizations to support after-school enrichment opportunities as part of the Expanded Learning Opportunities Program. This action did not require a separate LCAP expenditure because the partnerships and program structures were supported through existing resources and related programs.

Action 3.11 was fully implemented at no additional cost. The district included attendance recovery as a component of the Expanded Learning Opportunities Program. Because the attendance recovery component was incorporated into existing ELOP structures and staffing, no separate expenditures were recorded for this action.

Action 3.12 was fully implemented. The district continued implementing Positive Behavioral Interventions and Supports at both school sites to promote positive behavior, strengthen school climate, and recognize students for positive choices. While the district budgeted $10,000 for this action, estimated actual expenditures were $1,410 because costs came in lower than expected due to partnerships and services that were provided at no cost. The lower expenditure did not prevent implementation of the action.

Overall, the district implemented the majority of Goal 3 actions and continued to support student engagement, school climate, family engagement, attendance, enrichment, and staff stability. Implementation successes included expanded enrichment opportunities, continued music instruction, attendance outreach, family education events, and PBIS implementation. Challenges included lower-than-planned use of some budgeted resources, Parent Academy not being offered as originally planned, and the Equity Committee meeting less frequently than anticipated. The district has identified next steps to strengthen communication, improve use of planned resources, and continue actions that support positive school climate and student engagement.

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.

3.1-A material difference occurred for Action 3.1 because the position was filled and implemented as planned; however, the actual cost was lower than originally anticipated. As a result, estimated actual expenditures were less than the budgeted amount while the intended staffing support was still provided.
3.5-A material difference occurred for Action 3.5 because the LEA budgeted $1,000 for outreach communication; however, no expenditures were recorded. Parent Academy was not offered as originally planned. Instead, the district pivoted to enhancing the district website to provide families with increased access to online resources and information. Because this work was completed by existing staff as part of their regular job duties, no additional costs were charged to this action.
3.12-A material difference occurred for Action 3.12 because the LEA budgeted $10,000 and estimated actual expenditures were $1,410. Costs came in lower than expected because the district was able to access partnerships and services at no cost, reducing the need to spend the full budgeted amount while still supporting implementation of the action.

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

Goal 3 focuses on improving the educational and social climate through diversity, equity, innovation, and enrichment. The following analysis describes the effectiveness of each action based on the identified metrics and available outcome data.

Action 3.1 – Teacher/Supervisor/Coach Recruitment and Compensation

Effectiveness: Effective
Metrics: 3.1 – Chronic Absenteeism; 3.2 – School Climate Survey; 3.4 – Attendance Rate

This action demonstrated effectiveness in supporting student engagement and school connectedness. The district's attendance rate improved from 95.44% to 95.9%, moving closer to the district target of 96%. In addition, chronic absenteeism declined by 1.4 percentage points to 8.9%. Expanded extracurricular and enrichment opportunities likely contributed to increased student engagement and a stronger sense of belonging. While elementary survey results remained relatively stable, middle school climate survey ratings improved across several indicators, suggesting positive impacts on school culture and student participation.

Action 3.2 – Music Education at the Elementary School

Effectiveness: Moderately Effective
Metrics: 3.2 – School Climate Survey; 3.4 – Attendance Rate

This action demonstrated moderate effectiveness. Attendance rates improved during the year, and access to music instruction provided additional opportunities for student engagement and enrichment. However, the percentage of elementary students reporting that they enjoy school decreased by 3%, indicating that additional efforts may be needed to maximize the positive impact of enrichment programs on overall school connectedness.

Action 3.3 – Equity Committee

Effectiveness: Effective
Metrics: 3.2 – School Climate Survey; 3.5 – Local Climate Survey Self-Reflection Tool

This action demonstrated effectiveness in promoting equity-focused practices and strengthening districtwide awareness of equitable outcomes. The district maintained strong ratings on the Local Climate Survey Self-Reflection Tool and demonstrated a continued commitment to equity through collaboration with the Monterey County Office of Education. Additionally, both school sites earned California Distinguished School recognition for their success in reducing achievement gaps among student groups. While some climate indicators remained stable or showed slight declines, the district's overall progress reflects a continued focus on equitable educational opportunities.

Action 3.4 – Curriculum Diversification (Books for Equity and Diversity)

Effectiveness: Emerging
Metric: 3.2 – School Climate Survey

This action demonstrated emerging effectiveness. Although implementation was limited during the year, school climate survey results continued to reflect generally positive perceptions of belonging, respect, and inclusion. As implementation expands, additional data will be needed to determine the direct impact of curriculum diversification efforts on student outcomes and school climate.

Action 3.5 – Outreach, Communication, and Access (Parent Academy)

Effectiveness: Limited
Metrics: 3.5 – Local Climate Survey Self-Reflection Tool; 3.7 – Parent Survey Responses

This action demonstrated limited effectiveness because the Parent Academy was not implemented as planned. Parent participation in the annual stakeholder survey increased slightly, from 57 to 62 responses, indicating modest engagement growth. However, broader efforts are needed to increase family participation and strengthen communication and outreach opportunities across the district.

Action 3.6 – Family and Community Education Events

Effectiveness: Emerging
Metrics: 3.5 – Local Climate Survey Self-Reflection Tool; 3.2 – School Climate Survey

This action demonstrated emerging effectiveness. Family education events supported the district's efforts to strengthen partnerships with families and the broader community. Improvements in partnership-building indicators on the Self-Reflection Tool suggest positive progress. While student perceptions of peer behavior and respect were mixed, continued family engagement efforts may further support school culture and student well-being.

Action 3.7 – Attendance and Engagement Initiative for Socioeconomically Disadvantaged Students and Students with Disabilities

Effectiveness: Effective
Metric: 3.1 – Chronic Absenteeism

This action demonstrated effectiveness. The district reduced overall chronic absenteeism by 1.4 percentage points, with notable improvements among student groups receiving targeted support. Chronic absenteeism declined by 1.3 percentage points for socioeconomically disadvantaged students, 3.7 percentage points for English learners, and 4.2 percentage points for students with disabilities. These results indicate that attendance outreach and engagement efforts positively impacted student participation.

Action 3.8 – Employee Retention and Recruitment Strategy-Effective

Successful negotiations with both bargaining units.

Effectiveness: Moderately Effective
Metrics: 3.2 – School Climate Survey; Indirect Impact on 3.4 – Attendance Rate and 3.6 – Middle School Dropout Rate

This action demonstrated moderate effectiveness. The district maintained a 0% middle school dropout rate and improved overall attendance, suggesting that staffing stability contributed to positive student outcomes. While climate survey results were mixed across specific indicators, maintaining qualified and consistent staff remains an important factor in supporting student success, engagement, and school climate. Continued efforts to strengthen staff-student relationships may further enhance these outcomes.

Action 3.9-Removed due to completion the prior year

Action 3.10: Parent and community partnerships
Effectiveness: Moderately effective
The district partnered with Pebble Beach Junior Golf, Sweat III, and Kairos Learning Solutions to provide enrichment to its ELOP program.

Action 3.11: Attendance Recovery
Effectiveness: Emerging
The district offered tutoring during its ELOP. Attendance was taken, but the attendance recovery requirements were not met. This is being addressed in 2026-27.

Action 3:12: Positive Behavioral Interventions and Supports (PBIS)
Effectiveness: Effective
Both school sites enhanced their PBIS systems by using student stores, Bobcat Bucks/Pirate Passes, etc. Low suspension rates at both school sites support this action.

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.

Changes to Goal Statement

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes

No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics

No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions:

Modified language on Goal 3: Action 5 to focus on better supporting families with the district's communication tools
Eliminate Goal 3-Action 9: TK and 5th grade areas are complete

Action 3.7 was revised to remove language indicating that the action is specifically directed toward unduplicated students. The action will continue as a districtwide attendance initiative for all students, with ongoing monitoring of student groups that demonstrate elevated chronic absenteeism. This revision clarifies that the action is not being claimed as contributing toward increased or improved services.

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	Teacher/supervisor/coach recruitment and compensation	Continue to support the District's enrichment program (clubs, sports, etc.) by offering competitive compensation and cover the cost of fingerprinting	$17,471.00	No
3.2	Art and Music Education	Continue full-time music program at the elementary school	$191,001.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Equity Focus	Continue to convene the district's Equity Committee with a focus on equitable student access and outcomes	$3,148.00	No
3.4	Curriculum	Purchase additional novels for library and individual classrooms to support the priorities of diversity and equity.	$3,000.00	No
3.5	Outreach, Communication, and Access	Provide training for parents to access the district's communication tools; Enhance district's website to include tutorials for communications support	$500.00	No
3.6	Family/Community Education	Offer family/community education opportunities throughout the year by partnering with neighboring districts, bringing in experts/consultants, and/or providing virtual opportunities	$7,000.00	No
3.7	Attendance and Student Engagement	Continue the district initiative to improve attendance and reduce chronic absenteeism, with targeted supports for the student groups and school sites identified as Red on the 2023 California School Dashboard. This includes socioeconomically disadvantaged students at Buena Vista Middle School, Spreckels Elementary School, and districtwide, and Students with Disabilities at Spreckels Elementary School.	$3,500.00	No
3.8	Employee Retention and Recruitment	Improve employee retention by offering competitive compensation and providing opportunities for professional growth; incorporate an exit interview process to identify any trends in employee retention	$0.00	No
3.9	Removed			No
3.10	Parent and community partnerships	Continue partnering with parents and community organizations to offer after-school enrichment as part of the District's ELOP	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Attendance Recovery	Include an attendance recovery component in the District's ELOP	$0.00	No
3.12	Positive Behavioral Interventions and Supports (PBIS)	Implement PBIS programs at both school sites to offer rewards for positive behavior and bring in speakers to enhance the school climates	$8,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide full access to rigorous state content standards in all district classrooms	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has made good progress in the implementation of Common Core State Standards and New Generation Science Standards. However, ongoing professional development and training are required to identify gaps in student achievement and implement best practices of instruction. Actions in this goal include expanded professional development in all subject areas, providing collegial articulation and collaboration time, and supporting curriculum leadership teams at both sites. The district expects that these actions will lead to improvement in all curriculum-specific metrics including ones that measure implementation of state academic standards, stakeholder feedback on instruction and academic rigor, student access to courses, and basic requirements such as credentialing, instructional materials, and facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Self-Reflection Tool (Implementation of State Academic Standards)	1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average 4.4	2024-2025 1. 3.8 average (3's on ELA and Math) 2. 4.6 average (3 on ELA) 3. 3.6 average (3 on ELA and ELD)	2025-26 1. 4.0 average 2. 4.8 average 3. 4.0 average	Maintain an average of 4.5 in all areas	1. -.4 2. +.2 3. -.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Average 4.6, 5.0 for ELD 3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). 4.6				
4.2	Fully Credentialed Teacher Rate https://www.cde.ca.gov/ds/ad/tamo.asp	2021-22 78.5% in	2022-23 72.4%	2023-24 73.4%	85% or higher	-5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Access to and enrollment in a broad course of student for all students, including unduplicated students and students with exceptional needs Local Indicators 2023 Master Calendar (Aeries) and Instructional Minutes	2023 100% for all students	2024-25 100%	2025-26 100%	100% for all students	no change
4.4	Safe, clean, functional facilities maintained https://www.spreckelsdistrict.org/Our-Schools/Spreckels-Elementary/School-Accountability-Report-Card/index.html	2022-23 SARC 4 areas below good https://www.spreckelsdistrict.org/Our-Schools/Spreckels-Elementary/School-Accountability-Report-Card/index.html	2023-24 SARC 4 areas below good	2024-25 SARC 2 areas below good	2 or fewer areas below good	2 less areas

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.

The district made substantial progress in implementing the actions associated with Goal 4. Most actions were fully implemented as planned, while a few were partially implemented due to staffing changes or adjustments in scope. The following summary describes the implementation status of each action, including notable successes, challenges, and any differences between planned and actual implementation.

Action 1 was fully implemented. Professional development opportunities were provided as planned to support staff growth and instructional improvement. (See Goal 1, Action 2 for additional details regarding professional development activities.)

Action 2 was fully implemented. All classrooms utilized state-adopted instructional materials aligned with California academic standards, ensuring access to high-quality curriculum and resources.
Action 3 was partially implemented. Grade-level articulation occurred in selected grade levels and content areas; however, a comprehensive articulation process across all grade spans was not fully realized during the year.
Action 4 was fully implemented. The district calendar included weekly collaboration time on Wednesdays, providing staff with consistent opportunities for planning, collaboration, and instructional alignment.
Action 5 was fully implemented. Instructional Leadership Teams (ILTs) were established at both school sites and began meeting during the first week of the school year, supporting ongoing instructional improvement and site-based decision-making.
Action 6 was fully implemented. The district expanded opportunities for civic learning, including the inaugural eighth-grade trip to Sacramento, which provided students with meaningful experiences related to government, leadership, and civic engagement.
Action 7 was fully implemented. The Transitional Kindergarten (TK) program was expanded to align with updated state eligibility requirements, increasing access to early learning opportunities for eligible students.
Action 8 was partially implemented. A technology committee was established and began developing a new district technology plan. However, completion of the plan was delayed due to staffing changes during the year.

Overall, the district implemented the majority of Goal 4 actions with fidelity and continued to strengthen instructional systems, curriculum alignment, collaboration structures, civic learning opportunities, and early childhood education programs. Efforts that were only partially implemented will remain priorities in the coming year as the district continues to build capacity and support continuous improvement.

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 total expenditures for the goal did not materially affect overall implementation, several individual actions had notable variances. Action 4.3 had no estimated actual expenditures because articulation activities were completed through existing staff time rather than paid release time. Action 4.5 had no estimated actual expenditures because teacher leadership work was incorporated into existing collaboration structures. Action 4.8 had no estimated actual expenditures because the technology plan was delayed due to staffing transitions; this action will continue in 2026–27.

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

Goal 4 focuses on ensuring all students have access to rigorous, standards-aligned instruction in every classroom. The following analysis evaluates the effectiveness of each action based on the identified metrics and available outcome data.

Action 4.1 – Professional Development

Effectiveness: Effective
Metric: 4.1 – State Standards Implementation Self-Reflection Tool

This action demonstrated effectiveness. Scores on the State Standards Implementation Self-Reflection Tool increased across all areas, indicating that professional development efforts strengthened staff capacity to implement California State Standards and improved instructional practices districtwide.

Action 4.2 – Implementation of CCSS, NGSS, and Health Standards

Effectiveness: Moderately Effective
Metrics: 4.1 – State Standards Implementation Self-Reflection Tool; 4.2 – Fully Credentialed Teacher Rate; 4.3 – Course Access

This action demonstrated moderate effectiveness. The district maintained 100% course access for all students, and instructional materials received strong ratings, including a score of 5.0 for ELD instructional materials and support. The percentage of fully credentialed teachers increased from 72.4% to 73.4%; however, this remains below the state average and continues to present challenges in maintaining instructional capacity. Ongoing support through high-quality instructional materials, coaching, and recruitment efforts will be important to sustaining standards implementation.

Action 4.3 – Curricular Alignment and Articulation

Effectiveness: Moderately Effective
Metric: 4.1 – State Standards Implementation Self-Reflection Tool

This action demonstrated moderate effectiveness. Structures were established to support curriculum alignment and articulation across grade levels and school sites. While progress was made, ratings related to ELA/ELD instructional support suggest that additional time for collaboration, reflection, and feedback may further strengthen alignment efforts and improve instructional coherence.

Action 4.4 – Staff Collaboration

Effectiveness: Emerging
Metric: 4.1 – State Standards Implementation Self-Reflection Tool

This action demonstrated emerging effectiveness. Dedicated collaboration time was embedded into the district schedule, providing staff with regular opportunities to analyze student learning, align instruction, and reflect on professional practice. While the structures are in place, continued focus on maximizing the impact of collaboration time will help strengthen instructional outcomes.

Action 4.5 – Teacher Leadership Through Instructional Leadership Teams (ILTs)

Effectiveness: Moderately Effective
Metric: 4.1 – State Standards Implementation Self-Reflection Tool

This action demonstrated moderate effectiveness. Instructional Leadership Teams supported site-based implementation efforts and contributed to ongoing instructional improvement. While the teams helped advance district initiatives, survey results suggest that teacher

experiences varied across sites. Continued development of ILT processes and expectations may improve consistency and strengthen instructional leadership.

Action 4.6 – Civic Learning Opportunities

Effectiveness: Effective
Metric: 4.3 – Course Access

This action demonstrated effectiveness. The district maintained 100% course access for all student groups, including unduplicated pupils and students with disabilities. Civic learning opportunities, including field trips and experiential learning activities, enhanced student engagement and expanded access to real-world learning experiences.

Action 4.7 – Transitional Kindergarten Expansion

Effectiveness: Effective
Metrics: 4.3 – Course Access; 4.4 – Facility Conditions

This action demonstrated effectiveness. The district maintained 100% access to Transitional Kindergarten for eligible students and expanded early learning opportunities in alignment with state requirements. Improvements to TK facilities, including age-appropriate outdoor play areas and student furnishings, supported developmentally appropriate learning environments and enhanced access to high-quality early childhood education.

Action 4.8 – Technology Committee and Updated Technology Plan

Effectiveness: Emerging
Metrics: 4.1 – State Standards Implementation Self-Reflection Tool; Indirect Support to 4.3 – Course Access

This action demonstrated emerging effectiveness. The district established a technology committee and initiated the development of an updated technology plan. While foundational work was completed, the impact on instructional practices and technology integration has not yet been fully realized. Continued implementation and monitoring will be necessary to evaluate the long-term effectiveness of this effort.

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.

Changes to Goal Statement

No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes

No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics

No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions:

Action 7 has been eliminated since TK has been fully implemented.
Action 9 has been added to prioritize providing art instruction to all students.

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	Professional Development (PD)	See Goal 1: Action 2	$0.00	No
4.2	Full Implementation of CCSS, NGSS, and Health Standards	Continue to support the full implementation of CCSS, NGSS, ELD, and Heath Standards by continuing the textbook adoption cycle, bringing in curricular consultants to work with staff, and purchasing necessary instructional materials (textbooks, consumables, consultants, etc.).	$277,500.00	No
4.3	Curricular Alignment and Articulation	Provide necessary time and resources to continue vertical TK-8 and 8th-high school articulation.	$2,221.00	No
4.4	Collaboration	Adopt an instructional calendar and provide adequate release time to maintain regular collaboration among staff members	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Teacher Leadership	Recruit and train teachers to serve on each site's Instructional Leaderships Teams (ILT's) to support the effective implementation of state content standards and/or social-emotional support systems.	$12,192.00	No
4.6	Civic Learning	Provide opportunities and resources for students and staff to take part in various civic learning activities (e.g. Constitution Day, 8th grade trip to Sacramento, field trips to Historical Landmarks, Mock Elections, and Student Government)	$8,128.00	No
4.8	Technology Committee and Plan	Convene the Technology Committee on a regular basis to build site leadership capacity	$57,000.00	No
4.9	Art Integration	SUSD will expand student access to visual and performing arts by providing arts instruction during the regular school day and through after-school enrichment opportunities.	$100.00	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
$$416,636	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.364%	1.288%	$120,620.25	5.652%

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
1.3	**Action:** Social-emotional support for students **Need:** English Learners have a unique identified need for increased attendance and school-connectedness support. According to the 2023 California Dashboard baseline, the chronic absenteeism rate for English Learners was 16.5%, compared to 13.3% for all students, meaning EL students were chronically absent	This action is principally directed toward English Learners by increasing access to counseling, attendance intervention, and school-connectedness supports. The district will maintain two full-time district counselors, one at each school site, to monitor attendance data, identify students who are chronically absent or at risk of chronic absenteeism, provide student check-ins, connect families to school and community resources, and support re-engagement strategies. The counselors will use attendance data to	Metric 3.1: Chronic Absenteeism

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
	at a rate 3.2 percentage points higher than the all-student group. Although EL chronic absenteeism improved to 9.1% in the 2025 Dashboard, EL students continue to have a higher chronic absenteeism rate than all students, whose rate is 8.9%. This indicates that the action remains necessary to continue reducing chronic absenteeism for English Learners and to support progress toward the Year 3 target of 7.3% or lower. **Scope:** LEA-wide	prioritize outreach and intervention for English Learners, including coordination with families to identify and reduce barriers to consistent attendance. In addition, the district will continue its partnership with Ohana to provide an additional counselor at BVMS one day per week to teach Mental Fitness classes. These additional counselor services are designed to strengthen students' sense of belonging, coping skills, and school connectedness, which are directly linked to improving attendance and reducing chronic absenteeism. The action is provided schoolwide/LEA-wide because attendance, mental health, and school climate supports benefit the broader school community; however, the design of the action intentionally prioritizes English Learners due to their higher chronic absenteeism rate at baseline and their continued need for targeted attendance and connection supports.	
2.3	**Action:** Professional Development (PD) **Need:** All students: 55.7% in ELA; 43.9 in Math ELA: English Learners: 27.78% SDS: 37.50% Math: EL:11.11% SDS: 27.93% **Scope:**	English Learners and low-income students demonstrate a unique need for strengthened academic instruction and access to grade-level content. Current CAASPP results show performance gaps between all students and unduplicated student groups. English Learners performed at 6.3% meeting or exceeding standard in ELA and 0% in Math, while socioeconomically disadvantaged students performed at 42.9% in ELA and 31.4% in Math. In addition, the English Learner Progress Indicator declined to 50%, indicating the need to strengthen integrated and designated ELD practices across classrooms. This action is principally directed toward English Learners and low-income students by providing teachers with professional development in	Spring 2025 CAASPP-Effectiveness will be monitored through Metric 2.1, CAASPP ELA and Math outcomes for English Learners and socioeconomically disadvantaged students ELA: English Learners: 27.78% SDS: 37.50% Math: EL:11.11% SDS: 27.93%

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	integrated ELD, academic language development, Universal Design for Learning, differentiated instruction, small-group instruction, and the use of assessment data to adjust instruction. The action is provided LEA-wide because English Learners and low-income students are enrolled across grade levels and classrooms, and their success depends on access to effective instruction throughout the school day, not only during intervention or ELD periods. The district considered limiting professional development to ELD staff or intervention staff only, but determined that LEA-wide professional development is the most effective use of funds because classroom teachers are responsible for daily access to grade-level standards, academic language, and differentiated instruction. Providing training to all teachers increases the quality of instruction English Learners and low-income students receive across content areas and reduces the risk that supports are isolated to one program or period.	
2.7	**Action:** Intervention staffing for unduplicated students **Need:** The need to provide more small-group instruction to unduplicated students **Scope:** Schoolwide	English Learners and low-income students demonstrate a unique need for additional small-group academic support in ELA and mathematics. Current achievement data show that English Learners and socioeconomically disadvantaged students continue to perform below the all-student group in ELA and Math, with particularly low outcomes for English Learners. This indicates a need for more frequent, targeted instruction, re-teaching, and language-supported academic practice during the school day.	Spring 2025 CAASPP-Metric 2.1, ELA: English Learners: 27.78% SDS: 37.50% Math: EL:11.11% SDS: 27.93%

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
		This action funds instructional aide support in impacted elementary grade levels to provide additional small-group instruction, targeted practice, and academic intervention for English Learners and low-income students. Instructional aides will support students using assessment data, teacher input, and progress-monitoring information to reinforce foundational literacy, mathematics, academic vocabulary, and classroom learning. The action is provided schoolwide at Spreckels Elementary because English Learners and low-income students are enrolled across general education classrooms, and small-group instructional support is most effective when it can be delivered flexibly within the classroom setting and during intervention times. The district considered limiting support to pull-out services only, but determined that a schoolwide model is the most effective use of funds because it allows staff to respond to student needs in real time, support students in their classroom learning environment, and avoid delays in intervention.	

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
2.1	**Action:** Staffing to support English Language Development	This action is designed to provide designated language acquisition support for English language learners (ELL). The district will continue staffing	English Learner Progress Indicator (ELPI) rate on the State Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learner Progress Indicator (ELPI) rate on the State Dashboard of 50% **Scope:** Limited to Unduplicated Student Group(s)	its English language development (ELD) team. This includes the continuation of a full-time ELD teacher and aide at the elementary school who meet regularly with small groups of ELL students who need pull-out designated support. The ELD teacher and aide also conduct all CELDT testing for the district and monitor all ELL students' progress. The action also includes maintaining ELD support at the middle school to provide more designated support for any long-term ELLs.	
2.2	**Action:** Social-emotional support for unduplicated students (English learners, low-income, foster youth) **Need:** Our local community has raised the need for Spanish-speaking counselors. Currently, district counselors do not speak Spanish. **Scope:** Limited to Unduplicated Student Group(s)	English Learners and low-income students whose families prefer Spanish-language communication may experience barriers to accessing school-based counseling, mental health referrals, and family support services when those services are available only in English. District counselors do not speak Spanish, creating a need for linguistically accessible counseling, referral coordination, and family communication when social-emotional or mental health needs are identified. This action provides an as-needed Spanish-language counseling and referral model for English Learners, low-income students, and foster youth whose families identify Spanish-language counseling or mental health access as a need. Services may include direct counseling, referral support, family consultation, coordination with school staff, and connection to community-based mental health resources. The district will monitor service requests, referrals, participation, family feedback, and student outcomes to determine whether the level of service is appropriate. Effectiveness will be measured through the	Suspension Rates for ELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		number of students and families served, referral completion, family feedback, school climate survey items related to having a trusted adult at school, and chronic absenteeism for unduplicated students receiving support. Because this action was not used in the prior year, the district will review implementation data during the year to determine whether the budgeted level remains appropriate. If demand is lower than anticipated, the district will consider adjusting future funding or redirecting resources to other contributing actions that more directly address the academic, language-development, attendance, and engagement needs of unduplicated students.	
2.4	**Action:** Transportation **Need:** Socioeconomically disadvantaged students' and Students with Disabilities' chronic absenteeism rates were in the yellow performance area; EL's was in the green. **Scope:** Limited to Unduplicated Student Group(s)	Low-income students and English Learners demonstrate a continued need for supports that reduce barriers to regular school attendance. The 2025 California Dashboard shows that socioeconomically disadvantaged students had a chronic absenteeism rate of 14.5%, compared to 8.9% for all students. English Learners had a chronic absenteeism rate of 9.1%, which remains slightly above the all-student rate. These data indicate that unduplicated students continue to need targeted supports that remove access barriers and help ensure they can attend school consistently and on time. This action is limited to unduplicated students and is designed to meet the identified need by providing free transportation to low-income students, English Learners, and foster youth. By removing the cost and availability barriers associated with transportation, this action helps ensure that unduplicated students have reliable	The 2025 California Dashboard reported an overall chronic absenteeism rate of 8.9% districtwide, with rates of 14.5% (decrease of 1.3%) for socioeconomically disadvantaged (SED) students, 16% for Students with Disabilities (decrease of 4.2%), and 9.1% (decrease of 3.7%) for English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		access to school each day and are able to arrive on time and ready to learn. Providing transportation also supports access to school-related programs and services that may otherwise be difficult for students to attend consistently.	
2.5	**Action:** Technology **Need:** A wide achievement gap exists between Unduplicated Students and All Students in the district on CAASPP test scores. Spring 2025 CAASPP ELA: English Learners: 27.78% SDS: 37.50% Math: EL:11.11% SDS: 27.93% **Scope:** Limited to Unduplicated Student Group(s)	By providing technology devices and wifi to unduplicated students, the district will ensure equal access of technology. It is essential for bridging the digital divide and ensuring equitable access to educational resources. Research shows that access to devices like laptops and tablets significantly enhances students' learning opportunities, enabling participation in digital coursework, online research, and virtual classrooms. Furthermore, technology access helps mitigate the educational disparities faced by ELL and low-income students, promoting higher academic achievement and better preparing them for future career opportunities .	Spring 2025 CAASPP ELA: English Learners: 27.78% SDS: 37.50% Math: EL:11.11% SDS: 27.93%
2.6	**Action:** Enrichment opportunities for unduplicated students **Need:** Socioeconomically disadvantaged students' and Students with Disabilities' chronic absenteeism rates were in the yellow performance area. **Scope:**	Low-income students and English Learners demonstrate a continued need for supports that increase school engagement, belonging, and regular attendance. The 2025 California Dashboard shows that socioeconomically disadvantaged students had a chronic absenteeism rate of 14.5%, compared to 8.9% for all students. English Learners had a chronic absenteeism rate of 9.1%, which remains slightly above the all-student rate. These data indicate a need to strengthen school connectedness and	The 2025 California Dashboard reported an overall chronic absenteeism rate of 8.9% districtwide, with rates of 14.5% (decrease of 1.3%) for socioeconomically disadvantaged (SED) students, 16% for Students with Disabilities (decrease of 4.2%), and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	reduce barriers that may limit participation in enrichment opportunities. This action is principally directed toward unduplicated students by providing free access to enrichment opportunities such as field trips, after-school enrichment, science camp, and other extended learning experiences. These opportunities are designed to increase engagement, strengthen students' connection to school, and ensure that cost does not prevent low-income students, English Learners, or foster youth from participating in learning experiences beyond the regular classroom. By increasing opportunities for enrichment for unduplicated students, the district expects to see an increase of unduplicated engagement and attendance. Offering free enrichment activities like field trips, after-school programs, and science camps to all students makes learning more exciting and helps keep them engaged. These fun and educational experiences encourage kids to attend school regularly and enjoy their time there, leading to better attendance and a stronger connection to their studies.	9.1% (decrease of 3.7%) for English Learners.
2.8	**Action:** English language learner (ELL) progress monitoring **Need:** 2025 ELPI 50% English learners need more systematic progress monitoring and timely instructional	Implementing a more advanced data monitoring system, ElLevate. The district will continue to implement Ellevation to monitor English learner progress, track language proficiency data, support reclassification monitoring, and provide staff with timely information to plan and adjust designated and integrated ELD supports. This action is limited to English learners because the platform and related progress-monitoring activities are specifically	2026 ELPI Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	response to support growth toward English language proficiency. The district's 2025 English Learner Progress Indicator was 50%, indicating a need to strengthen the monitoring of English learner progress, identify students who are not making expected progress, and provide staff with actionable data to inform supports. **Scope:** Limited to Unduplicated Student Group(s)	designed to support English language acquisition, EL progress monitoring, and reclassification readiness.	
2.9	**Action:** Interpreting Services for ELL families **Need:** English learner families need meaningful access to school communication, meetings, family nights, and parent engagement opportunities in a language they understand so they can participate in their child's education and support English language development. Because the district has a small English learner population, families who speak a language other than English may have fewer regularly available interpretation supports, which can limit access to school information and participation in district events. **Scope:** Limited to Unduplicated Student Group(s)	The district will provide real-time interpretation services for families of English learners at district events, parent meetings, family nights, and other engagement opportunities. Providing interpretation improves access to information about academic progress, ELD supports, reclassification, and school programs, enabling English learner families to more fully participate in decision-making and support their children's educational progress. This action is limited to English learner families because the service is designed to address language-access needs connected to English learner status.	Metric 2.2, English Learner Progress Indicator; local family engagement data, including participation of English learner families in district events, meetings, and activities
2.11	**Action:** Recognition for English Language Development Milestones	Incentivize ELD milestones with awards and recognition The district will provide recognition opportunities for English learners who make progress toward	Reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Reclassification rate of 47% in 2025-26 English learners need continued encouragement, visibility, and targeted support to make progress toward English proficiency and meet reclassification criteria. While the district's English learner reclassification rate remained strong at 47% in 2025–26, EL academic outcomes declined in both ELA and mathematics, and the English Learner Progress Indicator declined to 50%. This indicates a need to reinforce progress toward English language proficiency, celebrate attainment of language-development milestones, and increase student motivation and engagement in the reclassification process. **Scope:** Limited to Unduplicated Student Group(s)	English language proficiency and/or meet reclassification criteria, including awards, certificates, recognition events, and other student-centered acknowledgments for ELD milestones such as reclassification and biliteracy-related achievements. This action is limited to English learners because the services are specifically designed to recognize progress toward English proficiency and reclassification, which are outcomes unique to English learners. By making language-development progress visible and valued, the action is intended to increase student motivation, strengthen student and family understanding of reclassification as an attainable goal, and reinforce continued participation in ELD supports.	

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.

There are NO limited actions 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.

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.

n/a

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$9,546,088	$416,636	4.364%	1.288%	5.652%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$689,979.00	$907,494.00	$0.00	$79,703.00	$1,677,176.00	$841,242.00	$835,934.00

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	Intervention Staffing	All Students with Disabilities	No			All Schools	Ongoing	$154,911.00	$1,000.00		$99,639.00		$56,272.00	$155,911.00	
1	1.2	Professional Development (PD)	All	No			All Schools	Ongoing	$31,698.00	$1,723.00		$33,421.00			$33,421.00	
1	1.3	Social-emotional support for students	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$228,577.00	$250.00	$171,768.00	$57,059.00			$228,827.00	
1	1.4	SPED and Intervention Programs Oversight and Alignment	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	Data Collection and Progress Monitoring	All	No			Specific Schools: Spreckels Elementary School	Ongoing	$0.00	$23,431.00				$23,431.00	$23,431.00	
1	1.6	Middle School Transition	All	No			Specific Schools: Buena Vista Middle School Incoming 6th graders	Ongoing	$3,966.00	$35,900.00	$39,866.00				$39,866.00	
1	1.7	Extended Learning Opportunities	All	No			All Schools	Ongoing	$29,665.00	$175,197.00	$15,600.00	$189,262.00			$204,862.00	
1	1.8	Academic support and professional development to target needs of Students with Disabilities	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00		$0.00			$0.00	
1	1.9	Social-Emotional Curriculum	All	No			All Schools	Ongoing	$0.00	$2,500.00		$2,500.00			$2,500.00	
1	1.10	Special Education (SPED) Curriculum	Students with Disabilities	No			All Schools	Ongoing	$0.00	$6,000.00		$6,000.00			$6,000.00	

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
1	1.11	Small Group Instructional Support	All	No			All Schools	Ongoing	$1,969.00	$0.00	$1,969.00				$1,969.00	
2	2.1	Staffing to support English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$170,553.00	$4,000.00	$174,553.00				$174,553.00	
2	2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$74,692.00	$74,692.00				$74,692.00	
2	2.3	Professional Development (PD)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,650.00	$9,650.00				$9,650.00	
2	2.4	Transportation	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$14,100.00	$14,100.00				$14,100.00	
2	2.5	Technology	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,250.00	$3,250.00				$3,250.00	
2	2.6	Enrichment opportunities for unduplicated students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$32,920.00	$32,920.00				$32,920.00	
2	2.7	Intervention staffing for unduplicated students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Spreckels Elementary School 2nd and 3rd Grades	Ongoing	$68,913.00	$0.00	$68,913.00				$68,913.00	
2	2.8	English language learner (ELL) progress monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools	Ongoing	$0.00	$8,200.00	$8,200.00				$8,200.00	

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	2.9	Interpreting Services for ELL families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.10	After-school academic support for unduplicated students	All	No			Specific Schools: Unduplicated students in grades TK-6 TK-6	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.11	Recognition for English Language Development Milestones	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$750.00	$750.00				$750.00	
3	3.1	Teacher/supervisor/coach recruitment and compensation	All	No			All Schools	Ongoing	$16,171.00	$1,300.00	$17,471.00				$17,471.00	
3	3.2	Art and Music Education	All	No			All Schools	Ongoing	$118,878.00	$72,123.00	$8,888.00	$182,113.00			$191,001.00	
3	3.3	Equity Focus	All	No			All Schools	Ongoing	$1,528.00	$1,620.00	$3,148.00				$3,148.00	
3	3.4	Curriculum	All	No			All Schools	Ongoing	$0.00	$3,000.00		$3,000.00			$3,000.00	
3	3.5	Outreach, Communication, and Access	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.6	Family/Community Education	All	No			All Schools	Ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
3	3.7	Attendance and Student Engagement	All	No			All Schools	Ongoing	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.8	Employee Retention and Recruitment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.9	Removed	All	No				Ongoing								
3	3.10	Parent and community partnerships	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.11	Attendance Recovery	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.12	Positive Behavioral Interventions and Supports (PBIS)	All	No			All Schools	Ongoing	$0.00	$8,600.00	$8,600.00				$8,600.00	
4	4.1	Professional Development (PD)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.2	Full Implementation of CCSS, NGSS, and Health Standards	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$277,500.00		$277,500.00			$277,500.00	
4	4.3	Curricular Alignment and Articulation	All	No			All Schools	Ongoing	$2,221.00	$0.00	$2,221.00				$2,221.00	
4	4.4	Collaboration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.5	Teacher Leadership	All	No			All Schools	Ongoing	$12,192.00	$0.00	$12,192.00				$12,192.00	
4	4.6	Civic Learning	All	No			All Schools	Ongoing	$0.00	$8,128.00	$8,128.00				$8,128.00	
4	4.8	Technology Committee and Plan	All	No			All Schools	Ongoing	$0.00	$57,000.00		$57,000.00			$57,000.00	
4	4.9	Art Integration	All	No			All Schools	Ongoing	$0.00	$100.00	$100.00				$100.00	

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
$9,546,088	$416,636	4.364%	1.288%	5.652%	$560,796.00	0.000%	5.875 %	**Total:**	$560,796.00
								LEA-wide Total:	$181,418.00
								Limited Total:	$310,465.00
								Schoolwide Total:	$68,913.00

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	**1.3**	Social-emotional support for students	Yes	LEA-wide	English Learners	All Schools	$171,768.00	
2	**2.1**	Staffing to support English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$174,553.00	
2	**2.2**	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$74,692.00	
2	**2.3**	Professional Development (PD)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,650.00	
2	**2.4**	Transportation	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$14,100.00	
2	**2.5**	Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$3,250.00	

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	2.6	Enrichment opportunities for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$32,920.00	
2	2.7	Intervention staffing for unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Spreckels Elementary School 2nd and 3rd Grades	$68,913.00	
2	2.8	English language learner (ELL) progress monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,200.00	
2	2.9	Interpreting Services for ELL families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
2	2.11	Recognition for English Language Development Milestones	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$750.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,601,750.00	$1,482,715.00

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**	Intervention Staffing	No	$155,911.00	$150,496.00
1	**1.2**	Professional Development (PD)	No	$36,522.00	$15,599.00
1	**1.3**	Social-emotional support for students	No	$235,068.00	$244,918.00
1	**1.4**	SPED and Intervention Programs Oversight and Alignment	No	$0.00	$0.00
1	**1.5**	Data Collection and Progress Monitoring	No	$28,470.00	$16,970.00
1	**1.6**	Middle School Transition	No	$29,042.00	$37,087.00
1	**1.7**	Extended Learning Opportunities	No	$207,081.00	$204,938.00
1	**1.8**	Academic support and professional development to target needs of Students with Disabilities	No	$0.00	$0.00
1	**1.9**	Social-Emotional Curriculum	No	$2,498.00	$2,701.00
1	**1.10**	Special Education (SPED) Curriculum	No	$8,359.00	$8,846.00
1	**1.11**	Small Group Instructional Support	No	$2,306.00	$0

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	2.1	Staffing to support English Language Development	Yes	$209,780.00	$191,563.00
2	2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	$74,692.00	$0.00
2	2.3	Professional Development (PD)	Yes	$14,100.00	$6,353.00
2	2.4	Transportation	Yes	$14,100.00	$14,100.00
2	2.5	Technology	Yes	$4,200.00	$3,081.00
2	2.6	Enrichment opportunities for unduplicated students	Yes	$35,500.00	$13,870.00
2	2.7	Intervention staffing for unduplicated students	Yes	$61,350.00	$67,130.00
2	2.8	English language learner (ELL) progress monitoring	Yes	$8,769.00	$8,167.00
2	2.9	Interpreting Services for ELL families	Yes	$11,000.00	$12,195
2	2.10	After-school academic support for unduplicated students	No	$0.00	$0.00
3	3.1	Teacher/supervisor/coach recruitment and compensation	No	$17,733.00	$4,986
3	3.2	Art and Music Education	No	$180,892.00	$169,793
3	3.3	Equity Committee	No	$2,483.00	$1,740

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	3.4	Curriculum	No	$3,000.00	$1,228
3	3.5	Outreach, Communication, and Access	No	$1,000.00	$0.00
3	3.6	Family/Community Education	No	$4,000.00	$6,400
3	3.7	Attendance and Student Engagement	No	$5,000.00	$5,000
3	3.8	Employee Retention and Recruitment	No	$0.00	$0.00
3	3.9	Facility Improvement Partnerships	No		
3	3.10	Parent and community partnerships	No	$0.00	$0.00
3	3.11	Attendance Recovery	No	$0.00	0.00
3	3.12	Positive Behavioral Interventions and Supports (PBIS)	No	$10,000.00	$1,410
4	4.1	Professional Development (PD)	No	$0	$0.00
4	4.2	Full Implementation of CCSS, NGSS, and Health Standards	No	$212,966	$287,384
4	4.3	Curricular Alignment and Articulation	No	$2,440.00	$0.00
4	4.4	Collaboration	No	$0.00	$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)
4	**4.5**	Teacher Leadership	No	$12,188.00	$0.00
4	**4.6**	Civic Learning	No	$4,300.00	$6,760
4	**4.7**	Transitional Kindergarten (TK)	No	$0.00	$0.00
4	**4.8**	Technology Committee and Plan	No	$7,000.00	$0.00

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)
$411,899	$433,491.00	$316,461.00	$117,030.00	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)
2	2.1	Staffing to support English Language Development	Yes	$209,780.00	$191,563.00		
2	2.2	Social-emotional support for unduplicated students (English learners, low-income, foster youth)	Yes	$74,692.00	$0.00		
2	2.3	Professional Development (PD)	Yes	$14,100.00	$6,355.00		
2	2.4	Transportation	Yes	$14,100.00	$14,100.00		
2	2.5	Technology	Yes	$4,200.00	$3,081.00		
2	2.6	Enrichment opportunities for unduplicated students	Yes	$35,500.00	$13,870.00		
2	2.7	Intervention staffing for unduplicated students	Yes	$61,350.00	$67,130.00		
2	2.8	English language learner (ELL) progress monitoring	Yes	$8,769.00	$8,167.00		
2	2.9	Interpreting Services for ELL families	Yes	$11,000.00	$12,195.00		

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)
$9,361,432	$411,899	.269%	4.669%	$316,461.00	0.000%	3.380%	$120,620.25	1.288%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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