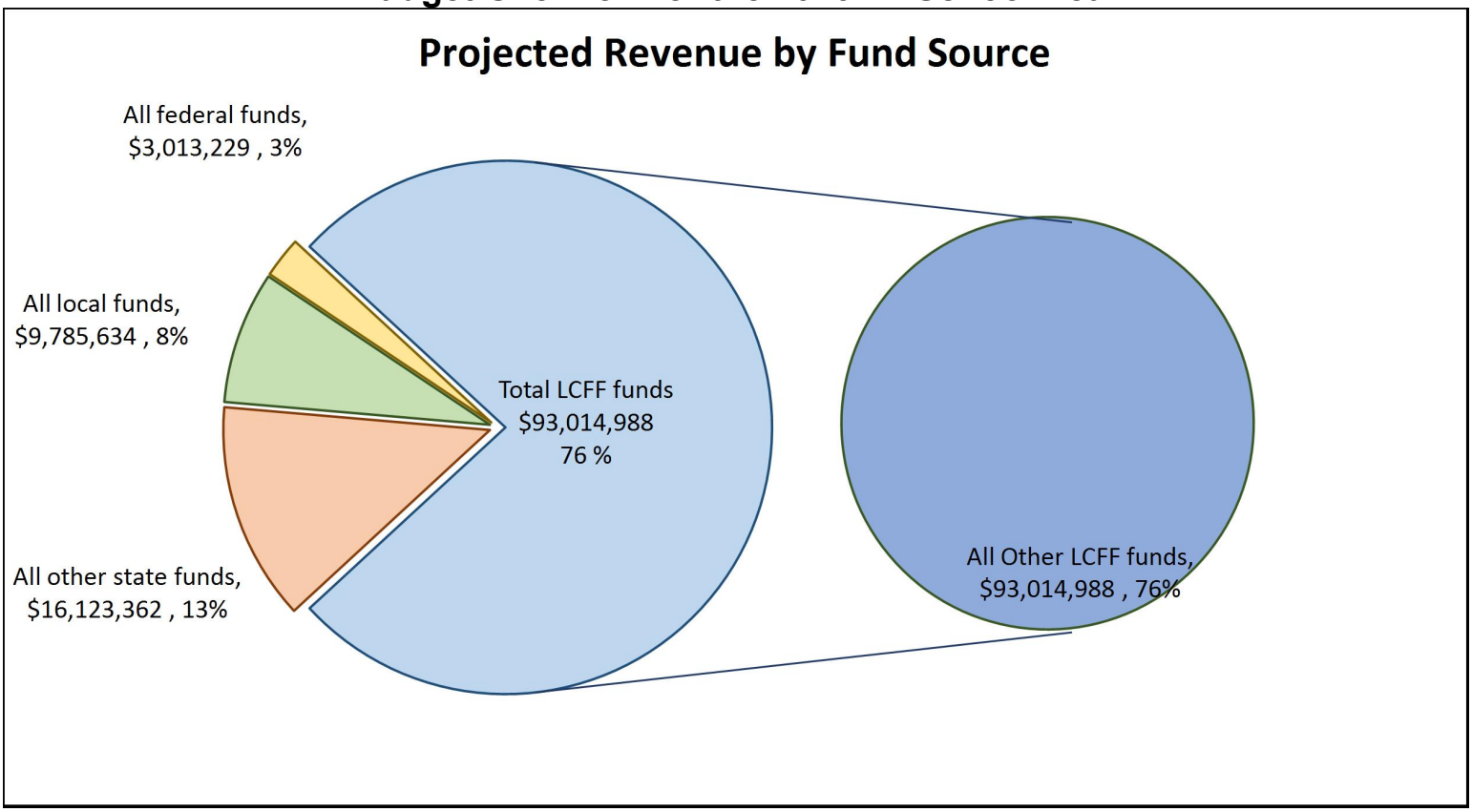
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Cruz City Schools
CDS Code: 44698154440261
School Year: 2026-27
LEA contact information:
Kris Munro
Superintendent
kmunro@sccs.net
(831) 429-3410 ext 48220

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

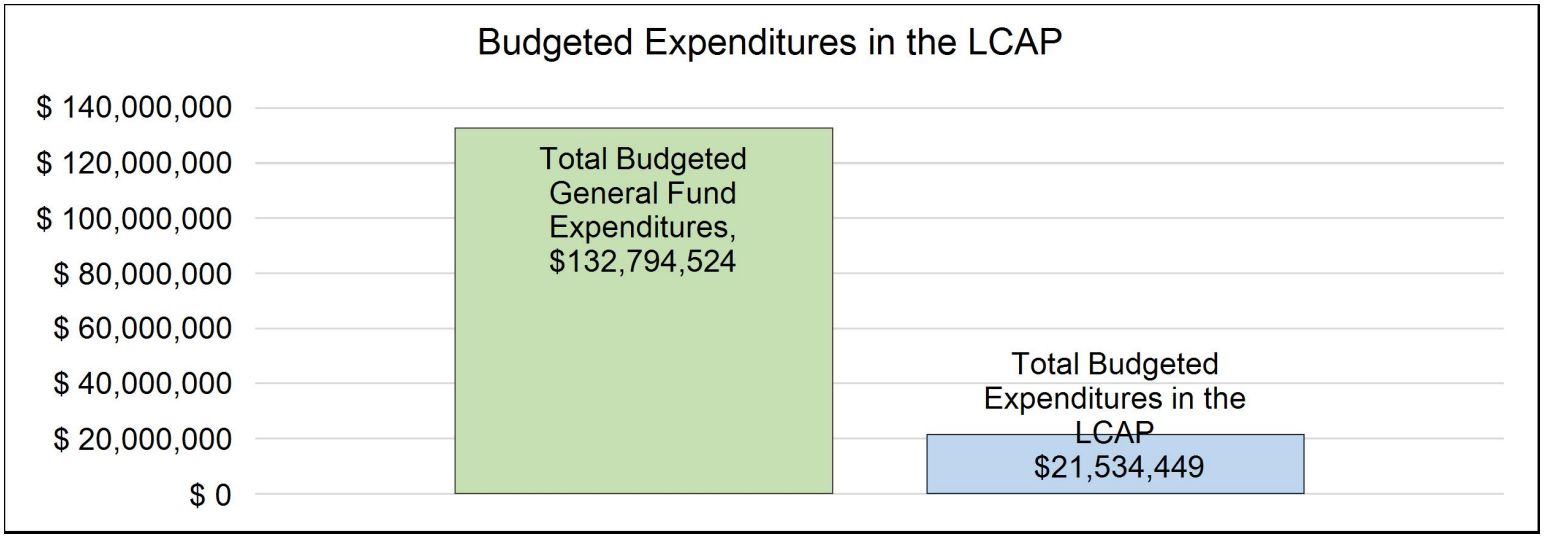


This chart shows the total general purpose revenue Santa Cruz City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Cruz City Schools is $121,937,213, of which $93,014,988 is Local Control Funding Formula (LCFF), $16,123,362 is other state funds, $9,785,634 is local funds, and $3,013,229 is federal funds. Of the $93,014,988 in LCFF Funds, $ 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 Santa Cruz City Schools 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: Santa Cruz City Schools plans to spend $132,794,524 for the 2026-27 school year. Of that amount, $21,534,449 is tied to actions/services in the LCAP and $111,260,075 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

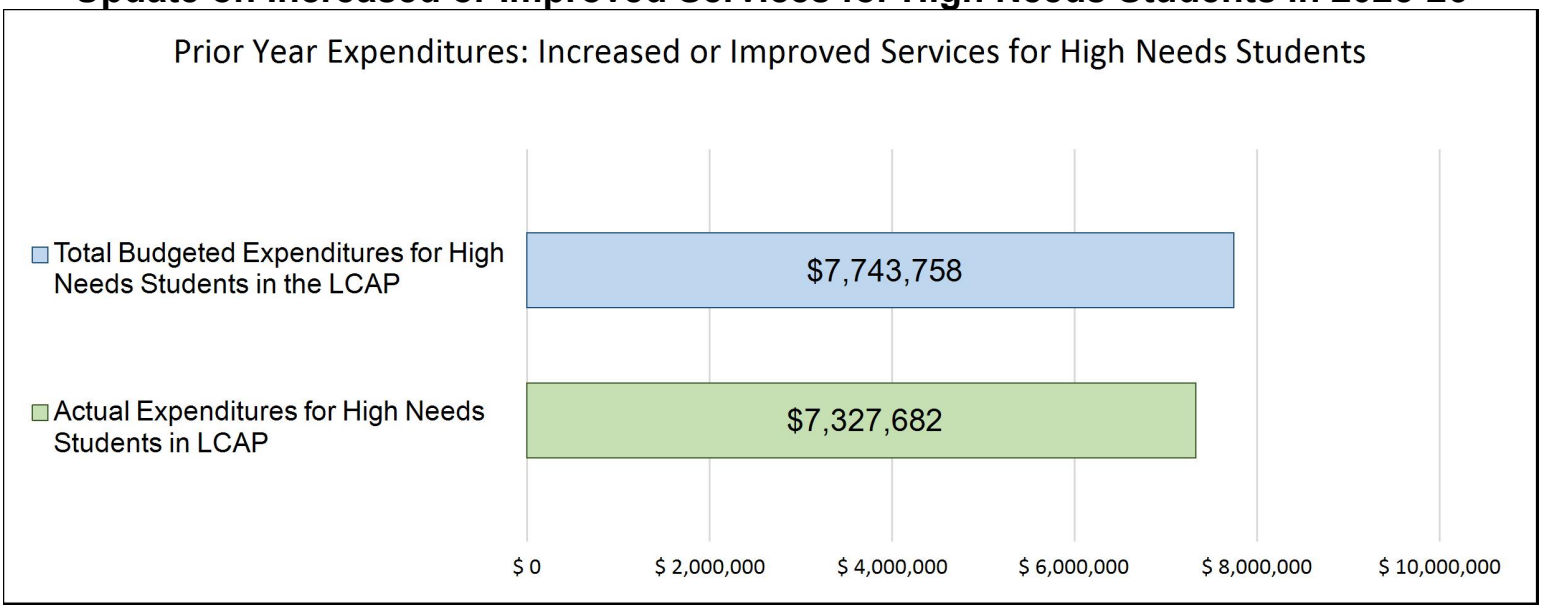
The budgeted expenditures that are not included in the LCAP are made up of the following: Staff salaries and benefits, facilities upkeep, services, supplies, capital outlay and reserves

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

In 2026-27, Santa Cruz City Schools is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Santa Cruz City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Cruz City Schools plans to spend $9,875,168 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Santa Cruz City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Cruz City Schools 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, Santa Cruz City Schools's LCAP budgeted $7,743,758 for planned actions to increase or improve services for high needs students. Santa Cruz City Schools actually spent $7,327,682 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $416,076 had the following impact on Santa Cruz City Schools’s ability to increase or improve services for high needs students:

Differences in budgeted and actual expenditures are related to budget alignment, and services remain intact and were not cut.

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
Santa Cruz City Schools	Kris Munro Superintendent	kmunro@sccs.net (831) 429-3410 ext 48220

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.

At Santa Cruz City Schools (SCCS), we believe that every student deserves the opportunity to succeed, regardless of their background. Our commitment is to ensure that student outcomes are not determined by demographics. We work to create schools where every student is known and supported personally and academically, and where their unique needs are identified and addressed. Our goal is to engage the hearts and minds of every student, every day.

A Unique District Structure
Santa Cruz City Schools is unique in that it comprises two districts, elementary and secondary, governed by a single board. While we function as one cohesive district with a single Local Control and Accountability Plan and one Federal Addendum, our structure involves managing two separate California School Dashboards, two funding models (Basic Aid for the elementary district and Average Daily Attendance for the secondary district), and two California Assessment of Student Performance and Progress reports. Additionally, our secondary district serves as the feeder for four single-school elementary districts and two kindergarten through eighth grade districts within Santa Cruz County.

Strong Community Support
We are fortunate to have strong community backing. Local voters have consistently supported our schools, passing two parcel taxes and four school bonds that provide essential funding for programs and facility improvements. These financial resources enable us to maintain a wide range of educational opportunities, including counseling services, library resources, reduced class sizes, music and art programs, life lab experiences, after-school activities, athletics, and Career Technical Education.

In November 2022, our community continued to show its commitment to education by approving Bonds A and B, securing $208 million to address the pressing needs of our aging school facilities. This support allows us to maintain safe, modern, and engaging learning environments that meet the demands of a 21st-century education. After many years of planning and hard work, Santa Cruz City Schools broke ground last March on our Educator Housing Project which was made possible by the community's support of Bond Measures K and L. This project will provide 100 housing units for staff, helping ensure we can recruit and retain educators and sustain a vibrant community where professionals can live and work locally.

Student Voice, School Climate, and District Progress
On March 11, the Santa Cruz City Schools Board of Trustees adopted a resolution to eliminate the use of the N-word and all forms of hate speech within our school community. This action was driven by student leadership through the Superintendent's Student Advisory Council on Race & Equity, reflecting a clear call to address the normalization of harmful language on our campuses. This spring and into 2026–27, students will continue partnering with site leaders to implement action plans developed at the Race & Equity Student Retreat.

Branciforte Middle School and Soquel High School were recognized as California Distinguished Schools for 2025–26, highlighting strong outcomes in student achievement and school climate.

The district has strengthened conditions for learning through clear and consistent expectations for student engagement. All elementary and middle schools have implemented a full "away for the day" cell phone policy, and high schools maintain expectations that phones are not used during instructional time. These efforts are supporting increased focus, engagement, and a more positive learning environment for all students.

In 2026–27, the district will further this work by finalizing a Responsible Use of Technology plan. This plan will provide guidance on the quality of screen time, outline approaches for AI-aware and thinking-centered instruction and establish strategies to protect and promote student thinking and learning.

Our Student Community
During the 2025–2026 school year, Santa Cruz City Schools served 6,018 students from Transitional Kindergarten through twelfth grade across 13 schools. Our diverse student population includes:
-Foster Youth: 15 students (0.25%)
-Students in Transition: 15 students (0.25%)
-English Learners: 508 students (8.44%)
-Low-Income Students: 1,657 students (27.53%)
-Special Education Students: 943 students (15.67%)
-Reclassified Fluent English Proficient Students: 859 students (14.27%)

Although reclassified fluent English proficient students are not specifically designated as a target group for Local Control and Accountability Plan funding, we still allocate resources to support their continued academic progress.

Strategic Focus and Goals

Since 2010, Santa Cruz City Schools has guided its work with six strategic goals:

Goal 1
All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.
LCFF Priorities Addressed: 4 (Pupil Achievement), 7 (Course Access)
This goal reflects the district's commitment to ensuring all students meet academic standards, graduate prepared for college and careers, and have access to a broad and rigorous course of study, including Career Technical Education and college readiness supports.

Goal 2
SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.
LCFF Priorities Addressed: 5 (Pupil Engagement), 6 (School Climate)
This goal emphasizes the importance of fostering safe, inclusive, and supportive learning environments that promote student connectedness, reduce chronic absenteeism, and support overall well-being.

Goal 3
We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
LCFF Priorities Addressed: 4 (Pupil Achievement), 7 (Course Access)
This goal underscores the district's focus on equity by addressing disparities in academic outcomes and ensuring that all students—regardless of background—have access to high-quality instruction and the full range of academic opportunities.

Goal 4
We will develop a highly collaborative, professional culture focused on supporting effective teaching.
LCFF Priority Addressed: 2 (Implementation of State Standards)
This goal supports the effective implementation of California's academic content standards through professional development, collaboration, and instructional leadership, ensuring all students benefit from high-quality, standards-aligned instruction.

Goal 5
SCCS will maintain a balanced budget and efficient and effective management.
LCFF Priority Addressed: 1 (Basic Services)
This goal ensures that the district meets essential operational standards, including access to fully credentialed teachers, appropriate instructional materials, and safe, well-maintained facilities.

Goal 6
SCCS will maintain strong communication and partnerships with its diverse community.
LCFF Priority Addressed: 3 (Parental Involvement)
This goal reflects the district's dedication to authentic engagement with families and community members, promoting shared responsibility for student success and supporting inclusive decision-making processes.

Strategic Focus Areas for 2026 - 2027

In 2026 - 2027, SCCS will continue to focus on these areas with a refined focus on protecting student critical thinking in the age of AI:
-Academic Rigor - (High Impact MTSS Tier 1)
-Math Achievement
-Focus Students - (7% Growth Target)
-School Connectedness
-Supporting Teaching & Learning in the Age of AI

Part of the efforts in these focus areas also includes a continued focus on the following within the Multi-Tiered System of Support (MTSS) framework:

-Professional Learning Communities (PLCs)
-Teacher Clarity
-Culturally Responsive Instruction
-Equitable Grading
-Integrated English Language Development
-Positive Behavioral Intervention & Supports

Other focus areas include the following:
-Recruitment, Retention, Supervision & Support
-Family Engagement
-Exploring alternative revenue

Alignment of Strategic Focus Areas (2026–2027)

The District's Strategic Focus Areas are consistently embedded across all district systems.

-At the site level, SPSAs align goals and actions to strengthen Tier 1 instruction, improve math outcomes, and accelerate progress for Focus Students, while promoting connected and inclusive school environments.
-Professional Development Plans build educator capacity through PLCs, teacher clarity, culturally responsive instruction, equitable grading, integrated ELD, PBIS, and responsible use of AI.
-The District Action Plan and Excellence & Equity Plan coordinate and deepen this work systemwide, with a clear focus on equitable outcomes and coherent instructional practices.
-The LCAP serves as the unifying framework, aligning resources, actions, and metrics to ensure these priorities translate into improved student outcomes across the district.

A Commitment to Inclusive Practices

We strive to be culturally responsive and inclusive in our communication. In our Local Control and Accountability Plan, we use the term "Latine" as a gender-neutral alternative to "Latinx," reflecting linguistic accuracy and cultural preferences within the Spanish-speaking community.

In our analysis of student performance data, we consistently compare outcomes based on key demographic groups, including Latine/Hispanic students, English learners, White students, low-income students, and special education students. This focused approach helps us identify and address gaps in achievement and ensure that our strategies are responsive to our diverse student body.

Santa Cruz City Schools remains committed to fostering equitable, engaging, and academically rigorous learning environments for every student. By continuously refining our strategies and leveraging community support, we ensure that all students have the opportunity to succeed and thrive.

Reflections: Annual Performance

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

Dashboard Performance
Santa Cruz City Schools remains steadfast in our commitment to equitable education, ensuring every student has the opportunity to succeed regardless of background. Our dedication to implementing a strong Multi-Tiered System of Support (MTSS) has been a central focus throughout the 2025–2026 school year. By emphasizing Tier 1 instruction, the foundation of good first teaching, we have worked to build consistent, high-quality learning environments across all schools.

A continued focus on our 7% focus students has led to measurable gains for historically underserved student groups. Strengthened Tier 1 instruction and targeted supports are contributing to upward trends in CAASPP results and improvement across Dashboard indicators. Notably, these student groups are demonstrating accelerated growth, signaling progress in narrowing achievement gaps. Continued focus will be essential to sustain and build on this momentum.

To support this commitment, we have stationed a full-time Response to Intervention (RtI) Coordinator at every site, along with an additional Math RtI Coordinator at the elementary level. These dedicated professionals are essential in accelerating learning for students who need additional interventions, helping us close gaps and support growth.

2023 Baseline Dashboard

Successes and Ongoing Challenges

2025: Our elementary schools continue to demonstrate growth in English Language Arts (ELA), earning a Green Rating with performance 17.1 points above standard on the California School Dashboard with an increase of 5.8 points.

-Socioeconomically Disadvantaged: Improved by 11.4 points, 31.6 points below standard
-Latine/Hispanic: Increased by 6.9 points, now 36.7 points below standard
-Ever English Learners: Maintained by -0.2 points, 68.4 points below standard
-Special Education: Increased by 4.8 points, 60.7 points below standard
-Reclassified Fluent English Proficient (RFEP): Increased by 6.2 points, 12.1 points below standard
-White Students: Maintained performance by +1.8 points, 56.9 points above standard

Reflection
Elementary ELA performance showed meaningful improvement in 2025, increasing from 11.3 to 17.1 points above standard (+5.8) and maintaining a Green rating, indicating a strong rebound from the slight decline seen in 2024.

Growth was most notable among Socioeconomically Disadvantaged (+11.4), Latine/Hispanic (+6.9), Special Education (+4.8), and RFEP (+6.2) students, reflecting positive impact of targeted supports. However, significant gaps remain, particularly for Ever English Learners (-68.4 below standard, essentially flat) and Students with Disabilities, who, despite growth, continue to perform well below standard.

Overall, while the district is regaining momentum and improving outcomes for several student groups, accelerating progress for multilingual learners and closing persistent achievement gaps remains a critical focus area.

In Mathematics, our elementary students earned a Green Rating and the distance from standard decreased to 5.4 points below standard, with scores increasing 8.3 points overall.

Student Groups
-Socioeconomically Disadvantaged: Increased by 13.5 points, 47.3 points below standard
-Latine/Hispanic: Increased by 12.7 points, 52.7 points below standard
-Ever English Learners: Increased by 14 points, 70.9 points below standard
-Special Education: Increased by 6.6 points, 75.3 points below standard
-RFEP: Increased by 12.5 points, 40.2 points below standard
-White Students: Maintained by 0.9 points, 27.4 points above standard

2025: Our secondary schools continue to demonstrate growth in English Language Arts (ELA), earning a Green Rating with performance with 23.4 points above standard on the California School Dashboard with an increase of 10.5 points.

-Socioeconomically Disadvantaged: Improved by 4.2 points, 31.1 points below standard
-Latine/Hispanic: Increased by 11.1 points, 25.4 points below standard
-Ever English Learners: Increased by 18.1, 72.5 points below standard

-Special Education: Declined by 3.3 points, 95.5 points below standard
-Reclassified Fluent English Proficient (RFEP): 45.8 points below standard
-White Students: Maintained performance by 14.9 points, 59.8 points above standard

Reflection
Secondary ELA performance continues to strengthen, with an increase to 23.4 points above standard and a Green rating. Growth across most student groups reflects positive momentum, though persistent gaps for Ever English Learners and students with disabilities indicate the need for continued, targeted support.

Secondary Mathematics
Secondary math performance increased by 5 points, earning an= Green Rating, yet remains 34.7 points below standard.

Student Groups
-Socioeconomically Disadvantaged: Maintained by 2.9 points, 93.4 points below standard
-Latine/Hispanic: Maintained by 2.9 points, 95 points below standard
-Ever English Learners: Increased by 4 points, 132.2 points below standard
-Special Education: Declined by 9.2 points, 152.2 points below standard
-RFEP: Declined by 8.6 points, 113.4 points below standard

Reflection
Secondary math performance shows modest improvement, increasing by 5 points and earning a Green rating; however, outcomes remain below standard overall. While stability across several groups signals some progress, ongoing gaps and declines for Special Education and RFEP students highlight the need for more focused acceleration efforts.

Successes and Next Steps: Amplify and Continue Current Efforts in ELA & Mathematics

What We Will Continue
We will continue to strengthen high-quality Tier 1 instruction aligned to the California frameworks in ELA and mathematics. Targeted supports, including interventions and tutoring, are contributing to growth for Socioeconomically Disadvantaged and Latine/Hispanic students and will remain a priority. Our districtwide focus on literacy, including reading, writing, and academic language, will continue across all grade levels and content areas. PLC collaboration, common assessments, and data use will remain central to guiding instruction, and RFEP students will continue to be monitored to ensure sustained success.

Key Next Steps
We will accelerate progress for Multilingual Learners through stronger Designated and Integrated ELD and a deeper focus on academic language across content areas. We will expand inclusive practices and targeted supports for students with disabilities to ensure access to grade-level curriculum and rigorous learning. In mathematics, we will deepen implementation of the California Math Framework, with focused

attention on improving secondary outcomes while strengthening foundational skills in the early grades. We will also improve instructional coherence across grade spans through our ongoing math initiative work.

Overall Focus for 2026–27
Our focus for the coming year reflects a commitment to staying the course while sharpening our response to identified needs. We will continue to prioritize high-impact Tier 1 instruction through PLC collaboration, teacher clarity, culturally responsive practices, equitable grading, and Integrated ELD so more students can access grade-level learning.

We will intensify our focus on mathematics by accelerating progress at the secondary level while strengthening early foundations. Our Focus Students goal of 7% growth will ensure intentional monitoring and support for students furthest from standard through MTSS.

At the same time, we will continue to strengthen school connectedness through PBIS and maintain a focus on teaching and learning in the age of AI to support critical thinking, responsible use, and authentic student work.

Together, these efforts build on current progress while more directly addressing areas where improvement is needed.

California Science Test (CAST)

Elementary Science

Student Groups
All: 61.1 science points (N=288)
Socioeconomically Disadvantaged: 49.6 science points (N=95)
Latine/Hispanic: 48.3 science points (N=121)
English Learners: 40.3 science points (N=54)
Special Education: 42.6 science points (N=73)
White: 70.8 science points (N=135)

Reflection
Elementary Science performance averaged 61.1 Science points, with variation across student groups. White students scored 70.8 points, while Socioeconomically Disadvantaged and Latine/Hispanic students scored 49.6 and 48.3 points, indicating continued disparities in science outcomes.

English Learners and students receiving Special Education services scored 40.3 and 42.6 points, highlighting the need to continue strengthening supports that help students access rigorous science instruction and develop academic language in science.

Overall, the results suggest the importance of continuing to strengthen science instruction while expanding equitable access to hands-on, inquiry-based science learning experiences. District efforts to strengthen Tier 1 instruction through PLC collaboration, culturally responsive instruction, and Integrated ELD will support greater access and engagement in science learning for all students.

Secondary Science

Student Groups
All: 58.2 science points (N=1,087), +3.2 points
Socioeconomically Disadvantaged: 49.8 science points (N=599), +1.9 points
Latine/Hispanic: 49.3 science points (N=712), +2.2 points
English Learners: 37 science points (N=206), -2 points
Special Education: 38 science points (N=210), +1 point
White: 64.1 science points (N=847), +2.7 points
Long Term English Learners: 35.6 science points (N=82), +5.3 points

Reflection
Overall Secondary Science performance improved to 58.2 points (+3.2), reflecting modest growth across most student groups. Socioeconomically Disadvantaged, Latine/Hispanic, White, and Special Education students all showed gains, with the largest increase among Long-Term English Learners (+5.3), though they remain well below standard. English Learners experienced a slight decline, indicating a continued need for targeted support, particularly in developing academic language within science instruction.

English Learner Performance Indicator

The 2025 English Learner Performance Indicator (ELPI) continues to show both areas of progress and areas where additional support is needed for English learners.

Elementary English Learner Progress (N = 233)
Percentage Making Progress Toward Proficiency: 46.5% (Declined 4.6%)
Grew at Least One Level: 45%
Maintained Level 4: 0.9%
Maintained at Levels 1, 2L, 2H, 3L, or 3H: 36%
Decreased One or More Levels: 18%

Secondary English Learner Progress (N = 234)
Percentage Making Progress Toward Proficiency: 51.7% (Maintained +0.5%)
Grew at Least One Level: 43.8%
Maintained Level 4: 8.2%
Maintained at Levels 1, 2L, 2H, 3L, or 3H: 32.2%

Decreased One or More Levels: 15.9%

Reflection

English Learner Progress results in 2025 present a mixed picture across grade spans. At the elementary level, 46.5% of English learners made progress toward English proficiency, representing a decline of 4.6 percentage points from the previous year. While 45% of students grew at least one proficiency level, a significant portion of students either maintained at lower proficiency levels (36%) or decreased one or more levels (18%), indicating the need to strengthen supports that accelerate language development for younger multilingual learners.

At the secondary level, results were largely stable, with 51.7% of English learners making progress toward proficiency, a slight increase of 0.5 percentage points. Nearly 44% of students grew at least one level, and 8.2% maintained Level 4, demonstrating continued progress for some students approaching or reaching proficiency. However, 32.2% of students maintained at lower levels and 15.9% decreased one or more levels, highlighting ongoing challenges in supporting students who have not yet reached English proficiency.

Overall, these results reinforce the importance of continuing to strengthen Integrated and Designated ELD instruction, ensuring English learners have consistent access to rigorous grade-level content while developing academic language across disciplines. As with our other efforts in academic areas, continued focus on teacher collaboration through PLCs, culturally responsive instruction, and targeted MTSS supports will be essential to accelerate language growth and improve outcomes for multilingual learners

Next Steps
-Strengthen Targeted Interventions: Implement more personalized and data-driven language support for students who are not showing growth.
-Maintain Post-Reclassification Support: Enhance resources for students who have been reclassified to ensure their language skills continue to develop.
-Foster Early and Sustained Language Development: Expand early literacy programs that integrate English language development.
-Continue to expand Newcomer support and Newcomer courses (as needed).
-Pilot English Language Arts curriculum with a strong and robust ELD component.

Chronic Absenteeism
Chronic absenteeism remains a key focus for the district, and over the past year schools have implemented coordinated and proactive efforts to improve student attendance. Site-based Coordination of Services Teams (COST) have strengthened their work to identify students with emerging attendance concerns early and to connect families with appropriate supports and resources. In addition, district social workers conducted summer outreach to families with a history of attendance challenges, helping address barriers and reinforce the importance of regular school attendance before the start of the school year.

The district has also invested in professional learning for student services staff and administrators, sending teams to trainings and conferences focused on best practices in attendance improvement and family engagement. This learning is helping schools strengthen their outreach strategies and implement more effective, data-informed approaches to improving attendance.

Finally, the district clarified and communicated attendance expectations tied to participation in athletic competitions, reinforcing the message that consistent attendance is essential for both academic success and involvement in school activities. Together, these efforts reflect a concerted districtwide commitment to improving attendance through early intervention, family engagement, and coordinated student support systems.

Elementary Chronic Absenteeism
Student Groups
All: 13.4% chronically absent (Declined 3.5%) (N = 1,820)
Socioeconomically Disadvantaged: 21.3% chronically absent (Declined 3.7%) (N = 709)
Latine/Hispanic: 17.1% chronically absent (Declined 3.9%) (N = 753)
English Learners: 15% chronically absent (Declined 12.3%) (N = 374)
Special Education: 18.7% chronically absent (Declined 6.4%) (N = 412)
White: 10.4% chronically absent (Declined 3%) (N = 837)
Homeless: 39.1% chronically absent (Declined 10.9%) (N = 23)

Reflection
Elementary chronic absenteeism improved overall, with 13.4% of students chronically absent, representing a decline of 3.5 percentage points. Decreases were seen across all student groups, with particularly notable improvements among English Learners (-12.3%), students experiencing homelessness (-10.9%), and students receiving Special Education services (-6.4%), suggesting that targeted outreach and attendance supports are having a positive impact.

Schools have strengthened attendance outreach through site-based Coordination of Services Teams (COST), which work collaboratively to identify students with emerging attendance concerns and connect families with appropriate supports and resources. These coordinated efforts have helped address barriers to attendance and support students in re-engaging with school.

Despite these improvements, Chronic Absenteeism remains disproportionately higher for Socioeconomically Disadvantaged students (21.3%), students receiving Special Education services (18.7%), and students experiencing homelessness (39.1%), indicating the need for continued focus on removing barriers to regular attendance. Overall, the results highlight the importance of sustaining proactive outreach, family engagement, and early intervention through COST (Coordination of Services Teams), MTSS (Multi-Tiered Systems of Support), and PBIS (Positive Behavioral Interventions & Support) to ensure students attend school consistently and are able to fully participate in learning.

Secondary Chronic Absenteeism
Middle School Chronic Absenteeism
Student Groups
All: 15.4% chronically absent (Declined 1.5%) (N = 1,020)
Socioeconomically Disadvantaged: 23.3% chronically absent (Declined 0.6%) (N = 386)
Latine/Hispanic: 17.8% chronically absent (Declined 1.7%) (N = 388)
English Learners: 23.8% chronically absent (Increased 9%) (N = 101)

Special Education: 24.9% chronically absent (Declined 0.8%) (N = 189)
White: 14% chronically absent (Maintained -0.1%) (N = 494)
Long Term English Learners (LTEL): 27.3% chronically absent (Increased 14.2%) (N = 44)
Reflection

Middle school chronic absenteeism improved slightly overall, with 15.4% of students chronically absent, representing a decline of 1.5 percentage points. Some student groups showed improvement, including Latine/Hispanic students (-1.7%), students identifying with Two or More Races (-4.8%), and students receiving Special Education services (-0.8%), reflecting modest progress in attendance for several groups.

However, chronic absenteeism increased among English Learners (+9%) and Long Term English Learners (+14.2%), indicating a need for increased attention to attendance barriers for multilingual learners at the middle school level. Additionally, Socioeconomically Disadvantaged students (23.3%) and students receiving Special Education services (24.9%) continue to experience higher rates of chronic absenteeism compared to the overall student population.

As with elementary, middle schools are continuing to strengthen attendance outreach through site-based COST teams, which identify students with emerging attendance concerns and coordinate supports for families. These results highlight the importance of continuing proactive outreach, family engagement, and targeted supports to ensure students remain connected to school and attend regularly.

Next Steps
-Continue and expand current efforts to reduce chronic absenteeism through proactive outreach, early identification of attendance concerns, and coordinated supports through site-based COST teams and family engagement.
-Increase Family Engagement: Develop stronger partnerships with families to address attendance barriers collaboratively.
-Enhance Support Services: Implement wraparound services that include transportation support, mental health counseling, and mentorship programs.
-Monitor Attendance Data: Use real-time data to identify at-risk students and intervene early to prevent chronic absenteeism.
-Outreach: Continue summer outreach to chronically absent students.
-Consolidate Resources: Equip Wellness Centers with resources and focused support for families.

Suspensions

Elementary Suspensions
Student Groups
All: 0.6% suspended at least one day (Maintained -0.2%) (N = 1,837)
Socioeconomically Disadvantaged: 1% suspended at least one day (Maintained -0.1%) (N = 719)
Latine/Hispanic: 0.8% suspended at least one day (Maintained -0.1%) (N = 764)
English Learners: 0.6% suspended at least one day (Maintained +0.1%) (N = 323)
Special Education: 2.1% suspended at least one day (Declined -0.4%) (N = 420)
White: 0.5% suspended at least one day (Declined -0.4%) (N = 842)

Homeless: 0% suspended at least one day (Declined -2.4%) (N = 25)

Reflection
Elementary suspension rates remain very low overall, with 0.6% of students suspended at least one day, reflecting a slight decline of 0.2 percentage points from the previous year. Suspension rates remained stable or declined for most student groups, with notable decreases among students receiving Special Education services (-0.4%), White students (-0.4%), and students experiencing homelessness (-2.4%).

While suspension rates remain low across the district, students receiving Special Education services continue to experience higher suspension rates (2.1%) compared to other groups, indicating the importance of continuing to strengthen proactive behavioral supports and early intervention.

At the elementary level, the district emphasizes proactive, prevention-based supports to build strong foundations for student behavior and well-being. Through PBIS, MTSS, and site-based COST teams, schools identify and respond to student needs early. Playground coaches and PBIS technicians provide structured support during recess and lunch, reinforcing positive behaviors and addressing conflicts in real time. The Second Step social-emotional learning curriculum further supports this work by explicitly teaching skills such as self-regulation, empathy, and responsible decision-making. Together, these efforts create consistent, supportive environments that reduce the need for more intensive interventions.

Secondary Suspensions (Grades 6–12)
Student Groups
All: 1.8% suspended at least one day (Declined 1.2%) (N = 4,511)
Socioeconomically Disadvantaged: 3.2% suspended at least one day (Declined 2.2%) (N = 1,622)
Latine/Hispanic: 2.6% suspended at least one day (Declined 2.6%) (N = 1,851)
English Learners: 3.4% suspended at least one day (Declined 2.5%) (N = 375)
Special Education: 4.1% suspended at least one day (Declined 2.8%) (N = 680)
White: 1.1% suspended at least one day (Maintained -0.3%) (N = 2,107)
African American: 7.8% suspended at least one day (Increased 4.4%) (N = 51)
Homeless: 0% suspended at least one day (Declined 6.7%) (N = 41)
Long Term English Learners (LTEL): 3.6% suspended at least one day (Declined 3.5%) (N = 197)

Reflection
Secondary suspension rates declined overall, with 1.8% of students suspended at least one day, representing a decrease of 1.2 percentage points. Several student groups experienced notable improvements, including Socioeconomically Disadvantaged students (-2.2%), Latine/Hispanic students (-2.6%), English Learners (-2.5%), students receiving Special Education services (-2.8%), and Long Term English Learners (-3.5%), indicating progress in reducing exclusionary discipline practices across the district.

At the same time, disparities remain for some student groups. Students receiving Special Education services (4.1%), English Learners (3.4%), and Socioeconomically Disadvantaged students (3.2%) continue to experience suspension rates above the overall average. In

addition, African American students experienced an increase in suspension rates (+4.4%), highlighting the need for continued attention to equitable discipline practices.

At the secondary level, the district builds on this foundation by expanding access to targeted behavioral and mental health supports. Schools continue to utilize PBIS, MTSS, and COST teams, with an increased focus on restorative practices and alternatives to suspension to keep students engaged and connected. Wellness Centers at the high schools provide critical access to mental health services, while social-emotional counselors at both middle and high schools support students with more complex needs. At the middle school level, the Wayfinder curriculum strengthens students' self-awareness, decision-making, and relationship skills. Together, these supports promote safe, inclusive school environments while reducing reliance on exclusionary discipline.

Next Steps
-Sustaining and strengthening Tier 1, 2, and 3 supports, including elementary PBIS technicians, social-emotional learning curriculum, and social-emotional counselors at the secondary level to support students' behavioral and social-emotional needs.
-Training in Trauma-Informed Practices: Equip staff with strategies to support students with challenging behaviors without resorting to exclusion.
-Strengthening PBIS: Continue to expand Positive Behavioral Interventions and Supports to ensure consistent, fair discipline practices (each middle and high school site is sending a team to the PBIS Conference in 25 - 26).
-Culturally Responsive Approaches: Address the root causes of behavioral issues, particularly among students from diverse backgrounds.

High School Indicators: Graduation and College & Career Readiness

Graduation Rate
Student Groups
All: 94.4% graduated (Maintained +0.3%) (N = 843)
Socioeconomically Disadvantaged: 92.2% graduated (Maintained -0.4%) (N = 408)
Latine/Hispanic: 92.1% graduated (Increased +1.1%) (N = 365)
English Learners: 75.9% graduated (Declined -8.3%) (N = 79)
Special Education: 79.1% graduated (Declined -1.1%) (N = 91)
White: 96.7% graduated (Maintained +0.2%) (N = 418)
Homeless: 83.3% graduated (Declined -2.4%) (N = 18)
Two or More Races: 94.1% graduated (Declined -5.9%) (N = 51)
Long Term English Learners (LTEL): 97.9% graduated (Increased +12.7%) (N = 48)

Reflection
The district's overall graduation rate remained high at 94.4%, maintaining strong outcomes for most students. Graduation rates remained stable for several student groups, including Socioeconomically Disadvantaged students and White students, while Latine/Hispanic students experienced a modest increase (+1.1%), reflecting continued progress in supporting students toward completing high school.

At the same time, English Learners (75.9%) and students receiving Special Education services (79.1%) continue to graduate at lower rates than the overall student population, and both groups experienced declines this year. Students experiencing homelessness (83.3%) and students identifying with Two or More Races (94.1%) also saw decreases, highlighting areas where continued monitoring and support are needed.

Conversely, Long Term English Learners demonstrated significant improvement (+12.7%), with a graduation rate of 97.9%, indicating strong progress for this group. Overall, the data highlight the importance of continuing to strengthen academic supports, credit recovery opportunities, and targeted interventions to ensure all students remain on track to graduate and successfully transition to postsecondary opportunities.

College and Career Indicator (CCI)
Student Groups
All: 59.4% prepared (Maintained -1.6%) (N = 840)
Socioeconomically Disadvantaged: 46.2% prepared (Increased +3.8%) (N = 405)
Latine/Hispanic: 43.6% prepared (Declined -4.7%) (N = 326)
English Learners: 10.7% prepared (Declined -5.8%) (N = 75)
Special Education: 24.2% prepared (Increased +8%) (N = 91)
White: 68.9% prepared (Declined -4.2%) (N = 418)
Homeless: 12.5% prepared (Declined -36.3%) (N = 16)
Two or More Races: 66.7% prepared (Increased +16.7%) (N = 51)
Long Term English Learners (LTEL): 14.9% prepared (Maintained +0.1%) (N = 47)
Reflection

The district's overall College and Career Indicator remained relatively stable at 59.4% prepared, reflecting a slight decline of 1.6 percentage points. Some student groups demonstrated improvement, including Socioeconomically Disadvantaged students (+3.8%), students receiving Special Education services (+8%), and students identifying with Two or More Races (+16.7%), indicating progress in expanding pathways that prepare students for postsecondary success.

At the same time, several groups experienced declines. Latine/Hispanic students (-4.7%), English Learners (-5.8%), White students (-4.2%), and students experiencing homelessness (-36.3%) saw decreases in the percentage of students meeting the prepared level. In particular, English Learners (10.7%) and Long Term English Learners (14.9%) continue to have significantly lower rates of college and career readiness compared to the overall student population.

These results highlight the importance of continuing to expand access to rigorous coursework, career technical education pathways, and postsecondary readiness opportunities while strengthening targeted supports to ensure all students are able to graduate prepared for college, career, and life beyond high school.

Continued Monitoring of 2023 Dashboard Red Indicators

In accordance with California Dashboard requirements, SCCS continues to monitor and address Red indicators identified in the 2023 Dashboard throughout the duration of the 2024–2027 LCAP cycle. Although several indicators have demonstrated improvement in subsequent years, the district remains committed to sustained implementation of targeted actions and services to improve outcomes for historically underserved student groups.

2023 Elementary Red Ratings - Indicators & Student Groups

All District
Chronic Absenteeism:
25.8% chronically absent
Increased 0.9%

Schools with Red Ratings
DeLaveaga Elementary:
Chronic Absenteeism
Student Groups: English Learners, White Students

Gault:
Chronic Absenteeism
Student Group: Socioeconomically Disadvantaged

Westlake:
Chronic Absenteeism
Student Groups: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities & White

2023 Secondary Red Ratings - Indicators & Student Groups

All District:
English Language Arts - African American & English Learners
Mathematics - African American
Chronic Absenteeism - English Learners, Hispanic, African American, Students with Disabilities & White

Schools with Red Ratings
Branciforte Middle:
Chronic Absenteeism
Student Groups: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities & White

Mission Hill Middle:
Chronic Absenteeism
Student Groups: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities & White

Costanoa:
Suspension Rate
Student Group: English Learners

Harbor High School:
Suspension Rate
Student Groups: English Learners & Socioeconomically Disadvantaged

Santa Cruz High School:
English Learner Progress
Student Group: English Learners

Soquel High School:
English Learner Progress
Student Group: English Learners
Mathematics
Student Group: Socioeconomically Disadvantaged

2025 Overall Summary of Lowest Performing Groups - District

Analysis of California School Dashboard indicators identified several student groups with the lowest levels of performance across one or more state indicators. English Learners, Long-Term English Learners (LTELs), Students with Disabilities, Hispanic/Latine students, and Socioeconomically Disadvantaged students demonstrated the lowest performance levels in English Language Arts, Mathematics, Science, Chronic Absenteeism, Graduation Rate, and College and Career Readiness indicators. The district's most significant area of underperformance continues to be secondary mathematics, particularly for English Learners, LTELs, and Students with Disabilities. Similar achievement gaps were evident in English Language Arts and science.

Chronic absenteeism rates were highest for Homeless youth, Students with Disabilities, English Learners, LTELs, and Socioeconomically Disadvantaged students, particularly at the middle school level. Suspension rates were also disproportionately high for African American students, Students with Disabilities, English Learners, and LTELs. At the high school level, English Learners, Students with Disabilities, and Homeless youth demonstrated the lowest graduation and College and Career Readiness rates, indicating a continued need for targeted academic, behavioral, attendance, and postsecondary readiness supports for historically underserved student groups.

2025 Overall Summary of Lowest Performing Groups - Schools

Elementary:
Bay View Elementary and De Laveaga Elementary received Red performance levels in English Learner Progress. De Laveaga Elementary also received an Orange performance level in Chronic Absenteeism. Gault Elementary received Yellow performance levels in English Language Arts, Mathematics, and Science, while Bay View Elementary received Yellow performance levels in Chronic Absenteeism and Suspension Rate. Student groups most consistently performing at the lowest levels across district schools included English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latine students, particularly in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rate indicators.

Middle School:
Branciforte Middle School received a Red performance level in English Learner Progress and Orange in Chronic Absenteeism. Mission Hill Middle School received Orange in Suspension Rate and Yellow in Chronic Absenteeism. Across both middle schools, the student groups most consistently performing at the lowest levels included English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latine students, particularly in Mathematics, English Language Arts, Chronic Absenteeism, and English Learner Progress indicators.

High School:
Harbor High School received Orange performance levels in Mathematics and College/Career Readiness, and Yellow in Science. Santa Cruz High School and Soquel High School received Yellow performance levels in Mathematics. Costanoa Continuation High School received Yellow performance levels in Graduation Rate and Orange in College/Career Readiness, with very low performance in English Language Arts and Mathematics. Student groups most consistently performing at the lowest levels across secondary schools included English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latine students, particularly in Mathematics, English Language Arts, and College/Career indicators.

More broadly, in response to these identified areas of need, the district will continue implementing targeted academic, behavioral, attendance, and English learner supports across elementary, middle, and high schools. Districtwide next steps include strengthening Tier 1 instruction through professional learning aligned to the California Math Framework, culturally responsive instructional practices, integrated and designated ELD, and consistent use of PLC data cycles and common assessments to monitor student progress and inform instruction.

The district will continue expanding targeted intervention and progress monitoring supports for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latine students, particularly in English Language Arts and Mathematics. Schools will also continue strengthening MTSS and COST systems to improve coordination of academic, behavioral, wellness, and attendance supports.

To address Chronic Absenteeism and Suspension Rate indicators, the district will continue proactive attendance outreach, restorative practices, PBIS implementation, social-emotional and wellness supports, and expanded family engagement efforts. Elementary schools will continue strengthening foundational literacy and mathematics instruction, while secondary schools will continue focused supports in

mathematics achievement, student engagement, and college and career readiness. The district will also continue differentiated support, monitoring, and data analysis for schools and student groups identified with the greatest areas of need on the Dashboard.

Learning Recovery and Emergency Block Grant
-SCCS has unexpended LREBG funds for the 2026-27 school year.
-LREBG funded actions can be found in Goal 1, Action 1; Goal 2, Action 2; Goal 3, Actions 1 and 7.

A Commitment to Equity and Student Well-Being
Reflecting on our progress and challenges, we are reminded that achieving equitable outcomes requires continuous effort, reflection, and adaptation. By focusing on targeted interventions, building strong community partnerships, and ensuring culturally responsive practices, we are dedicated to supporting every student's path to success. We are committed to learning from our data and taking action to reduce disparities, enhance student engagement, and foster a positive, inclusive school environment.

Reflections: Technical Assistance

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

Santa Cruz City Schools is not currently identified for Differentiated Assistance under the California accountability system. However, Costanoa High School, the district's continuation high school, has been identified for Targeted Support and Improvement (TSI) based on the performance of specific student groups.

Over the past year, Costanoa has demonstrated meaningful improvement across several key indicators. The graduation rate increased from 70.6% in 2024 to 75% in 2025, reflecting strengthened efforts to support students in completing high school. The suspension rate declined significantly from 13.9% to 2.6%, indicating improved school climate and increased use of preventative and restorative approaches to student behavior. In addition, the percentage of students meeting the College and Career Prepared level increased from 0% to 3.1%, demonstrating early progress in expanding opportunities that prepare students for postsecondary pathways.

These improvements reflect the school's focused efforts to strengthen student engagement, behavioral supports, and academic pathways through coordinated systems such as MTSS, site-based COST teams, restorative practices, and targeted interventions designed to keep students connected to school and on track for graduation.

The district continues to monitor student outcomes, collaborate with site leadership, and align supports and resources to sustain this progress. Through ongoing data review, targeted interventions, and continued focus on student engagement and school climate, the district will work with the school to ensure improvements are maintained and that Costanoa is positioned to exit TSI status once it no longer meets the state's identification criteria in future Dashboard cycles.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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

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

Engaging Educational Partners

Throughout the 25-26 school year, SCCS gathered input from families, students and staff. Using a variety of tools, we were able to garner input from a myriad of diverse educational partners.

-Student Small Focus Groups on School Climate at middle & high schools (September, 2025)
-Student School Climate Survey at middle & high schools (September-October, 2025)
-LCAP Family Survey (11/20/25-2/9/26): 1,141 respondents Districtwide
-LCAP 4-5 Student Surveys (12/1/25-2/3/26): 333 respondents Districtwide
-LCAP 6-12 Student Surveys (12/2/25-4/1/26): 1,240 respondents Districtwide
-Staff Surveys (12/2/25-1/28/26): 296 respondents Districtwide
-SCCCE (Santa Cruz Council of Classified Employees) Classified Employees Union LCAP Input Meeting: 3/16/2026
-GSCFT (Greater Santa Cruz Federation of Teachers) Teacher Union LCAP Input Meeting: 12/16/2025
-LCAP District Advisory Committee Meetings: 1/27/26, 2/24/26, 3/31/26, 4/28/26
-District English Language Advisory Committee (DELAC) LCAP Input Meeting: 2/2/26
-Superintendent's Student Advisory on Race & Equity LCAP Input: 10/16/25 & 2/5/26
-Student Trustee Meetings: Monthly Meetings
-Parent Leader LCAP Input Meeting: 3/2/26
-District Budget Advisory Committee LCAP Input Meeting: 3/9/26
-LCAP Student Input Sessions in AVID and Leadership Classes: March-April 2026
-Principal and Assistant Principal LCAP Input Meetings: Monthly Meetings

-SELPA (Special Education Local Plan Area): Monthly Meetings - Santa Cruz City Schools maintains a strong partnership with the Santa Cruz County SELPA through ongoing collaboration with the Director of Special Education. This coordination plays a key role in shaping our LCAP, particularly in advancing inclusive practices, strengthening MTSS implementation, and addressing chronic absenteeism among students with disabilities. Feedback from SELPA, shared through our Special Education Director, has been integral to informing and refining our LCAP goals and actions.

-Equity Multiplier School (Costanoa Career Prep High School): In 25-26, input from student surveys, staff feedback, and ongoing testimonials from students and families has been essential in shaping the development of the “Leave to Learn” model. This collaborative input has directly informed the design of programs aimed at increasing student engagement, improving graduation rates, and enhancing career preparedness. The voices of our school community continue to guide the ongoing refinement and implementation of this model to ensure it meets the diverse needs of Costanoa students.

-LCAP family, student and staff survey data and input from DELAC was shared with the District Advisory Committee, district leadership and site administration while updating the LCAP to ensure that priorities and budgeted resources directly connected to and informed goals, actions and services in the new LCAP. Additionally, site administration was given LCAP survey site-specific data to gauge the effectiveness of actions and services at their schools.

Feedback from Families, Students & Staff - LCAP Survey

Summary of Family Input

Family engagement was an important component of the district’s Local Control and Accountability Plan (LCAP) development process. During the 2025–26 school year, 1,316 families participated in the district’s LCAP family survey, providing input on school climate, communication, academic support, and priorities for student success. Survey respondents represented a range of student groups, including English learners, low-income families, foster youth, and families experiencing homelessness, ensuring that diverse perspectives informed the district’s planning process.

Overall, families expressed strong confidence in their schools and the support provided to students. Eighty-four percent of families reported that their child is appropriately challenged in school, and 85% indicated that schools recognize and value student accomplishments. Families also reported strong perceptions of school safety, with 88% indicating that their child feels safe at school, and high levels of satisfaction with school communication and responsiveness, including 96% reporting that they receive courteous attention when contacting their child’s school.

Families identified several areas they value and want the district to continue prioritizing. These include high-quality teaching, strong school culture, dedicated staff, clear school-to-family communication, and academic supports for students. Families also highlighted the importance of academic support in mathematics, reading development, academic counseling, and college and career planning as areas where continued focus will help students succeed.

Families also shared interest in understanding how artificial intelligence and technology are being used in schools. Specifically, families expressed interest in learning how students can use AI safely and responsibly, how teachers may incorporate AI tools into instruction, how student data and privacy are protected, and how emerging technologies may impact future college and career pathways.

Family feedback directly informed the district's LCAP priorities, reinforcing the importance of strong instruction, academic supports for students, effective communication with families, and continued attention to student safety, well-being, and preparation for future learning and careers.

Summary of Student Input

Student voice was an important part of the district's Local Control and Accountability Plan (LCAP) engagement process. During the 2025–26 school year, 333 fourth and fifth grade students and 1,238 middle and high school students participated in the district's LCAP student survey, sharing their perspectives on school climate, academic support, student engagement, and emerging technology use.

Overall, students reported positive school experiences and strong relationships with adults. Among elementary students, nearly 88% reported feeling like they belong at their school, and approximately 90% reported feeling safe and supported by adults when they need help. Secondary students similarly reported positive school climate, with 87% indicating they feel safe at school and 81% reporting they feel connected and engaged. Students emphasized the importance of supportive relationships with teachers and staff, access to academic help when learning is challenging, counseling and mental health supports, and opportunities to participate in school activities.

Students also identified areas where additional support would be helpful. Elementary students indicated that homework help, counseling services, reading support, writing support, and math support would help them most in their learning. Secondary students reported strong participation in activities such as sports and clubs, though approximately 20% indicated they are not currently involved in any school activities, suggesting opportunities to expand inclusive extracurricular opportunities that strengthen school connectedness.

Students also shared that technology and artificial intelligence are already part of their learning experiences. Many students reported using AI tools for research, studying, or generating ideas and expressed interest in receiving clear guidance from teachers on responsible AI use and evaluating AI-generated information.

Student feedback directly informed the district's LCAP priorities, reinforcing the importance of strengthening academic rigor, improving mathematics achievement, expanding opportunities for student engagement and belonging, supporting student well-being, and providing guidance for responsible use of technology and artificial intelligence in learning. In response to this input, the district will continue to focus on academic supports, counseling and mental health services, opportunities for student engagement through activities and programs, and clear expectations for responsible technology use in the classroom. School climate focus groups informed the district's anti-hate initiative and Board Resolution, led by the Superintendent's Student Advisory on Race and Equity.

Summary of Staff Input

During the 2025–26 school year, 292 staff members participated in the district's LCAP survey, representing a wide range of roles across the district. Respondents included teachers (57%), classified staff (28%), other certificated staff (9%), and school and district leadership, ensuring that perspectives from across the educational system were reflected in the feedback.

Overall, staff responses highlighted a strong commitment to supporting student learning and well-being. Staff emphasized the importance of maintaining high-quality instruction, strengthening collaboration through professional learning communities (PLCs), and continuing to provide targeted academic supports for students who need additional assistance. Staff also identified the importance of clear instructional expectations, effective instructional strategies, and professional learning opportunities that support culturally responsive instruction and equitable grading practices.

Staff feedback also underscored the importance of strong systems of student support, including counseling services, social-emotional supports, and coordinated interventions through MTSS and site-based teams. Staff emphasized that maintaining positive school climate, strengthening student relationships with adults, and expanding opportunities for student engagement are key to supporting both academic success and student well-being.

In addition, staff identified the need for continued guidance and professional learning related to emerging technologies and artificial intelligence, including how these tools can be used responsibly to support teaching and learning while protecting student privacy and maintaining academic integrity.

Staff feedback helped inform the district's LCAP priorities by reinforcing the need to strengthen instructional practices, support mathematics achievement, expand student supports through MTSS, maintain positive school climate, and provide clear guidance for responsible use of technology and AI in the learning environment.

Changes for 2026-2027 Based on Educational Partner Input

Goal 1: Academic Achievement & College/Career Readiness
Focus: Strengthening the pipeline from secondary education to post-secondary success.

AVID Expansion: Scaling the program through increased course sections and specialized staff professional development, including a strategic new section at Branciforte Middle School.
CTE Medical Pathways: Expanding Career Technical Education specifically in the medical field to meet high student demand and local labor market trends.
CCGI Rollout: Standardizing the use of the California College Guidance Initiative (CCGI) across all secondary sites to provide a structured, universal roadmap for college applications and career planning.

Goal 2: School Climate & Student Well-Being
Focus: Transitioning from reactive support to a proactive, prevention-based wellness culture.

Universal Wellness Access: Completing the high school wellness network with the expansion of the Santa Cruz High School Wellness Center, ensuring mental health parity across all three district high schools.
Data-Driven Engagement: Leveraging 5-Star Data to track student participation and identify gaps in belonging among specific student demographics.
Equity & Anti-Hate Initiatives: Operationalizing the Board resolution on anti-hate through the Superintendent's Student Advisory on Race & Equity.
Behavioral & SEL Frameworks & Wayfind Curriculum: Consistent Social-Emotional Learning (SEL) delivery within the MTSS framework at middle schools.
Disciplina Positiva: Expanding bilingual family training to foster positive discipline at home.
COST (Coordination of Services Team) Alignment: Standardizing Coordination of Services Teams (COST) to ensure students don't "fall through the cracks."
Attendance Recovery: Strengthening Saturday School as a dual-purpose tool for academic recovery and maintaining extracurricular eligibility.

Goal 3: Closing Achievement Gaps
Focus: Directing intensive resources toward students furthest from math standards.

Secondary Math Learning Labs: Scaling a collaborative "Lesson Study" model where teachers collectively design and observe lessons to identify and remove specific barriers to student learning, ensuring high-yield instructional strategies reach students furthest from the standard.
Streamlined Digital Tools: Narrowing the eKadence pilot to ensure instructional coherence and reduce "platform fatigue" for staff and students.
Strategic Resource Realignment: Sunsetting the Elementary Math RtI Coordinator positions in favor of site-based intervention systems and the centralized Math Improvement Plan to ensure fiscal and instructional sustainability.

Goal 4: Professional Culture & Effective Teaching
Focus: Ensuring instructional "coherence" and sustainable leadership structures.

Math Instructional Tiering: Prioritizing Tier 1 Instruction (the core classroom experience) through the Math Improvement Plan, including updated curriculum and assessment alignment.
Secondary Math Labs: Using Learning Labs as a collaborative professional development space for teachers to refine instructional techniques.
Purposeful Technology: Finalizing the Technology Responsible Use Plan to shift the focus from "screen time" to critical thinking and active digital citizenship.
SCIL Refinement: Restructuring Santa Cruz Instructional Leadership (SCIL) roles to be more specialized and fiscally sustainable while maintaining high-quality peer leadership.

Goal 6: Family & Community Engagement
Focus: Moving from "informing" families to "partnering" with them.

Strategic Coordination: Empowering School Community Coordinators to act as the primary bridge between the district and families, ensuring consistent service across all sites.
Equity-Focused Outreach: Implementing specialized outreach strategies to increase the "voice" of English Learners, Foster Youth, and Low-Income families in district decision-making.
Communication Standards: Eliminating barriers to information by improving the clarity, accessibility, and frequency of school-to-home communications.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The metrics included in the CA School Dashboard and the UC/CSU A-G requirements serve as benchmarks for measuring college and career readiness, as defined by the California Department of Education. In the 22-23 California School Dashboard, SCCS achieved a "Medium" rating, with 53.3% of students (N=765) deemed prepared for college and career. However, there are notable differences among student groups: English learners and Students with Disabilities rated "Low," Latine/Hispanic, Homeless, and low-income students rated "Medium," and White students rated "High," highlighting disparities.

This "preparedness gap" is further evident in A-G course completion rates. Although overall A-G completion has significantly improved since 2010, with 67% of students meeting requirements in 22-23 compared to 46% in 2010, disparities persist. In 22-23, 81% of White students successfully completed A-G, whereas only 47% of Latine/Hispanic, 13% of English learners, 51% of Low-Income, and 16% of Special Education students did so.

Similar patterns emerge in graduation rates, with 93.8% of White students graduating compared to 91.8% of Latine/Hispanic students, 84% of English learners, 90.9% of low-income students, and 80.5% of Special Education students. Feedback from student and family surveys and focus groups consistently highlights the need for robust college preparedness support.

While there are positive trends in A-G preparedness and graduation rates over time, SCCS acknowledges the persistence of equity gaps. Efforts to address these gaps include increasing access to advanced coursework, expanding Career Technical Education offerings, enhancing support programs like Advancement Via Individual Determination, and implementing interventions. Despite these efforts, SCCS remains committed to the overarching goal of preparing all students for success beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G (UC/CSU eligible) Rates	2023 -2024 Comprehensive High School Graduates A - G Completion All Students: 68% or 508 out of 746 graduates White: 80% or 294 out of 366 graduates Hispanic/Latine: 53% or 157 out of 297 graduates African American: 60% or 9 out of 15 graduates English Learners: 13% or 4 out of 32 graduates RFEP: 55% or 101 out of 184 graduates Low Income: 52% or 133 out of 256 graduates Special Education: 23% or 13 out of 57 graduates AVID: 71% or 152 out of 215 graduates	2024-2025 Comprehensive High School Graduates A - G Completion All Students: 67% or 487 out of 730 graduates White: 76% or 284 out of 376 graduates Hispanic/Latine: 51% or 136 out of 269 graduates African American: 65% or 11 out of 17 graduates English Learners: 3% or 1 out of 33 graduates RFEP: 47% or 67 out of 143 graduates Low Income: 49% or 94 out of 193 graduates Special Education: 20% or 9 out of 44 graduates	Not yet available.	By 2026-2027, there will be a 10% increase in the percentage of English learners and Students with Disabilities who meet A-G requirements with a 3.3% increase each year for each group (California State Average for A-G completion is 48%).	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AVID: 72% or 97 out of 135 graduates			
1.2	Graduation Rate	2023-2024 Graduation Rate White: 97.7% 830 African American: 100.0% 15 Asian: 100.0% 27 Filipino: 100.0% 8 Hispanic/Latine: 96.0% 349 White: 98.7% 390 Two or More Races: 100.0% 36 Low Income: 96.3% 301 ELD: 86.3% 51 Students with Disabilities: 71.4%	2024-2025 Graduation Rate White: 96.7% 778 African American: 88.9% 9 Asian: 96% 25 Hispanic/Latine: 94.4% 303 White: 98.5% 393 Two or More Races: 97.9% 47 Low Income: 94.5% 218 ELD: 84.4% 45 Students with Disabilities: 83.1% 59	Not yet available.	By 2026-2027, graduation rates will remain higher than the state average. The percentage of English learners and Students with Disabilities who graduate will increase 6% with a 2% increase each year for each group (California State Average for Graduation is 86.2%)	N/A
1.3	Dropout Rate	2024 Dropout Rate* N=852 Seniors Dropouts: 8 *Baseline has been adjusted to 2024. Available adjusted cohort data has not been published on the state data portal since 2022. As a result,	2025 Dropout Rate N=828 Seniors Students who dropped out:12	Not yet available.	By 2026-2027, the dropout rate will decrease to five or less students for all student groups.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		demographic data is not available.				
1.4	Advanced Placement/International Baccalaureate Enrollment	2023-2024 AP/IB Enrollment The percentage of student groups enrolled in Advanced Placement/International Baccalaureate courses by demographic group cohort by duplicated count (students are counted more than once): n=1896 Hispanic / Latine: 22% English Learners (RFEP Incl): 25% Low Income: 17% Students with Disabilities: less than 1%	2024-2025 AP/IB Enrollment The percentage of student groups enrolled in Advanced Placement/International Baccalaureate courses by demographic group cohort by duplicated count (students are counted more than once): n=3031 Hispanic / Latine: 33% English Learners (RFEP Incl): 21% Low Income: 23% Students with Disabilities: 4% This data point now includes IB students who were not included in 2023 - 2024.	2025-2026 AP/IB Enrollment The percentage of student groups enrolled in Advanced Placement/International Baccalaureate courses by demographic group cohort by duplicated count (students are counted more than once): n = 3,049 Hispanic / Latine: 34% English Learners (RFEP incl.): 21% Low Income: 19% Students with Disabilities: 4%	By 2026-2027, enrollment in Advanced Placement/International Baccalaureate will increase by 9% with a 3% increase each year for each student group.	Advanced Placement/International Baccalaureate (AP/IB) Enrollment – Year-over-Year Change by Student Group Advanced Placement/International Baccalaureate (AP/IB) Enrollment – Year-over-Year Change by Student Group 2023–2024 Enrollment (n = 1,896) 2025–2026 Enrollment (n = 3,049) Hispanic/Latine Students 2023–2024: 22% 2025–2026: 34% Change: +12% English Learners (including RFEP) 2023–2024: 25% 2025–2026: 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: –4% Low-Income Students 2023–2024: 17% 2025–2026: 19% Change: +2% Students with Disabilities 2023–2024: Less than 1% 2025–2026: 4% Change: Approximately +3%
1.5	Career Technical Education Enrollment	2023-2024 CTE Participation n= 1738 Hispanic / Latine: 39% English Learners: 5% RFEP: 18% Low Income: 33% Students with Disabilities: 10%	2024-2025 CTE Participation n= 1562 Hispanic / Latine: 41% English Learners: 5% RFEP: 11% Low Income: 27% Students with Disabilities: 11%	2025-2026 CTE Participation n= 1315 Hispanic / Latine: 42% English Learners: 6% RFEP: 20% Low Income: 26% Students with Disabilities: 13% 2025-2026 CTE Participation	By 2026-2027, CTE participation will continue to proportionally reflect student demographics.	Career Technical Education (CTE) Participation – Year-over-Year Change by Student Group Career Technical Education (CTE) Participation – Year-over-Year Change by Student Group 2023–2024 Participation (n = 1,738) 2025–2026 Participation (n = 1,315)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic/Latine Students 2023–2024: 39% 2025–2026: 42% Change: +3% English Learners 2023–2024: 5% 2025–2026: 6% Change: +1% Reclassified Fluent English Proficient (RFEP) Students 2023–2024: 18% 2025–2026: 20% Change: +2% Low-Income Students 2023–2024: 33% 2025–2026: 26% Change: –7% Students with Disabilities 2023–2024: 10% 2025–2026: 13% Change: +3%
1.6	Advancement Via Individual Determination (AVID) Participation and College Eligibility	2023-2024 AVID A-G Successful Completion Percentage of AVID students who	2024-2025 AVID A-G Successful Completion Percentage of AVID students who	Not yet available.	By 2026-2027, successful A-G completion by AVID students will increase 2% each year with an	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		successfully completed A-G requirements: 71% (Baseline has been adjusted to reflect 23-24 percentage).	successfully completed A-G requirements: 72%		overall increase of 6%.	
1.7	National Clearinghouse Data Enrollment in Postsecondary	Enrollment Any Time During the First Two Years After High School by Student Group (Class of 2023)* % out of 510 Graduates Enrolled 2-Year College - 54% (n=273) Enrolled 4-Year College - 46% (n=237) *Baseline has changed to reflect data this is currently available. Demographic data is not available.	Enrollment Any Time During the First Two Years After High School by Student Group (Class of 2024) % out of 634 Graduates Enrolled 2-Year College - 64% (n=408) Enrolled 4-Year College - 36% (n=226)	Not yet available.	By 2026-2027, there will be a 2% increase of student enrolled in a postsecondary institution any any time two years after high school for each student group with an overall increase of 6%.	N/A
1.8						

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

Santa Cruz City Schools continues to implement a coordinated system of college and career readiness supports aligned with this goal. The district maintained its focus on strengthening counseling services, expanding access to rigorous coursework, and increasing participation in Career Technical Education pathways.

A districtwide counseling program continues to provide consistent support across secondary schools. The California College and Career Guidance Initiative (CCGI) remains a central component of this work, supporting four year academic planning, transcript monitoring, and college and financial aid application support. Counseling staff provide workshops on academic planning, college applications, financial aid, and scholarships, with additional outreach to students who have historically had less access to college preparation resources.

The district also continues to expand opportunities for students to participate in Career Technical Education pathways aligned to industry sectors. These programs provide hands on learning experiences that help students connect academic learning to career exploration and workforce skills.

Advancement Via Individual Determination (AVID) programs also remain an important strategy for increasing college readiness. AVID continues to support students in developing the academic skills, organization, and college knowledge needed to complete A–G coursework and pursue postsecondary opportunities.

Library Media Teachers also support this goal by collaborating with classroom teachers to strengthen literacy, research skills, and digital literacy across grade levels. These skills are essential for success in advanced coursework and postsecondary pathways.

Overall, the district successfully implemented the planned actions for this goal. While some outcome data such as A–G completion and college and career readiness indicators will be available later in the year, current participation data suggests that students continue to access a broad range of college and career preparation opportunities.

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.

1.5: Library Media Teachers – The $211,215 variance is due to a year-long sub for a Library Media Teacher (LMT) who was on leave. Additionally, a new salary agreement resulted higher cost and expenditures.

For the remaining actions, there are no major material differences between budgeted and estimated actual expenditures. The planned and estimated actual percentages of improved services are also consistent.

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

Available participation data suggests that the district’s actions are expanding access to college and career preparation opportunities, though continued focus on equity remains important.

Career Technical Education continues to serve as an important pathway for student engagement and career exploration. In 2025–26, 1,315 students participated in CTE courses. Participation reflects strong representation among several student groups, including 42 percent Hispanic or Latine students, 6 percent English Learners, 20 percent reclassified English Learners, 26 percent low income students, and 13 percent students with disabilities. While overall participation declined slightly compared with the previous year, the increased representation of several historically underserved student groups suggests that efforts to broaden access to CTE opportunities are having a positive impact.

Enrollment in rigorous academic coursework also reflects progress toward expanding college preparatory opportunities. In 2025–26, 3,049 course enrollments were recorded in Advanced Placement and International Baccalaureate courses, slightly higher than the previous year. Participation among Hispanic or Latine students increased to 34 percent, while English Learner and reclassified English Learner participation remained steady at 21 percent. Students with disabilities represented 4 percent of enrollments, consistent with the previous year. Participation among low income students declined slightly to 19 percent, indicating an area for continued attention.

These participation patterns suggest that district actions such as strengthened counseling systems, targeted outreach, and programs such as AVID and CTE pathways are contributing to expanded access to college and career readiness opportunities. Continued monitoring of participation and outcome data will help guide future efforts to ensure equitable access to rigorous coursework and career pathways.

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.

Due to fiscal constraints and the re-evaluation of job duties, the district reduced the CTE Counselor position from 1.0 FTE to 0.6 FTE. All other planned goals, metrics, target outcomes and actions have remained the same.

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	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) $168,875- LCFF Base Counselors - .200 FTE (S) $27,522 - Title I Counselors - 4.00 FTE (E) $520,198 Parcel Tax/Measure U	We have tailored our counseling program to strongly support unduplicated students in meeting A-G completion requirements, college admission standards, financial aid, and 4-year college and career planning. Because our data highlights a disparity in A-G completion rates between unduplicated students and their White peers, we are committed to the continued implementation of a guaranteed, viable counseling program in order to bolster college and career readiness for all students, with a special emphasis on groups such as Foster Youth, English learners, and low-income students. Actions will include the following: --4-Year planning workshops for 9th graders and continuing in each grade level. --Regular transcript audits designed to improve A-G completion rates for unduplicated students. --Regular articulation effort with our feeder schools, with a particular focus on the needs of incoming English learners.	$3,009,513.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Counselors - 2.60 FTE (MS) $385,817 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) $1,244,011 Parcel Tax/Mesure T Counselors - .70 FTE (Small Schools) $92,694 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) $324,779 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) $141,791 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools $103,793 Learning Recovery Emergency Block Grant	--Workshops on college applications, financial aid, and scholarships conducted at all high schools for families. --Financial aid workshops designed for low income families Additionally, counselors will continue to meet monthly to refine practice, including the ongoing implementation of the College & Career Guidance Initiative (CCGI) and best practices to support unduplicated student A-G completion.		
1.2	Career Technical Education (CTE) CTE Courses @ all High Schools (LCFF Base, Measure T, CTEIG, Perkins)	CTE programs increase student learning around career skills in general as well as increase their learning and skills in specific industry areas. These programs are highly engaging as they are highly relevant and provide students with hands-on work-based learning experiences. Students that complete CTE pathways in our district graduate at a higher rate than their peers that do not complete a CTE pathway. This is a data trend that is seen nation-wide.	$2,144,050.00	No

Action #	Title	Description	Total Funds	Contributing
	District CTE TOSA (CTEIG). $139,766 $30,000 Your Future is Our Business - CTE Grant Rs 6387 $76,309 Perkins Grant (4xxx) Rs 3550 CTE Counselor 1.00 FTE (S) - $99,763 Parcel Tax / Measure T CTE Teachers 9.40 FTE - $1,399,990 - Parcel Tax / Measure T CTE Teachers (Subs and ERW's) - $20,122 Parcel Tax / Measure T CTE Ed Techs .285 FTE - $37,778 - Parcel Tax / Measure T CTE Teachers 1.200 FTE - $132,729 - LCFF Base CTE Teachers (HS) 1.37 FTE $ 192,997 CTE Grant Rs 6387	In 26-27, SCCS is expanding the patient care offerings at Soquel High by adding a Med Tech class at Harbor will be offered as a dual enrollment option. We are planning to offer Farm to Table 2 as a dual enrollment class for 27-28. We are exploring dual enrollment opportunities for our Arts Media and Entertainment pathways. Other efforts include not only increasing the number of Career Pathways at each high school, but supporting increased enrollment and completion of Career Pathways. There has been an overall focus on supporting English Learners, Foster Youth, Title I and Special Education to have access to these courses and pathways. SCCS is also committed to increasing work-based learning opportunities for high school students based on the local labor market and student interest as stated in our district CTE Plan. And we will continue to maintain industry partnership agreements and articulation agreements with Cabrillo, as stated in our district CTE Plan. We will also explore forging new partnerships with our local Chamber of Commerce as part of these efforts. Because of the expansiveness and complexity of CTE, will will maintain our District CTE Teacher on Special Assisgnment (TOSA) to market CTE programs, study employment trends to inform programs, provide instructional support and complete compliance reports.		

Action #	Title	Description	Total Funds	Contributing
	CTE IT Support .095 FTE $14,596 - CTE Grant Rs 6387			
1.3	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010 AVID Teachers: 3.12 FTE (S) $552,428 LCFF Base Rs 0000 AVID Teachers: .200 FTE (S) $33,606 LCFF Supplemental Rs 0700 AVID Teachers: .6000 FTE (S) $111,016 Title I Rs 3010	Advancement Via Individual Determination supports unduplicated students who are underrepresented or may be first in their family to attend college to be college-eligible and college-prepared. The AVID program has resulted in increased A-G completion rates for unduplicated students (more than doubled for Low Income students since the 2009-2010 school year).	$758,011.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	California College Guidance Initiative (CCGI) ($0).	We will continue with the implementation of CCGI in order to provide teachers, counselors and administrators access to data-driven tools that tap directly into students' coursework information to help them plan high school courses, determine college eligibility, and streamline the college and financial aid application process. While beneficial to all students, these tools are particularly helpful to students who are the first in their family to attend college and to unduplicated students as a whole.		No
1.5	1.0 Library Media Teacher at Each School Site UPDATED Parcel Tax funded 6.0 FTE (E) 974,898 Meas.U - Parcel Tax 3.50 FTE (S) 528,274 - Meas. T - Parcel Tax	A full-time Library Media Teacher (LMT) at each school site supports college & career preparedness by supporting informational research and multi-literacy exploration for all students. Additionally, our libraries provide a safe and nurturing space for all students, and allow for the development of study habits through students working together collaboratively and in small groups. While the LMTs serve all students, they also support unduplicated students with small group academic support and by curating culturally responsive fiction and non-fiction as well as works in representative languages.	$1,503,172.00	No
1.6				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The necessity of social-emotional support for all students stands as a foundational pillar of our Multi-Tiered System of Supports (MTSS) program and is of paramount importance. Currently, SCCS has implemented a tiered social-emotional program designed to address the diverse needs of our student body. Moreover, feedback from stakeholders, including families, students, and staff, underscores the ongoing necessity for social-emotional and mental health support.

Prior to the pandemic, instances of dysregulated behavior and mental health challenges were on the rise, and the onset of COVID-19 exacerbated these struggles for students. While there has been some recovery indicated by positive responses on our LCAP Student Survey and our Social Emotional Health Survey, it is evident that certain students, particularly at the secondary level, continue to face difficulties. Additionally, there has been an observed increase in behavioral dysregulation among our youngest students, a phenomenon attributed to children experiencing crucial developmental stages during the pandemic, referred to as "Bunker Babies."

Furthermore, chronic absenteeism rates on the California Dashboard remained persistently high during the 2022-2023 academic year. Importantly, extensive feedback gathered through surveys and focus groups consistently indicates a significant demand for ongoing mental and social-emotional support from both students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Social Emotional Survey Results	2023-2024 Elementary Survey Data: "I feel thankful for my school": 79%	2024-2025 Elementary Social Emotional Health Annual Survey Data:	2025-2026 Elementary Social Emotional Health Annual Survey Data:	In 2026-2027: Elementary Data: Continue high levels of students feeling thankful	Social Emotional Health Annual Survey Data – Year-over-Year Comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel thankful that my teachers are nice": 95% Secondary Survey Data: "I am satisfied / very satisfied with my school experience": 50% "On most days I feel enthusiastic" (this question was not asked on the 23-24 survey) "I usually expect to have a good day": 66% "I feel I belong to a community": 64%	"I feel thankful for my school": 80% "I feel thankful that my teachers are nice": 94% Secondary Social Emotional Health Annual Survey Data: "I am satisfied / very satisfied with my school experience": 52% "During the past month, I often felt happy": 62% "Overall, I expect more good things to happen to me than bad things": 71% "I feel I belong to a community": 67% "On most days I feel enthusiastic" (this question was not asked on the 24-25 survey) "I usually expect to have a good day" (this question was	"I feel thankful for my school": 77.3% "I feel thankful that my teachers are nice": 92% Secondary Social Emotional Health Annual Survey Data: "I am satisfied / very satisfied with my school experience": 50% "During the past month, I often felt happy": 73% "Overall, I expect more good things to happen to me than bad things": 69% "I feel I belong to a community": 67% "On most days I feel enthusiastic" (this question was not asked on the 24-25 survey) "I usually expect to have a good day" (this question was	and that their teachers are nice (79% & 95%). Secondary Data: Students who felt satisfied with their school experience, enthusiastic and who felt that they belonged to a community will increase by 15% with a 5% increase each year.	Elementary Survey Data “I feel thankful for my school” 2023–2024: 79% 2025–2026: 77.3% Change: –1.7% “I feel thankful that my teachers are nice” 2023–2024: 95% 2025–2026: 92% Change: –3% Secondary Survey Data “I am satisfied / very satisfied with my school experience” 2023–2024: 50% 2025–2026: 50% Change: No change “I feel I belong to a community” 2023–2024: 64% 2025–2026: 67% Change: +3% “I usually expect to have a good day” 2023–2024: 66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not asked on the 24-25 survey)	not asked on the 24-25 survey)		2025–2026: Question not administered Change: N/A “During the past month, I often felt happy” 2025–2026: 73% Baseline comparison unavailable due to survey question change “Overall, I expect more good things to happen to me than bad things” 2025–2026: 69% Baseline comparison unavailable due to survey question change “On most days I feel enthusiastic” Question was not administered in either 2023–2024 or 2024–2025 Comparison unavailable
2.2	Student LCAP Survey Results	2023-2024 Elementary Student LCAP Survey	2024-2025 Elementary	2025-26 Elementary	Elementary Data: Increase /maintain positive response	Elementary Student LCAP Survey Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel like I am a part of my school": 86% "I feel that the school wants students to do well and recognizes when they do.": 90% “When I have problems, there are adults at school who will help me.”: 82% “Teachers and principals care about all students.” 87% Secondary Student LCAP Survey: "I feel connected and engaged at school": 61% "I feel that the school recognizes and values student accomplishments": 59% "When I have problems or challenges, I feel there are adults at the school to help and support me": 59%	Student LCAP Survey "I feel like I am a part of my school": 95% "I feel that the school wants students to do well and recognizes when they do.": 96% “When I have problems, there are adults at school who will help me.”: 90% “Teachers and principals care about all students.” 93% Secondary Student LCAP Survey: "I feel connected and engaged at school": 82% "I feel that the school recognizes and values student	Student LCAP Survey "I feel like I am a part of my school": 88% "I feel that the school wants students to do well and recognizes when they do.": 89% “When I have problems, there are adults at school who will help me.”: 89% “Teachers and principals care about all students.” 89% 2025-26 Secondary Student LCAP Survey: "I feel connected and engaged at school": 84% "I feel that the school recognizes and values student accomplishments": 83%	trends each year so that all responses are at 86% and above. Secondary Data: Increase positive response rate for each question by 10% with a 3.3% increase each year	“I feel like I am a part of my school” 2023–2024: 86% 2025–2026: 88% Change: +2 percentage points “I feel that the school wants students to do well and recognizes when they do.” 2023–2024: 90% 2025–2026: 89% Change: –1 percentage point “When I have problems, there are adults at school who will help me.” 2023–2024: 82% 2025–2026: 89% Change: +7 percentage points “Teachers and principals care about all students.” 2023–2024: 87% 2025–2026: 89% Change: +2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel that teachers and administrators care about all students": 58%	accomplishments": 81% "When I have problems or challenges, I feel there are adults at the school to help and support me": 75% "I feel that teachers and administrators care about all students": 75%	"When I have problems or challenges, I feel there are adults at the school to help and support me": 73% "I feel that teachers and administrators care about all students": 79%		Secondary Student LCAP Survey Results “I feel connected and engaged at school” 2023–2024: 61% 2025–2026: 84% Change: +23 percentage points “I feel that the school recognizes and values student accomplishments” 2023–2024: 59% 2025–2026: 83% Change: +24 percentage points “When I have problems or challenges, I feel there are adults at the school to help and support me” 2023–2024: 59% 2025–2026: 73% Change: +14 percentage points “I feel that teachers and administrators care about all students” 2023–2024: 58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2025–2026: 79% Change: +21 percentage points
2.3	Chronic Absenteeism Dashboard Ratings (Elementary & Middle School)	22-23 School Dashboard Percentage of Chronically Absent Students Grades TK - 5 Overall: 25.8% (Red Rating) N=1,797 English Learners: 31.6% (Red Rating) N=364 Latine/Hispanic: 31.2% (Orange Rating) N=725 Low Income: 36.1% (Orange Rating) N=711 Homeless: 23.5% (Orange Rating) N=38 Students with Disabilities : 33% (Orange Rating) N=361 22-23 School Dashboard Percentage of Chronically Absent Students Grades 6 - 8 Overall: 24.7% (Red Rating) N=1,033 English Learners: 26% (Red Rating) N=131	2024 School Dashboard Percentage of Chronically Absent Students Grades TK - 5 Overall: 16.8% (Yellow Rating) N=1,797 English Learners: 19.3% (Yellow Rating) N=374 Latine/Hispanic: 21% (Yellow Rating) N=761 Low Income: 25% (Yellow Rating) N=740 Homeless: 50% (Orange Rating) N=38 Students with Disabilities : 25.1% (Yellow Rating) N=386 2024 School Dashboard Percentage of Chronically Absent	2025 School Dashboard Percentage of Chronically Absent Students Grades TK - 5 Overall: 13.4% (Yellow Rating) N=1,820 English Learners: 15% (Yellow Rating) N=319 Latine/Hispanic: 17.1% (Yellow Rating) N=753 Low Income: 21.3% (Yellow Rating) N=709 Homeless: 39.1% (Orange Rating) N=23 Students with Disabilities : 18.7% (Yellow Rating) N=412 2025 School Dashboard Percentage of Chronically Absent	Elementary Chronic Absenteeism By 26-27, overall chronic absenteeism rate will decrease by 9% with a 3% decrease each year. Student Group Chronic Absenteeism by Student Group Low income: 9% decrease with a 3% decrease each year Latine/Hispanic: 9% decrease with a 3% decrease each year Ever English Learners: 9% decrease with a 3% decrease each year	Chronic Absenteeism (Grades TK–5) – School Dashboard Comparison Overall 2022–2023: 25.8% (Red) 2025: 13.4% (Yellow) Change: –12.4 percentage points English Learners 2022–2023: 31.6% (Red) 2025: 15.0% (Yellow) Change: –16.6 percentage points Hispanic/Latine Students 2022–2023: 31.2% (Orange) 2025: 17.1% (Yellow) Change: –14.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latine/Hispanic: 27.3% (Red Rating) N=395 Low Income: 31.4% (Red Rating) M=427 Homeless: 57.9% (Orange Rating) N=19 Students with Disabilities : 57.9% (Orange Rating) N=187	Students Grades 6 - 8 Overall: 16.9% (Yellow Rating) N=1,032 English Learners: 14.7% (Yellow Rating) N=129 Latine/Hispanic: 19.5% (Yellow Rating) N=400 Low Income: 24% (Yellow Rating) N=409 Homeless: 53.8% (no color Rating) N=13 Students with Disabilities : 25.6% (Yellow Rating) N=195	Students Grades 6 - 8 Overall: 15.4% (Yellow Rating) N=1,020 English Learners: 23.8% (Red Rating) N=101 Latine/Hispanic: 17.8% (Yellow Rating) N=388 Low Income: 23.3% (Orange Rating) M=427 Homeless: 57.9% (Orange Rating) N=19 Students with Disabilities : 24.9% (Orange Rating) N=189	Special Education: 9% decrease with a 3% decrease each year Middle School Chronic Absenteeism By 26-27, overall chronic absenteeism rate will decrease by 9% with a 3% decrease each year. Student Group Chronic Absenteeism by Student Group Low income: 9% decrease with a 3% decrease each year Latine/Hispanic: 9% decrease with a 3% decrease each year Ever English Learners: 9% decrease with a	Low-Income Students 2022–2023: 36.1% (Orange) 2025: 21.3% (Yellow) Change: –14.8 percentage points Students Experiencing Homelessness 2022–2023: 23.5% (Orange) 2025: 39.1% (Orange) Change: +15.6 percentage points Students with Disabilities 2022–2023: 33.0% (Orange) 2025: 18.7% (Yellow) Change: –14.3 percentage points Chronic Absenteeism (Grades 6–8) – School Dashboard Comparison Overall 2022–2023: 24.7% (Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					3% decrease each year Special Education: 9% decrease with a 3% decrease each year	2025: 15.4% (Yellow) Change: –9.3 percentage points English Learners 2022–2023: 26.0% (Red) 2025: 23.8% (Red) Change: –2.2 percentage points Hispanic/Latine Students 2022–2023: 27.3% (Red) 2025: 17.8% (Yellow) Change: –9.5 percentage points Low-Income Students 2022–2023: 31.4% (Red) 2025: 23.3% (Orange) Change: –8.1 percentage points Students Experiencing Homelessness 2022–2023: 57.9% (Orange) 2025: 57.9% (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: No change Students with Disabilities 2022–2023: 57.9% (Orange) 2025: 24.9% (Orange) Change: –33.0 percentage points
2.4	Chronic Absenteeism Rate (High School)	Percentage of High School Students Chronically Absent (not reported on California School Dashboard) 2023-2024 Overall: 20.0% (N = 3,254) Latine/Hispanic: 15.0% (N = 1,336) Low Income (SED): 19.7% (N = 1,184) Students with Disabilities: 26.1% (N = 287) English Learners: 15.7% (N = 197) Homeless: 16.7% (N = 12) Foster Youth: 33.3% (N = 3)	Percentage of High School Students Chronically Absent (not reported on California School Dashboard) 2024-2025 Overall: 22.6% (N = 3,254) Latine/Hispanic: 25.7% (N = 1,711) Low Income (SED): 30.4% (N = 1,119) Students with Disabilities: 33.2% (N = 548) English Learners: 32.4% (N = 262) Homeless: 40.6% (N = 32) Foster Youth: 54.4% (N = 11)	Percentage of High School Students Chronically Absent (not reported on California School Dashboard) as of May 29, 2026. 2025-2026 Overall: 19.6% (N = 3,179 Latine/Hispanic: 22.7% (N = 1,323) Low Income (SED): 28.8% (N = 853) Students with Disabilities: 27.4% (N = 419) English Learners: 30.6% (N = 160) Homeless: Not available Foster Youth: Not available	In 26-27, High School Chronic Absenteeism rates will decrease by 3% each year with an overall decrease of 9% by the third year.	High School Chronic Absenteeism – Year-over-Year Comparison Overall 2023–2024: 20.0% 2025–2026: 19.6% Change: –0.4 percentage points Hispanic/Latine Students 2023–2024: 15.0% 2025–2026: 22.7% Change: +7.7 percentage points Low-Income (SED) Students 2023–2024: 19.7% 2025–2026: 28.8% Change: +9.1 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities 2023–2024: 26.1% 2025–2026: 27.4% Change: +1.3 percentage points English Learners 2023–2024: 15.7% 2025–2026: 30.6% Change: +14.9 percentage points Students Experiencing Homelessness 2023–2024: 16.7% 2025–2026: Data not available Change: N/A Foster Youth 2023–2024: 33.3% 2025–2026: Data not available Change: N/A
2.5	Suspension Indicator Dashboard Rating	2023 Dashboard Percentage of students suspended at least 1 day Elementary Overall: 0.3% (Blue Rating) N=1,812 English Learners: 0% (Blue Rating) N=366	2024 Dashboard Percentage of students suspended at least 1 day Elementary Overall: 0.8% (Yellow Rating) N=1,857	2025 Dashboard Percentage of students suspended at least 1 day Elementary Overall: 0.6% (Green Rating) N=1,837	In 26-27, Elementary Students will maintain low suspension percentages to remain at a Blue Rating. For Students with Disabilities, the	Elementary Schools Overall 2023 Dashboard: 0.3% 2025 Dashboard: 0.6% Change: +0.3 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latine/Hispanic: 0.3% (Blue Rating) N=731 Low Income: 0.7% (Green Rating) N=718 Homeless: 2.6% (Orange Rating) N=39 Students with Disabilities: 1.4% (Yellow Rating) N=363 Secondary Overall: 3.3% (Yellow Rating) N=4,440 English Learners: 5.6% (Orange Rating) N=412 Latine/Hispanic: 4.3% (Orange Rating) N=1,810 Low Income: 4.9% (Orange Rating) N=1,736 Homeless: 3.6% (Green Rating) N=55 Students with Disabilities: 3.8% (Green Rating) N=636	English Learners: 0.5% (Green Rating) N=379 Latine/Hispanic: 0.9% (Yellow Rating) N=768 Low Income: 1.1% (Yellow Rating) N=749 Homeless: 2.4% (Yellow Rating) N=42 Students with Disabilities: 2.6% (Yellow Rating) N=389 Secondary Overall: 3% (Green Rating) N=4,533 English Learners: 5.9% (Yellow Rating) N=375 Latine/Hispanic: 5.5% (Orange Rating) N=1,723 Low Income: 4.9% (Orange Rating) N=1,736 Homeless: 6.7% (Orange Rating) N=30 Students with Disabilities: 6.9% (Red Rating) N=654	English Learners: 0.6% (Green Rating) N=323 Latine/Hispanic: 0.8% (Green Rating) N=764 Low Income: 1% (Green Rating) N=719 Homeless: 0% (Blue Rating) N=25 Students with Disabilities: 2.1% (Green Rating) N=420 Secondary Overall: 1.8% (Green Rating) N=4,511 English Learners: 3.4% (Green Rating) N=357 Latine/Hispanic: 2.6% (Green Rating) N=1,851 Low Income: 3.2% (Green Rating) N=1,622 Homeless: 0% (Blue Rating) N=41 Students with Disabilities: 4.1% (Green Rating) N=680	overall suspension rate will decrease by half by the third year. For Secondary, the overall suspension rate will decrease by .05% each year with an overall decrease of 1.5% by three years.	English Learners 2023 Dashboard: 0.0% 2025 Dashboard: 0.6% Change: +0.6 percentage points Hispanic/Latine Students 2023 Dashboard: 0.3% 2025 Dashboard: 0.8% Change: +0.5 percentage points Low-Income Students 2023 Dashboard: 0.7% 2025 Dashboard: 1.0% Change: +0.3 percentage points Students Experiencing Homelessness 2023 Dashboard: 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2025 Dashboard: 0.0% Change: –2.6 percentage points Students with Disabilities 2023 Dashboard: 1.4% 2025 Dashboard: 2.1% Change: +0.7 percentage points Secondary Schools Overall 2023 Dashboard: 3.3% 2025 Dashboard: 1.8% Change: –1.5 percentage points English Learners 2023 Dashboard: 5.6% 2025 Dashboard: 3.4% Change: –2.2 percentage points Hispanic/Latine Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2023 Dashboard: 4.3% 2025 Dashboard: 2.6% Change: –1.7 percentage points Low-Income Students 2023 Dashboard: 4.9% 2025 Dashboard: 3.2% Change: –1.7 percentage points Students Experiencing Homelessness 2023 Dashboard: 3.6% 2025 Dashboard: 0.0% Change: –3.6 percentage points Students with Disabilities 2023 Dashboard: 3.8% 2025 Dashboard: 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: +0.3 percentage points
2.6	Student Participation Rates in School Activities based on Demographics Overall English Learners Latine/Hispanic Low Income Homeless Students with Disabilities	No baseline available.	Not yet available.	The 5-Star online platform, used to track student involvement, is currently in the implementation stage. As a result, available data does not yet provide an accurate or comprehensive picture of student participation. This metric will be incorporated into future LCAP reporting once the system is fully implemented and aligned across sites.		N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

During the 2025–26 school year, Santa Cruz City Schools continued implementing a comprehensive system of supports aimed at strengthening student well-being, school connectedness, and safe learning environments. Key components of this work included Positive Behavioral Interventions and Supports (PBIS), social-emotional learning initiatives, Wellness Centers at Harbor and Soquel High Schools, Coordination of Services Teams (COST), and student leadership opportunities through programs such as Envolve and the Superintendent's Student Advisory on Race & Equity.

PBIS continued to serve as the district's primary Tier 1 framework for promoting positive school climate and behavior. The MTSS Health & Wellness Coordinator supported implementation through ongoing professional learning and collaboration with PBIS Technicians at elementary schools, strengthening proactive behavioral supports during recess and lunch and promoting greater consistency in schoolwide practices. Several elementary and middle schools received state recognition for PBIS implementation during the year, reflecting strong progress in building positive and supportive school climates.

Student leadership and engagement efforts also continued to expand opportunities for student voice. Through the Superintendent's Student Advisory on Race & Equity and the Envolve leadership program, students participated in retreats and cross-school collaboration focused on issues related to school climate and belonging. This year, students identified concerns regarding hate speech and the use of the "N-word" on campuses and worked collaboratively across middle and high schools to develop a districtwide awareness campaign. Their work included student-led public service announcements, educational efforts, and recommendations for a Board Resolution and updates to board policy addressing hate speech.

Mental health supports continued to grow across the district. Wellness Centers at Harbor and Soquel High Schools provided students with access to short-term counseling, wellness resources, and supportive services. These centers have become valued resources for students; however, schools have also refined procedures to ensure that the centers are used appropriately and that students remain engaged in instruction. A Wellness Center is not yet available at Santa Cruz High School, but the district plans to establish one at that site in the coming year to ensure more equitable access to these supports across all comprehensive high schools.

The district also continued strengthening coordinated student support systems through COST teams. While COST teams are in place at all schools, implementation practices vary across sites. As a result, the district identified the need to improve alignment of COST structures, referral processes, and intervention practices to ensure that students are identified earlier and receive coordinated academic, behavioral, attendance, and social-emotional supports.

In addition, high schools began implementing the 5-Star student engagement platform to better track student participation in school activities and events. While sites have begun using the platform, consistent collection of demographic participation data is still developing. The district will continue supporting schools in strengthening implementation so participation patterns can be better understood and inclusive engagement opportunities expanded.

Some planned actions were only partially implemented during the year. Due to staffing shortages, the district was unable to launch planned secondary school food pantries. Additionally, while the Wayfinder social-emotional curriculum is implemented schoolwide at middle schools, consistent classroom-level implementation has not yet been fully achieved, and the district is exploring strategies to strengthen this work.

Implementation also highlighted the ongoing need to strengthen alternatives to suspension. While restorative practices, PBIS, and counseling supports are in place, schools sometimes face challenges consistently implementing alternatives during behavioral incidents. The district will continue refining systems and providing staff support to strengthen these approaches.

Overall, implementation during the year demonstrated meaningful progress in strengthening student support systems while also identifying areas where greater alignment, capacity building, and consistency across schools will further improve implementation.

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

2.2 School Connectedness: Budgeted $414,015.00 Actual $290,452 - Expenditures overestimated. Additionally, some variance is due to timing of salary expenditures and will be fully expended by year end.
2.3 Social Emotional Program & Systems – $19,910 of the $27,000 budget has been expended, with the remaining funds to be fully spent by year end.

For the remaining actions, there are no major material differences between budgeted and estimated actual expenditures. The planned and estimated actual percentages of improved services are also consistent.

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

Data from the California School Dashboard, student and family surveys, and implementation monitoring indicate that many of the actions associated with this goal are contributing to positive outcomes related to school climate, student engagement, and student well-being.

Attendance data show encouraging progress. At the elementary level, chronic absenteeism declined to 13.4 percent, a decrease of 3.5 percentage points from the prior year. Notable improvements occurred among several student groups, including English Learners, whose chronic absenteeism declined by 12.3 percentage points, and students experiencing homelessness, whose rates declined by 10.9 percentage points. Middle school chronic absenteeism also improved overall, declining to 15.4 percent, a decrease of 1.5 percentage points. These improvements suggest that the district's attendance interventions, including coordinated COST team efforts, family outreach, and summer outreach conducted by district social workers, are helping re-engage students and strengthen attendance.

Suspension data also reflect positive trends. At the elementary level, suspension rates remain very low, with 0.6 percent of students suspended at least one day, and rates remained stable or declined across most student groups. At the secondary level, suspensions declined to 1.8 percent, a decrease of 1.2 percentage points. These outcomes suggest that the district's continued focus on PBIS, restorative practices, and proactive behavioral supports is contributing to reductions in exclusionary discipline while maintaining safe and supportive learning environments.

Survey data further reinforce these findings. Family survey results indicate strong perceptions of school climate and communication. Eighty eight percent of families report that their child feels safe at school, and eighty four percent report that their child is appropriately challenged academically. Families also report positive experiences communicating with schools, with ninety six percent indicating that they receive courteous attention when contacting their child's school and ninety five percent reporting that they receive sufficient information about their child's educational program and progress. These results suggest that efforts to strengthen school family communication and supportive learning environments are having a positive impact.

Student leadership and engagement initiatives are also contributing to progress toward this goal. Programs such as Envolve leadership and the Superintendent's Student Advisory on Race and Equity have strengthened student voice and connectedness across schools. This year, students identified concerns regarding hate speech and the use of the N word on campuses and worked collaboratively across middle and high schools to develop a districtwide campaign that included student led education, public service announcements, and recommendations for a Board Resolution and updates to board policy.

While these results demonstrate progress, the data also highlight areas that require continued attention. Certain student groups, including students receiving Special Education services and some multilingual learner groups, continue to experience higher rates of chronic absenteeism and suspension compared with the overall student population. In addition, middle school attendance data show increases in chronic absenteeism among English Learners and Long-Term English Learners, indicating a need for targeted attendance interventions and continued coordination of supports.

Overall, the available data indicate that the district's social emotional learning framework, attendance interventions, and positive school climate strategies are contributing to improvements in student safety, engagement, and behavior. Continued alignment of implementation practices across schools, along with targeted supports for specific student groups, will be important to sustain and expand this progress.

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.

Reflection on implementation and outcome data from the California School Dashboard, student and family surveys, and site implementation feedback informed several refinements to actions within this goal for the coming year. While the overall goal and core metrics remain appropriate, the district identified areas where actions could be strengthened to address emerging needs and improve consistency of implementation across schools.

Attendance data showing overall declines in chronic absenteeism confirm that current outreach and intervention strategies are contributing to improved attendance. At the same time, data revealed increased chronic absenteeism among middle school English Learners and Long-Term English Learners. In response, the district will refine attendance actions by strengthening alignment of Coordination of Services Teams across sites, clarifying referral processes, and emphasizing earlier identification of students experiencing attendance challenges.

Suspension data showing continued reductions in both elementary and secondary suspension rates indicate that positive behavioral supports and restorative approaches are contributing to safer school environments. However, disparities remain for some student groups, including students receiving Special Education services. Actions for the coming year will therefore place greater emphasis on strengthening alternatives to suspension and supporting staff in implementing restorative practices consistently across schools.

Implementation feedback also informed refinements related to student engagement and school connectedness. High schools have begun implementing the 5-Star student engagement platform to monitor participation in school activities. Because demographic participation data are not yet consistently collected across all sites, the district will strengthen expectations and support for implementation so schools can better understand participation patterns and expand inclusive opportunities for student involvement.

The district also identified the need to improve alignment of student support systems across schools. Although COST teams are operating at every site, practices vary in how students are referred and supported. Actions for the coming year will focus on strengthening alignment of COST structures and practices so students receive coordinated academic, behavioral, attendance, and social emotional supports earlier and more consistently.

Additional refinements include expanding mental health supports by establishing a Wellness Center at Santa Cruz High School, building on the success of the centers currently operating at Harbor and Soquel High Schools. The district will also continue strengthening student safety and inclusion efforts, including education related to active consent, harassment prevention, bullying prevention, and suicide awareness.

These refinements reflect the district's commitment to continuous improvement by using data and implementation feedback to strengthen systems that support student well-being, engagement, and safe school environments.

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	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE $140,828 LCFF Base Rs 0000,	Our tiered MTSS framework is designed to address student social emotional needs and we have deployed both full-time counselors and LCSW/LMFT Social Emotional Counselors (at the secondary level) to work with students one-on-one and in groups. Our Social Workers play a key role in Tier 3 intervention, and work closely with families in crisis by providing them with ongoing support and outside resources. Social Workers and our Social Work Interns conduct home visitations for families in crisis and students with high chronic absenteeism. PBIS Techs work as playground coaches who support students with empathy and self regulation during unstructured time. Additionally, our MTSS Health & Wellness Coordinator has worked to expand both parent and student education around substance abuse, vaping, suicide prevention and consent. Along with our high school academic counselors, we will continue .2 FTE counseling support at both middle schools to ensure students' social emotional needs are addressed with a strategic focus on the connections with our English learners, homeless, Foster Youth and low income students. Professional development for Goal #2 will include the following:	$1,926,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Social Workers (S) 2.0 FTE $ 317,232 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = $20,682 LCFF Supplemental Rs 0700 4 @ Secondary = $20,682 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE $4251,362 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE $165,971 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE $209,219 Local funding (9010) Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 641,308 LCFF Supp./ $630,307 LREBG	-Implementation of a collaborative PLC for Social Emotional Counselors, with the shared purpose of improving students' -A robust parent education offerings calendar for the 2026-2027 school year based on identified needs (ie., vaping, substance abuse, and other relevant topics). -Professional learning plan for PBIS Techs to strengthen capacity. -Professional Development Plans for LMFTs/LCSWs, Counselors, Nurses, Social Workers. -Continued professional development for academic counselors.		

Action #	Title	Description	Total Funds	Contributing
2.2	School Connectedness .4 FTE Activities Director/School Connected Activities at each comprehensive high school 1.2 FTE $173,717 LCFF Supp. Elementary $4,000 Middle $2,000 HS $7,500 High School & Costanoa $1,000 - $39,500 -LCFF Base Envolve training for high school Activities Directors & Leadership students $4,125 - LCFF Supp. Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform 10,750 MAA funding Middle School	Participation in extracurricular activities has been linked to improved academic performance and supports the development of critical thinking skills, time management, and resiliency. Additionally, school involvement supports social skills and relationship-building. Students valuable life skills such as perseverance, resilience, and problem-solving. For students from under-resourced, these connections and skills are critical for life-long success.. Additionally, Envolve training and United Against Hate Weeks to promote community-building and inclusivity. SCCS has also begun to implement the 5-Star platform which allows sites to track the demographics of students who participate in extracurricular activities. This allows staff to strategize around increased involvement for English learners, low income and students in transition/Foster Youth. Harbor High School, a Title I school, has fully implemented the 5 Star platform.	$3,350,058.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Connectedness/PBIS release/support periods (Branciforte .20 FTE $ 24,667 and MHMS .20 FTE $21,260 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE $25,355 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE $21,260 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives $4,500 for each elementary (4) for a total of $18,000 (Learning Recovery & Emergency Block Grant) Superintendent's Student Advisory on Race & Equity food/supplies for retreats $1,450 (LCFF Base)			

Action #	Title	Description	Total Funds	Contributing
2.3	Social Emotional Program & Systems PBIS Programs 20,000 Second Step Curriculum 7,000 - LCFF Base Wayfinder Curriculum Restorative Practices Training Wellness Centers @ Harbor & Soquel High School Social Emotional Professional Development	Santa Cruz City Schools has robust Social Emotional Systems of support as part of its larger Multi-Tiered Systems of Support (MTSS) Framework. These efforts include the implementation of research-driven programs and curriculum, ongoing partnerships, ongoing professional training and planning as well as Social Emotional tools. Though social emotional programs and systems benefit all students, Chronic Absenteeism and suspensions disproportionately affect unduplicated student groups. Research-Driven Programs & Curriculum Site Programs: -Positive Behavioral Interventions and Support (PBIS) (all leves) PBIS programs have been implemented at all elementary and middle school sites as a Tier 1 behavioral support system that focuses on clarity of behavioral expectations and positive reinforcement for positive behavior. In 24-25, PBIS will be implemented at the high school. -Second Step Curriculum (elementary) The Second Step curriculum is established at each elementary site and Branciforte Middle School. Second Step is a holistic approach to building supportive communities for every child through social-emotional learning using universal, classroom-based, social-emotional learning curriculum for Kindergarten to Grade 8 that nurtures children's social-emotional competence and foundational learning skills. -Wayfinder Curriculum (middle school) Wayfinder is rooted in six core competencies—self-awareness, adaptability, empathy, collaboration, agency, and purpose which are designed to build emotional intelligence, foster healthy relationships, and equip students with the skills to lead purposeful, connected lives. -Restorative Practices (all levels) Restorative Practices will continue to be explored and implemented at the high school level as a means to support building student community. High School staff will attend Restorative Justice trainings and determine how to begin/maintain implementation at their respective sites to decrease	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		suspension and expulsion rates for secondary unduplicated students, with a particular focus on Hispanic/Latine and low income students. Other Programs & Initiatives -Countywide Counseling Curriculum Handbook at Secondary. -Continued implementation of Trauma Informed Practices. -Continued implementation of the Companion Project Grant to help families connect to counseling/therapy services in our community. -High Schools will maintain a collaborative team comprised of Social Emotional Counselors, Counselors, RtI Coordinators, Campus Security, Administration, Credit Recovery teachers and/or Peer Tutoring Coordinator who case manage students with academic and/or behavioral issues. -Increased parent education on health related issues including vaping, drug use, suicide prevention and safe use of social media is planned. --A Student Code of Conduct will be ccompleted for 24-25 and will distill positive behavioral expectations across the district in order to align behavioral agreements and responses as well as codify behavioral protocols used by staff. Wellness Centers at Harbor & Soquel High Schools: These facilities will serve as an on-campus hub to connect students with counseling, mentoring, and peer-to-peer support, regardless of insurance status. Students will be provided a safe and judgment-free space to access services. Additionally, a Wellness Center has been established at Santa Cruz High School. Ongoing Partnerships -Continued partnerships with NAMI (National Alliance on Mental Illness), Monarch Services, Walnut Avenue Family and Women's Center and/or Applied Crisis Training to provide suicide prevention and active consent/sexual harassment training for students and families in secondary. -Implement the Thriving Youth Community Grant to address student substance abuse. -Safety and Wellness Coordinator continued partnership with COE's School Climate and Wellness Coordinator and California PBIS Coalition to		

Action #	Title	Description	Total Funds	Contributing
		be recognized for PBIS implementation following the National PBIS blueprints. -Safe Schools Project works with seven of our sites to create model LGQBT+ schools. Ongoing Professional Training & Planning -Refine PBIS, Trauma Informed Instruction and Restorative Justice systems. -Implementation of a Social Emotional Counselor Professional Learning Community to align practices and establish guaranteed services for students in need. -Use Social Emotional Health Survey follow-up protocol to counsel and provide resources to students identified as "high risk" from survey results. -Continued implementation of Student Services Handbook to reflect MTSS tiered systems. -Continue efforts of the LGBTQ Task Force to support a safe, welcoming environment at all schools including continued implementation of the Safe Schools Index. Systems & Tools -Aligned electronic referral Google form for mental health support services at the site -MOUs to allow social services agencies to collaborate and share information before the start of the school year (ie., shelters). -Alignment of 504 process and implementation protocols including professional development for counselors and teachers -School Wide Information System (SWIS) for monitoring student behavior has been implemented at all elementary sites -New Student Code of Conduct to implement in 2024-2025 to clearly communicate expectations districtwide. Mental/Social Emotional Health Systems (LMFTs / Social Workers / Special Education): Ongoing meetings and trainings focused on Social Emotional Health Survey results to inform social emotional student groups and customized student services. Elementary: PBIS/Social Emotional Program support materials/supplies/incentives		

Action #	Title	Description	Total Funds	Contributing
2.4	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings	Integral components of social emotional support programs are mechanisms that directly respond to students in crisis, and SCCS has worked diligently to grow this capacity from within. This includes training in Threat and Risk Assessments which allows for the proactive evaluation of students who may pose a harm to themselves or others. The implementation of these assessments are necessary for the safety of all students, but are critical for our unduplicated, under-resourced students.	$9,000.00	No
2.5	Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Student Enrollment Transfer Specialist (.12 FTE) $18,005-LCFF Supp. Mileage for staff outreach / home	Students in Transition and Foster Youth continue to experience high levels of needs. A multi-layered approach will continue with the following actions: --Provide continued support for basic needs and materials. --Implementation of Wellness Centers at Harbor, Santa Cruz and Soquel High Schools. --Student Services Administrative Assistant to manage outreach and support efforts. --Continue bus route that includes a direct pick up at shelter for Students in Transition and provide bus passes to students. --Staff home visits and outreach. --Food pantries at each secondary site.	$19,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
	visits $1,000 LCFF Supp.			
2.6	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH)	As mentioned, our unduplicated student groups experience the highest rates of Chronic Absenteeism. Student Services, site staff and Social Workers will continue to collaborate on systems that track and respond to students who are in danger of becoming chronically absent, including outreach, letters, counseling and home visits as needed to intervene on behalf of all students but particularly for students who are displaced, in transition and low income. Summer attendance outreach: Social Workers and one Bilingual School Community Coordinator will case-manage and follow up on chronically absent students throughout the summer and intensively during the first week of school.	$102,525.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Academic data starkly highlights disparities in academic achievement across various student groups, notably our Latine, English Learners, low-income, Homeless/Foster Youth, and Students with Disabilities, when compared to our White student group. This is evidenced by data from the California School Dashboard and local assessments in both ELA and Math. Notably, the achievement gaps are most pronounced for English learners and Students with Disabilities.

Determining the Initial Baseline (2022-2023 Data)
In Elementary ELA, English learners/RFEP students fall 61.6% below the standard, while low-income students are 44.6 points below. In Elementary Math, the gap widens, with English Learners/RFEP students lagging 78.4 points below standard and low-income students 65.4 points below.

Transitioning to Secondary education, English learners/RFEP students are 73.8 points below standard in ELA, with low-income students trailing by 28.9 points. In Secondary Math, the disparity widens significantly, with English learners/RFEP students 133.7 points below standard and low-income students 97.3 points below.

Additionally, there is room for improvement in English learner language acquisition, with 51.6% of elementary English learners making progress compared to only 43.4% at the secondary level.

Addressing these discrepancies requires a robust, tiered Multi-Tiered System of Supports (MTSS), essential for targeted student groups and the wider student population. Introducing a specialized Math Response to Intervention (RtI) Coordinator at the elementary allows for timely interventions to prevent early math disengagement.

Furthermore, deploying RtI Coordinators and intervention programs at all levels enables continuous monitoring of student progress and prompt intervention implementation as needed. Additionally, enhancing and expanding English learner supports tailored for Newcomer and Long-Term English learners increases English learner services.

In conclusion, a comprehensive strategies, incorporating MTSS, targeted intervention, and customized support for English learners is crucial to bridge achievement gap and ensure equitable educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Elementary California Dashboard Ratings - CAASPP ELA & Math	2023 Elementary Dashboard Ratings – CAASPP English Language Arts (ELA) All – 12.2 pts Above Standard (N = 805) Increased 5.2 pts Low Income 44.6 pts Below Standard (N = 311) Maintained 0.6 pts Hispanic/Latine 39.9 pts Below Standard (N = 331) Increased 7 pts Ever English Learners (English Learners + Reclassified English Learners) 61.6 pts Below Standard (N = 188) Increased 6.3 pts Special Education 51.4 pts Below Standard (N = 189) Increased 27.3 pts White 52.4 pts Above Standard (N = 376)	2024 Elementary Dashboard Ratings – CAASPP English Language Arts (ELA) All - Green Rating 11.3 points above standard (N = 820) Maintained -0.9 points Low Income 43 points below standard (N = 314) Maintained 1.6 points Latine/Hispanic 43.6 points below standard (N = 347) Declined 3.7 points Ever English Learners 68.2 points below standard (N = 170) Declined 6.6 points Special Education 65.5 points below standard (N = 198) Declined 14.1 points	2025 Elementary Dashboard 2025 Elementary Dashboard Ratings – CAASPP English Language Arts (ELA) All (green) 17.1 points above standard (N = 859) Increased 5.8 points Low Income (yellow) 31.6 points below standard (N = 326) Increased 11.4 points Latine/Hispanic (yellow) 36.7 points below standard (N = 347) Increased 6.9 points Ever English Learners (orange) 68.4 points below standard (N = 171) Maintained -0.2 points	By 2026-2027, on CAASPP ELA, for all students, there will be an overall 12 point increase overall with a 4 point increase each year. CAASPP ELA Student Group Growth by 2026-2027 Low Income: 9 point growth with a 3 point increase each year Ever English Learners: 9 point growth with a 3 point increase each year Latine/Hispanic: 9 point growth with a 3 point increase each year Special Education: 6 point growth with a 2 point increase each year	Elementary CAASPP English Language Arts (ELA) – Dashboard Comparison (2023 to 2025) All Students 2023 Dashboard: 12.2 points Above Standard 2025 Dashboard: 17.1 points Above Standard Change: +4.9 points Low-Income Students 2023 Dashboard: 44.6 points Below Standard 2025 Dashboard: 31.6 points Below Standard Change: +13.0 points Hispanic/Latine Students 2023 Dashboard: 39.9 points Below Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Increased 19.7 pts Two or More Races 45.8 pts Above Standard (N = 51) Maintained –0.3 pts 2023 Elementary Dashboard Ratings – CAASPP Math All – 12.1 pts Below Standard (N = 805) Increased 19.2 pts Low Income 41.2 pts Below Standard (N = 311) Increased 15.4 pts Hispanic/Latine 43.3 pts Below Standard (N = 331) Increased 15.1 pts Ever English Learners (English Learners + Reclassified English Learners) 66.6 pts Below Standard (N = 188) Increased 12.4 pts Special Education 82.3 pts Below Standard (N = 189) Increased 22.7 pts	White 55.1 points above standard (N = 387) Maintained 2.7 points Two or more races 34.1 points above standard (N = 40) Declined 11.7 points 2024 Elementary Dashboard Ratings – CAASPP Math All 13.7 points below standard (N = 822) Maintained -1.6 points Low Income 60.8 points below standard (N = 314) Increased 4.7 points Latine/Hispanic 65.3 points below standard (N = 349) Maintained -2 points	EL=103.8 below (N=105) -9.8 points RFEP= 12.1 below (N=66) +6.2 points Special Education (yellow) 60.7 points below standard (N = 209) Increased 4.8 points White (blue) 56.9 points above standard (N = 420) Maintained 1.8 points Two or more races (green) 41.3 points above standard (N = 47) Increased 7.2 points 2025 Elementary Dashboard Ratings – CAASPP Math All (green) 5.4 points below standard (N = 822) Maintained -1.6 points	By 2026-2027, on CAASPP Math, for all students, there will be an overall 9 point increase overall with a 3 point increase each year. CAASPP Math Student Group Growth by 2026-2027 Low Income: 9 point growth with a 3 point increase each year. Ever English Learners: 9 point growth with a 3 point increase each year. Latine/Hispanic: 9 point growth with a 3 point increase each year. Special Education: 6 point growth with a 2 point	2025 Dashboard: 36.7 points Below Standard Change: +3.2 points Ever English Learners 2023 Dashboard: 61.6 points Below Standard 2025 Dashboard: 68.4 points Below Standard Change: –6.8 points Students with Disabilities (Special Education) 2023 Dashboard: 51.4 points Below Standard 2025 Dashboard: 60.7 points Below Standard Change: –9.3 points White Students 2023 Dashboard: 52.4 points Above Standard 2025 Dashboard: 56.9 points Above Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 14.9 pts Above Standard (N = 376) Increased 21.5 pts Two or More Races 33.7 pts Above Standard (N = 51) Increased 12.2 pts	Ever English Learners 84.9 points below standard (N = 173) Declined 6.6 points EL=101.2 below (N=115) 0 points RFEP= 52.7 below (N=58) - 20.8 points Special Education 82 points below standard (N = 198) Declined 8.3 points White 26.5 points above standard (N = 386) Maintained 1 points Two or more races 7.1 points above standard (N = 40) Declined 26.7 points	Low Income (yellow) 47.3 points below standard (N = 330) Increased 13.5 points Latine/Hispanic (yellow) 52.7 points below standard (N = 353) Increased 12.7 points Ever English Learners (yellow) 70.9 points below standard (N = 177) Increased 14 points EL=89.1 below (N=111) +12 points RFEP= 40.2 below (N=66) +12.5 points Special Education (yellow) 75.3 points below standard (N = 209) Increased 6.6 points White (green)		Change: +4.5 points Two or More Races 2023 Dashboard: 45.8 points Above Standard 2025 Dashboard: 41.3 points Above Standard Change: –4.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				27.4 points above standard (N = 419) Maintained 0.9 points Two or more races (blue) 29.5 points above standard (N = 47) Increased 22.4 points		
3.2	Secondary California Dashboard Ratings - ELA & Math	2023 Secondary Dashboard Ratings – CAASPP English Language Arts (ELA) All – 15.5 pts Above Standard (N = 1,708) Increased 8.8 pts Low Income 28.9 pts Below Standard (N = 666) Increased 9.2 pts Hispanic/Latine 24.5 pts Below Standard (N = 676) Increased 10.2 pts Ever English Learners (English Learners + Reclassified English Learners) 73.8 pts Below Standard (N = 247) Maintained 2.8 pts	2024 Secondary Dashboard Ratings – CAASPP English Language Arts (ELA) All 12.9 pts Above Standard (N = 1,689) Maintained -2.7 pts Low Income 35.3 pts Below Standard (N = 632) Declined -6.4 pts Hispanic/Latine 36.5 pts Below Standard (N = 648) Declined -12.1 pts	2025 Secondary Dashboard Ratings – CAASPP English Language Arts (ELA) All (green) 23.4 pts Above Standard (N = 1,641) Increased 10.5 pts Low Income (yellow) 31.1 pts Below Standard (N = 595) Increased 4.2 pts Hispanic/Latine (yellow) 25.4 pts Below Standard (N = 662) Increased 11.1 pts	CAASPP ELA Student Group Growth by 2026-2027 All: 9 point growth with a 3 point increase each year Low Income: 9 point growth with a 3 point increase each year Ever English Learners: 9 point growth with a 3 point increase each year Latine/Hispanic: 9 point growth with a 3 point increase each year	Secondary CAASPP English Language Arts (ELA) – Dashboard Comparison (2023 to 2025) All Students 2023 Dashboard: 15.5 points Above Standard 2025 Dashboard: 23.4 points Above Standard Change: +7.9 points Low-Income Students 2023 Dashboard: 28.9 points Below Standard 2025 Dashboard: 31.1 points Below Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Education 96 pts Below Standard (N = 269) Increased 20.6 pts White 45.1 pts Above Standard (N = 856) Declined 12.6 pts Two or More Races 26.9 pts Above Standard (N = 70) Declined 22.9 pts Asian 55.8 pts Above Standard (N = 51) Declined 5.5 pts African American 72.3 pts Below Standard (N = 34) Declined 7.2 pts 2023 Secondary Dashboard Ratings – CAASPP Math All – 48.3 pts Below Standard (N = 1,708) Increased 6.8 pts Low Income	Ever English Learners (English Learners + Reclassified English Learners) 90.5 pts Below Standard (N=253) Declined -16.7 pts Special Education 92.1 pts Below Standard (N = 247) Increased 3.9 pts White 44.9 pts Above Standard (N = 841) Maintained -0.2 pts Two or More Races 42.3 pts Above Standard (N = 110) Increased 15.5 pts Asian 64.4 pts Above Standard (N = 42) Increased 8.6 pts African American 35.5 pts Below Standard (N = 34) Increased 36.8 pts	Ever English Learners (English Learners + Reclassified English Learners) (orange) 72.5 pts Below Standard (N=286) Increased 18.1 pts Long Term English Learners (orange) 92.5 pts Below Standard (N=75) Increased 15 pts Special Education (red) 85.5 pts Below Standard (N = 247) Decreased 3.3 pts White (green) 59.8 pts Above Standard (N = 757) Increased 14.9 pts Two or More Races (blue) 61.8 pts Above Standard (N = 133) Increased 19.4 pts	Special Education: 9 point growth with a 3 point increase each year By 2026-2027, on CAASPP Math, there will be a 9 point increase overall with a 3 point increase each year. CAASPP Math Student Group Growth by 2026-2027 Low Income: 9 point growth with a 3 point increase each year. Ever English Learners: 9 point growth with a 3 point increase each year. Latine/Hispanic: 9 point growth with a 3 point increase each year.	Change: –2.2 points Hispanic/Latine Students 2023 Dashboard: 24.5 points Below Standard 2025 Dashboard: 25.4 points Below Standard Change: –0.9 points Ever English Learners 2023 Dashboard: 73.8 points Below Standard 2025 Dashboard: 72.5 points Below Standard Change: +1.3 points Students with Disabilities (Special Education) 2023 Dashboard: 96.0 points Below Standard 2025 Dashboard: 85.5 points Below Standard Change: +10.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		97.3 pts Below Standard (N = 666) Increased 9.8 pts Hispanic/Latine 101.2 pts Below Standard (N = 674) Increased 10.3 pts Ever English Learners (English Learners + Reclassified English Learners) 133.7 pts Below Standard (N = 245) Increased 8.8 pts Special Education 163.7 pts Below Standard (N = 269) Increased 21.3 pts White 9.7 pts Below Standard (N = 855) Increased 8.4 pts Two or More Races 30.4 pts Below Standard (N = 70) Declined 24.7 pts Asian 34.7 pts Above Standard (N = 51) Increased 5 pts	2023 Secondary Dashboard Ratings – CAASPP Math All 39.8 pts below standard (N = 1696) Increased 8.5 pts Low Income 93.7 pts below standard (N = 634) Increased 3.5 pts Hispanic/Latine 97.9 pts below standard (N = 654) Increased 3.4 pts Ever English Learners (English Learner + Reclassified English Learners) 136.1 pts below standard (N = 265) Maintained -2.4% Special Education 143 pts below standard (N = 247) Increased 20.8 pts	Asian (green) 68.5 pts Above Standard (N = 31) Increased 4 pts African American (no color because N is too small) 31.5 pts Below Standard (N = 21) Increased 4 pts 2025 Secondary Dashboard Ratings – CAASPP Math All (green) 39.8 pts below standard (N = 1696) Increased 8.5 pts Low Income (orange) 93.4 pts below standard (N = 600) Maintained 0.3 pts Hispanic/Latine (orange) 95 pts below standard (N = 669) Maintained 2.9 pts	Special Education: 6 point growth with a 2 point	White Students 2023 Dashboard: 45.1 points Above Standard 2025 Dashboard: 59.8 points Above Standard Change: +14.7 points Two or More Races 2023 Dashboard: 26.9 points Above Standard 2025 Dashboard: 61.8 points Above Standard Change: +34.9 points Asian Students 2023 Dashboard: 55.8 points Above Standard 2025 Dashboard: 68.5 points Above Standard Change: +12.7 points African American Students 2023 Dashboard: 72.3 points Below Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 133.6 pts Below Standard (N = 34) Declined 16.9 pts	White 0.9 pts below standard (N = 837) Increased 8.8 pts Two or More Races 12.4 pts below standard (N = 113) Increased 18 pts Asian 27.9 pts above standard (N = 43) Declined 6.8 pts African American 75.1 pts below standard (N=34) Increased 58.5 pts	Ever English Learners (English Learner + Reclassified English Learners) (orange) 132.1 pts below standard (N = 296) Increased 4 pts Long term English Learners (orange) 151.6 pts below standard (N = 74) Increased 15.2 pts Special Education (red) 152.2 pts below standard (N = 273) Declined 9.2 pts White (green) 9.7 pts above standard (N = 758) Increased 10.7 pts Two or More Races (blue) 13.8 pts below standard (N = 133) Increased 26.2 pts Asian (blue) 48.4 pts above standard (N = 31) Increased 20.5 pts		2025 Dashboard: 31.5 points Below Standard Change: +40.8 points Secondary CAASPP Mathematics – Dashboard Comparison (2023 to 2025) All Students 2023 Dashboard: 48.3 points Below Standard 2025 Dashboard: 39.8 points Below Standard Change: +8.5 points Low-Income Students 2023 Dashboard: 97.3 points Below Standard 2025 Dashboard: 93.4 points Below Standard Change: +3.9 points Hispanic/Latine Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American (no color because N is too small) 102 pts below standard (N=21) Declined 26.9 pts		2023 Dashboard: 101.2 points Below Standard 2025 Dashboard: 95.0 points Below Standard Change: +6.2 points Ever English Learners 2023 Dashboard: 133.7 points Below Standard 2025 Dashboard: 132.1 points Below Standard Change: +1.6 points Students with Disabilities (Special Education) 2023 Dashboard: 163.7 points Below Standard 2025 Dashboard: 152.2 points Below Standard Change: +11.5 points White Students 2023 Dashboard: 9.7 points Below Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2025 Dashboard: 9.7 points Above Standard Change: +19.4 points Two or More Races 2023 Dashboard: 30.4 points Below Standard 2025 Dashboard: 13.8 points Below Standard Change: +16.6 points Asian Students 2023 Dashboard: 34.7 points Above Standard 2025 Dashboard: 48.4 points Above Standard Change: +13.7 points African American Students 2023 Dashboard: 133.6 points Below Standard 2025 Dashboard: 102.0 points Below Standard Change: +31.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Elementary iReady Scores - ELA & Math Winter to Winter	Winter Reading & Math iReady diagnostic assessments 2023-24 Winter 2024 Reading % of student group on grade level "n"= # of students assessed in student group All: 58% n=1,256 Hispanic: 34% n=522 White: 59% n=1,011 EL: 13% n=234 Low income: 38% n=412 Special Ed: 27% n=259 Winter 2024 Math % of student group on grade level "n"= # of students assessed in student group All: 45% n=1,361 Hispanic: 25% n=568 White: 45% n=1,085 EL: 9% n=256 Low income: 38% n=437 Special Ed: 17% n=264	Winter Reading & Math iReady diagnostic assessments 2024-25 Winter 2024-25 Reading % of student group on grade level "n"= # of students assessed in student group All: 58% n=1,252 Hispanic: 35% n=514 White: 59% n=1,011 EL: 14% n=196 Low income: 39% n=451 Special Ed: 27% n=268 Winter 2024-25 Math % of student group on grade level "n"= # of students assessed in student group All: 44% n=1,331 Hispanic: 26% n=552	Winter Reading & Math iReady diagnostic assessments 2025-26 Winter 2025-2026 Reading % of student group on grade level "n"= # of students assessed in student group All: 52% n=1,228 Hispanic: 30% n=504 White: 69% n=584 EL: 10% n=202 Low income: 31% n=419 Special Ed: 25% n=248 Winter 2025-26 Math % of student group on grade level "n"= # of students assessed in student group All: 39% n=1,319 Hispanic: 19% n=546 White: 54% n=621 EL: 6% n=214	By 2026-2027, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 20% with a 6.6% increase each year.	Winter i-Ready Reading – Comparison (2023–24 to 2025–26) All Students Winter 2024: 58% on grade level Winter 2025–26: 52% on grade level Change: –6 percentage points Hispanic Students Winter 2024: 34% on grade level Winter 2025–26: 30% on grade level Change: –4 percentage points White Students Winter 2024: 59% on grade level Winter 2025–26: 69% on grade level Change: +10 percentage points English Learners Winter 2024: 13% on grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 45% n=1,050 EL: 10% n=211 Low income: 25% n=477 Special Ed: 18% n=282			Winter 2025–26: 10% on grade level Change: –3 percentage points Low-Income Students Winter 2024: 38% on grade level Winter 2025–26: 31% on grade level Change: –7 percentage points Students with Disabilities (Special Education) Winter 2024: 27% on grade level Winter 2025–26: 25% on grade level Change: –2 percentage points Winter i-Ready Mathematics – Comparison (2023–24 to 2025–26) All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Winter 2024: 45% on grade level Winter 2025–26: 39% on grade level Change: –6 percentage points Hispanic Students Winter 2024: 25% on grade level Winter 2025–26: 19% on grade level Change: –6 percentage points White Students Winter 2024: 45% on grade level Winter 2025–26: 54% on grade level Change: +9 percentage points English Learners Winter 2024: 9% on grade level Winter 2025–26: 6% on grade level Change: –3 percentage points Low-Income Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Winter 2024: 38% on grade level Winter 2025–26: Data not provided Change: N/A Students with Disabilities (Special Education) Winter 2024: 17% on grade level Winter 2025–26: Data not provided Change: N/A
3.4	Middle School iReady Scores - ELA & Math Winter to Winter	Grades 6-8 iReady Reading & Math diagnostic assessments Middle School Students do not take an end-of-year iReady assessment as CAASPP is their end-of-year summary exam. Winter 2023-2024 Reading % of student group on grade level "n" = overall # of students assessed in student group All: 51% n=931 Hispanic: 29% n=373 White: 52% n=776	Grades 6-8 iReady Reading & Math diagnostic assessments Middle School Students do not take an end-of-year iReady assessment as CAASPP is their end-of-year summary exam. Winter 2024-25 Reading % of student group on grade level "n" # of students assessed in student group	Grades 6-8 iReady Reading & Math diagnostic assessments Middle School Students do not take an end-of-year iReady assessment as CAASPP is their end-of-year summary exam. Winter 2025-26 Reading % of student group on grade level "n" # of students assessed in student group	By 2026-2027, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 20% with a 6.6% increase each year.	Grades 6–8 Winter i-Ready Reading – Comparison (2023–24 to 2025–26) All Students Winter 2023–24: 51% on grade level Winter 2025–26: 56% on grade level Change: +5 percentage points Hispanic Students Winter 2023–24: 29% on grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 6% n=106 Low Income: 31% n=308 Special Ed: 22% n=170 Winter 2023-2024 Math % of student group on grade level "n" # of students assessed in student group All: 34% n=935 Hispanic: 14% n=373 White: 35% n=779 EL: 2% n=107 Low Income: 19% n=308 Special Education: 11% n=171	All: 34% n=935 Hispanic: 14% n=373 White: 35% n=779 EL: 2% n=107 Low Income: 19% n=308 Special Education: 11% n=171 Winter 2024-25 Math % of student group on grade level "n" # of students assessed in student group All: 28% n=899 Hispanic: 9% n=352 White: 27% n=744 EL: 0% n=71 Low Income: 8% n=293 Special Education: 6% n=160	All: 56% n=910 Hispanic: 28% n=375 White: 74% n=433 EL: 3% n=72 Low Income: 26% n=281 Special Education: 20% n=177 Winter 2025-26 Math % of student group on grade level "n" # of students assessed in student group All: 39% n=905 Hispanic: 14% n=374 White: 58% n=429 EL: 0% n=72 Low Income: 13% n=280 Special Education: 14% n=176		Winter 2025–26: 28% on grade level Change: –1 percentage point White Students Winter 2023–24: 52% on grade level Winter 2025–26: 74% on grade level Change: +22 percentage points English Learners Winter 2023–24: 6% on grade level Winter 2025–26: 3% on grade level Change: –3 percentage points Low-Income Students Winter 2023–24: 31% on grade level Winter 2025–26: 26% on grade level Change: –5 percentage points Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Special Education) Winter 2023–24: 22% on grade level Winter 2025–26: 20% on grade level Change: –2 percentage points Grades 6–8 Winter i-Ready Mathematics – Comparison (2023–24 to 2025–26) All Students Winter 2023–24: 34% on grade level Winter 2025–26: 39% on grade level Change: +5 percentage points Hispanic Students Winter 2023–24: 14% on grade level Winter 2025–26: 14% on grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: 0 percentage points White Students Winter 2023–24: 35% on grade level Winter 2025–26: 58% on grade level Change: +23 percentage points English Learners Winter 2023–24: 2% on grade level Winter 2025–26: 0% on grade level Change: –2 percentage points Low-Income Students Winter 2023–24: 19% on grade level Winter 2025–26: 13% on grade level Change: –6 percentage points Students with Disabilities (Special Education) Winter 2023–24: Data not provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Winter 2025–26: 14% on grade level Change: N/A
3.5	ELPAC Scores	2023-2024 ELPAC - Percentage of students making progress towards English proficiency: Elementary (N = 233) % making Progress towards English proficiency: 51.1% (Maintained -0.6%) Grew at least 1 Level: 48.3% Maintained Level 4: 3.5% Maintained at 1, 2L, 2H, 3L, or 3H: 30.9% Decreased 1 or more Levels: 17.4% Secondary (N = 248) % making Progress towards English proficiency: 51.2% (Increased 7.8%) Grew at least 1 Level: 44.5% Maintained Level 4: 6.9% Maintained at 1, 2L, 2H, 3L, or 3H: 29.1%	2024-2025 ELPAC - Percentage of students making progress towards English proficiency: Elementary (N = 233) % making Progress towards English proficiency: 50.4% Grew at least 1 or more Levels: 24.7% Maintained Level 4: 0.85% Maintained at 1, 2L, 2H, 3L, or 3H: 33.7% Decreased 1 or more Levels: 17.4% Secondary (N = 248) % making Progress towards English proficiency: 53.8%	2025-2026 ELPAC - Percentage of students making progress towards English proficiency: Elementary (N = 204) % making Progress towards English proficiency: 55% Grew at least 1 or more Levels: 54% Maintained Level 4: 0.98% Maintained at 1, 2L, 2H, 3L, or 3H: 29.41% Decreased 1 or more Levels: 12.25% Secondary (N = 217) % making Progress towards English proficiency: 45.6% Grew at least 1 or more Levels: 43.7%	By 2026-2027, the percentage of students making progress towards English proficiency will increase 9% with a 3% increase each year.	ELPAC Progress Toward English Proficiency – Comparison (2023–24 to 2025–26) Elementary Students Making Progress Toward English Proficiency 2023–24: 51.1% 2025–26: 55.0% Change: +3.9 percentage points Grew at Least One Proficiency Level 2023–24: 48.3% 2025–26: 54.0% Change: +5.7 percentage points Maintained Level 4 2023–24: 3.5% 2025–26: 1.0% Change: –2.5 percentage points Maintained at Levels 1, 2L, 2H, 3L, or 3H 2023–24: 30.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Decreased 1 or more Levels: 19.4%	Grew at least 1 or more Levels: 25.23% Maintained Level 4: 8.52% Maintained at 1, 2L, 2H, 3L, or 3H: 31.39% Decreased 1 or more Levels: 9.38%	Maintained Level 4: 25.35% Maintained at 1, 2L, 2H, 3L, or 3H: 39.63% Decreased 1 or more Levels: 10.6%		2025–26: 29.4% Change: –1.5 percentage points Decreased One or More Levels 2023–24: 17.4% 2025–26: 12.3% Change: –5.1 percentage points Secondary Students Making Progress Toward English Proficiency 2023–24: 51.2% 2025–26: 45.6% Change: –5.6 percentage points Grew at Least One Proficiency Level 2023–24: 44.5% 2025–26: 43.7% Change: –0.8 percentage points Maintained Level 4 2023–24: 6.9% 2025–26: 25.4% Change: +18.5 percentage points Maintained at Levels 1, 2L, 2H, 3L, or 3H

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2023–24: 29.1% 2025–26: 39.6% Change: +10.5 percentage points Decreased One or More Levels 2023–24: 19.4% 2025–26: 10.6% Change: –8.8 percentage points
3.6	Secondary Grades	23-24 Middle School and High School Grades - D and F Rates Branciforte Middle School: 16.7% Mission Hill Middle School: 21.6% Harbor High School: 33.3% Santa Cruz High School: 18.4% Soquel High School: 29.7%	24-25 Middle School and High School Grades - D and F Rates Branciforte Middle School: 25% Mission Hill Middle School: 22.6% Harbor High School: 35.9% Santa Cruz High School: 14.3% Soquel High School: 27.1%	Semester 1 2025-26 Middle School and High School Grades of Currently Enrolled Students - D and F Rates Completed, accurate data not available at this time.	By 2026-2027, the percentage of students who receive a D or F will decrease by 15% with a 5% decrease each year.	N/A
3.7	Integrated 1 (Algebra Grad Requirement) Passing Rates	2023-2024 83% (n=505, N=605) of 9th grade students passed Integrated 1 with a C- or better	2024-25 85% (n=514, N=606) of 9th grade students passed Integrated 1 with a C- or better	Semester 1 2025-26 Completed, accurate data not available at this time.	By 2026-2027, 85% of 9th grade students in integrated math will pass with a C- or better.	N/A

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.

All actions under Goal 3 were implemented during the 2025–26 school year with no significant changes from the planned actions. The district continued strengthening its Multi-Tiered System of Supports (MTSS) through coordinated Tier 1 instruction and targeted Tier 2 and Tier 3 interventions. RtI Coordinators at each site play a central role in identifying students needing support, coordinating interventions, and monitoring progress through local assessment data. Teachers and trained paraeducators support these efforts by facilitating small-group instruction and intervention programs during the school day as well as before and after school.

Support for multilingual learners also expanded during the year. Newcomer sections were added at the high school level, and a shared Newcomer teacher now serves Bay View and Gault Elementary Schools to support newly arrived students. In addition to providing language instruction, this program supports students' social-emotional adjustment and family engagement as they transition into the school system. Continued investment in bilingual paraeducators has further strengthened language access and instructional support for English Learners across the district.

The district also maintained its strategic focus on improving mathematics achievement and reducing gaps in student outcomes. This work is now in Year 2 of the Santa Cruz County Math Initiative, which provides professional learning aligned to the California Math Framework and emphasizes high-impact instructional practices, student discourse, and problem-solving. To sustain targeted math intervention systems, math RtI Coordinator positions originally funded through ESSER were transitioned to LCFF Base funding.
Participation in the County Office of Education's Grading for Equity training led to the adoption of a district administrative regulation establishing more consistent grading practices across secondary schools. The regulation includes the use of a four-point proficiency scale and places greater emphasis on demonstrated mastery of academic standards. Additional system improvements were implemented to strengthen instructional coherence and equitable academic practices. The district also continues to refine its assessment system by using i-Ready and other progress monitoring tools to identify students in need of intervention and measure the effectiveness of instructional supports.

Overall, implementation of Goal 3 actions strengthened district systems for identifying students who need additional support, coordinating interventions, and improving instructional practices in order to accelerate learning and reduce achievement gaps.

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.

Goal 3, Action 4: Assessment Systems to Monitor Progress and Set Goals – Actual expenditures of $77,240 exceeded the $68,000 budget due to higher-than-anticipated costs.

Goal 3, Action 7: Secondary Intervention Programs – $178,141 of the $195,967 budget has been expended, with the remaining funds to be fully spent by year end.

For the remaining actions, there are no major material differences between budgeted and estimated actual expenditures. The planned and estimated actual percentages of improved services are also consistent.

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

Available data indicates that the actions under Goal 3 are contributing to academic growth and progress toward closing achievement gaps among student groups. California School Dashboard data shows improvement in both English Language Arts and mathematics, particularly at the elementary level where several historically underserved student groups demonstrated measurable gains.

In elementary English Language Arts, students overall are now 17.1 points above standard, representing an increase of 5.8 points from the prior year. Student groups that have historically performed below standard also improved, including Socioeconomically Disadvantaged students (+11.4 points), Hispanic/Latino students (+6.9 points), and Students with Disabilities (+4.8 points).

At the secondary level, English Language Arts performance also improved. Students overall are now 23.4 points above standard, reflecting an increase of 10.5 points, with notable gains among Hispanic/Latino students (+11.1 points) and Ever English Learners (+18.1 points).

Mathematics results show similar progress at the elementary level, where students improved 8.3 points toward standard overall. Several student groups experienced significant gains, including Socioeconomically Disadvantaged students (+13.5 points), Hispanic/Latino students (+12.7 points), and Ever English Learners (+14 points). At the secondary level, mathematics improved 5 points overall, though some student groups remain well below standard, indicating continued need for targeted instructional support.

CAASPP site-level data further highlights positive outcomes associated with the district's intervention strategies. For example, Bay View Elementary demonstrated +9.74% growth in English Language Arts and +16.33% growth in mathematics overall, including strong gains among Hispanic/Latino and low-income students. Branciforte Middle School also showed substantial improvement with +15.43% growth in English Language Arts overall, including +14.82% growth among Hispanic/Latino students.

Overall, these results indicate that the district's coordinated approach, including targeted interventions, expanded English Learner supports, and continued implementation of the math initiative, is contributing to measurable academic growth. While progress is evident, achievement gaps remain for some student groups, particularly in secondary mathematics, and continued focus on high-quality Tier 1 instruction and targeted intervention will be necessary to sustain and accelerate progress.

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

Based on reflection on implementation and analysis of district assessment data, several adjustments have been made for the coming year to better align actions with effective practices and more accurate measures of student learning.

Due to financial constraints, the district will no longer fund dedicated Math RtI Coordinator positions at the elementary level. While these positions are being discontinued, the district has established strong systems through its ongoing Math Initiative and developed a comprehensive Math Improvement Plan to sustain and build momentum in math achievement. Elementary RtI Coordinators will continue to support math instruction and the implementation of this plan as part of a broader, integrated approach to student support.

At the secondary level, the district is refining its assessment approach. Due to the limited usefulness of MAP and iReady data in high school settings, a concern reported by many districts, Santa Cruz City Schools is expanding the use of writing assessments and CAASPP Interim Assessments across secondary schools to better measure student progress and instructional impact. MAP Reading will continue to be administered only for the purpose of meeting state requirements for English Learner reclassification, and MAP Math will continue to be used during the 2025–26 school year.

The district also reflected on the implementation of digital instructional tools. While the eKadence platform was initially considered as a potential districtwide pilot, teacher feedback indicated limited interest and capacity for implementation. As a result, eKadence will not be implemented districtwide at this time, although individual teachers may continue to use the platform at their sites.

In addition, the district will continue to prioritize culturally responsive instructional practices as part of its broader strategy to improve academic outcomes and close achievement gaps. Professional learning and coaching will support teachers in implementing instructional strategies that build on students' cultural and linguistic assets, increase student engagement, and provide greater access to rigorous academic content.

These adjustments reflect ongoing efforts to strengthen instructional systems, improve the accuracy of progress monitoring, and ensure that district actions remain focused on accelerating learning and improving outcomes for historically underserved student groups.

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	Elementary RtI Program 1.0 ELA RtI Coordinator at each school site $608,095 LCFF Supp. .40 RtI Coordinator for Monarch $46,274 LCFF sup. LCFF Supplemental Site-Based: $175,166 E	SCCS will provide a strong tiered academic and intervention program with additional staff to support and intervene on behalf of all students, but particularly for students who are English learners, low income, Students in Transition, Foster Youth and Students with Disabilities. Elementary RtI Coordinators are a critical part of our MTSS Framework. They plan and facilitate professional development, and then adjust plans based on evaluations to meet the unique needs of each team or department. Additionally, RtI Coordinators develop and assess surveys to gauge the effectiveness of PLCs and site-based professional development initiatives. RtI Coordinators also contribute to a comprehensive review of school-wide progress, utilizing data collected from PLCs to inform decision-making. They facilitate grade-level, departmental, or course-alike PLC meetings, ensuring adherence to SCCS PLC Agreements and supporting	$2,636,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Academic Paraeducators LCFF Base $21,434 LCFF Supp. $73,214 Title I $105,031 LREBG $ 208,091 Paraeducators LCFF sup. $82,958 Title I $34,599 Donations $ 103,374 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) $350,641 ELOP After School Program Coord. $104,192 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) $ 466,000 ELOP	Priority Standards work. Guiding the analysis of student assessment data, setting SMART goals, and monitoring progress throughout the year. as well as the implementation and interpretation of common assessments are also components of the RtI Coordinator role. While the services that RtI Coordinators and the Academic Intervention staff are open to any student in need of support, these resources are specifically in place to target, support, and monitor the growth and achievement of our unduplicated count students.		
3.2	Secondary RtI Program	SCCS will provide a strong tiered academic and intervention program with additional staff to support and intervene on behalf of all students, but	$2,117,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
	1.0 ELA RtI Coordinator at each school site $658,140 LCFF Sup. Academic Intervention para professionals for English Learner Support $38,133 Title I $444,314 LREBG LCFF Supplemental Site-Based Allocation: $854,061 S PE/ELD @ B40 - $29,039 LCFF Supp. Math Co-Teaching @ Mission Hill Middle School (.4) $48,454 LCFF Sup. Math Coach @ Small Schools (.36) $45,230 LCFF Supp. Santa Cruz High School: AVID/Language & Lit LCFF Supp.	particularly for students who are English learners, low income, Students in Transition and Foster Youth and Students with Disabilities. Like their elementary counterparts, Secondary RtI Coordinators are a critical part of our MTSS Framework. They plan and facilitate professional development, and then adjust plans based on evaluations to meet the unique needs of each team or department. Additionally, RtI Coordinators develop and assess surveys to gauge the effectiveness of PLCs and site-based professional development initiatives. RtI Coordinators also contribute to a comprehensive review of school-wide progress, utilizing data collected from PLCs to inform decision-making. They facilitate grade-level, departmental, or course-alike PLC meetings, ensuring adherence to SCCS PLC Agreements and supporting Priority Standards work. Guiding the analysis of student assessment data, setting SMART goals, and monitoring progress throughout the year. as well as the implementation and interpretation of common assessments are also components of the RtI Coordinator role. While the services that RtI Coordinators and the Academic Intervention Technicians are open to any student in need of support, these resources are specifically in place to target, support, and monitor the growth and achievement of our unduplicated count students.		
3.3	English Learner Supports	English learners continue to lag behind other groups in achievement, even when compared to our low-income and Latino student populations. To address this disparity, SCCS will continue the implementation and revision	$549,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
	1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. $112,409 .300 LREBG $49,335 .8 FTE District ELD TOSA .800 FTE $125,991 SSPDBG Academic Intervention paraprofessionals for English Learner Support - See goal 3.1 & 3.2 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.1 & 3.2 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section $61,171 .400FTE LCFF Sup. Mission Hill Middle School Newcomer	of English Learner Master Plan with planned actions for professional development, instructional best practices and Newcomer support. This includes continuing to prioritize professional development in Integrated and Designated English Language Development (ELD) to enhance instructional strategies. Our ELD TOSA will continue to support sites with professional development and actions will include the following: --English Language Proficiency Profile (ELPP) training --English Learner Shadowing --Writing strategies for English Language Proficiency Assessments for California (ELPAC) Our full-time elementary Newcomer teacher continues to facilitate the intake and assessment of Newcomer students across all elementary sites, with a specific focus on providing direct instruction to Newcomer students at Bay View and Gault Elementary Schools, which have the highest concentration of Newcomer and English learner students. In addition to classroom instruction, our Newcomer teacher offers training sessions, conducts ongoing monitoring and observation of Newcomer students, and maintains records of student achievement.		

Action #	Title	Description	Total Funds	Contributing
	Section $26,722 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE $112,089 LCFF Sup. Harbor Newcomer Support (.2) $29,634 LCFF Sup. Harbor Designated ELD Section .200 FTE $32,349 LCFF Sup.			
3.4	Assessment Systems to Monitor Progress and Set Goals iReady Assessment Program (Reading Only): $42,000 LCFF Base MAP Assessment Program (Reading only): $26,000 LCFF Base High School Schoolwide Writing	At the secondary level, the district is transitioning from iReady and MAP math assessments to the CSU/UC Mathematics Diagnostic Testing Project (MDTP) assessments. MDTP is specifically designed for secondary mathematics and provides more meaningful diagnostic information related to mathematical reasoning, conceptual understanding, readiness for course-level content, and areas of unfinished learning. This shift better aligns assessment practices with the goals of the California Math Framework and the district's broader mathematics initiative, while also supporting more targeted instructional planning and intervention for students, including unduplicated student groups. At elementary, intervention groups are evaluated quarterly through Student Learning Teams. Students who have reached achievement levels are moved out, and new students are entered in as assessment indicates need. RtI coordinators meet monthly to discuss best practices and make adjustments to instruction in intervention groups.	$68,000.00	No
3.5	Grading for Equity	Transitioning to more equitable and standards-based grading practices mitigates the biases inherent in traditional grading systems, which often create obstacles to success for students of color and those from economically disadvantaged backgrounds. This shift aims to dismantle	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		systemic barriers that students may encounter, such as the lack of conducive after-school environments for completing homework, over which they have little control. As some sites have completed County Office of Education Grading for Equity training series, for 26-27, our goal is to continue to align practices among secondary sites to ensure that grading best practices are implemented and grading is equitable across the district.		
3.6	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading $72,000 LCFF Base MyPath iReady Math $75,000 LCFF Base	Elementary site-targeted support funds are allocated to address diverse goals and deliver services and resources specifically tailored to the needs of unduplicated students, as determined by individual school sites and endorsed by both School Site Councils and the Governing Board. These funds are channeled into initiatives aimed at enhancing Math, Literacy, and Technology Integration, thereby bolstering academic intervention, instruction, and formative assessments at the elementary level. To achieve these objectives, resources such as Lexia Reading and MyPath iReady Math are deployed. Lexia Reading offers personalized reading practice and intervention, catering to students at their individual proficiency levels while delivering research-based instruction to enhance their skills. Similarly, MyPath iReady Math provides tailored math practice and intervention, placing students at their appropriate skill levels and offering targeted instruction to address areas where students exhibit below-grade-level competencies. Through these tools and initiatives, elementary schools endeavor to provide targeted support to unduplicated students, fostering their academic growth and success.	$147,000.00	Yes
3.7	Secondary Intervention Programs Math Plus	Like elementary, secondary site-targeted support funds are strategically allocated to address a variety of objectives and furnish services and resources tailored to the needs of unduplicated students, as identified by individual school sites and approved by School Site Councils and the Governing Board. These funds are instrumental in supporting math, literacy, and technology integration initiatives aimed at bolstering academic	$208,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Read Plus Read 180 $13,222 LCFF Base Achieve 3000 $10,725 LCFF Base Reading/Math Intervention courses during the school day ELOP After School Intervention Programs $45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools $27,340 each LCFF Supp. Peer tutoring Coordinator Stipend $2,450 for each secondary (HS & MS site for a total of $12,250 LREBG	intervention, instruction, and formative assessments across secondary school sites. Notable programs include Math Plus, Read 180, Achieve 3000, and Read Plus. These interventions and tools are specifically tailored to unduplicated students, allowing for increased customization of interventions to address individual learning needs effectively. Math Plus serves as a Tier 2 math intervention, with student eligibility determined by various factors such as math class grades, iReady/MAP scores, and teacher recommendations. Similarly, Read 180 and Achieve 3000 provide Tier 3 reading interventions, with student progress monitored through assessment data, iReady Reading scores, and English class grades. Both middle schools continue to use Parcel Tax funding to fund their after school programs. After school programs include academic support and enrichment opportunities and all secondary schools provide peer tutoring. At both middle and high schools, Read Plus offers Tier 2 reading intervention programs devised by SCCS educators to enhance reading skills and support English class grades. Additionally, secondary schools utilize Parcel Tax funding to sustain after-school programs, which encompass academic support and enrichment opportunities. Furthermore, peer tutoring is provided across all secondary schools to further facilitate academic success and growth among unduplicated students. These targeted interventions and supplementary programs have allowed secondary schools to be strategic and intentional about meeting the needs of English learners, low income and students in transition/Foster Youth.		
3.8	Increased Professional Development Time Aligned Professional Development Days at secondary sites ($0)	SCCS recognizes that professional learning time and teacher collaboration is necessary to best meet the needs of unduplicated, under resourced students. Additionally, we also recognize that an aligned, guaranteed curriculum with high-leverage priority standards, common assessments and rigor is critical to addressing the achievement gap. Our work is guided by Hattie's research, with collective teacher efficacy having the biggest impact on student achievement.		No

Action #	Title	Description	Total Funds	Contributing
	Common prep periods for math teachers at secondary sites ($0)	For 26-27, high school sites will continue to share professional development/collaboration time. Additionally, to increase collective teacher efficacy, math teachers will continue to share a common prep period in order to plan together, create common assessments and analyze student work.		
3.9	Explore & pilot eKadence Digital Platform: $0	The eKadence digital platform offers significant benefits for both students and teachers across Santa Cruz City Schools. For students, eKadence serves as a centralized hub where they can access assignments, course materials, and grades, supporting organization and academic success. The platform promotes personalized learning through differentiated instruction and provides timely feedback to help students monitor their progress. Collaboration tools and anytime, anywhere access further enhance student engagement and flexibility. For teachers, eKadence streamlines instructional planning and communication, enabling efficient management of assignments, grades, and resources in one place. Real-time data and analytics support informed decision-making, while built-in tools facilitate communication with students and families. Additionally, the platform encourages professional collaboration among staff and supports a range of instructional models, making it a valuable resource for fostering high-quality teaching and learning districtwide. This program is offered for free. For 2026–27, due to competing priorities, teachers opted not to move forward with a broad pilot of eKadence. However, individual teachers will continue to explore and use the platform and share their learning with colleagues.	$0.00	No
3.10	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	Our ELD TOSA will continue to support school sites through targeted professional development designed to strengthen instructional practices for English Learners. For the 2025–26 school year, this support will include: -English Language Proficiency Profile (ELPP) training to help educators analyze and respond to individual student language needs -English Learner Shadowing to deepen teacher understanding of EL experiences throughout the school day		Yes

Action #	Title	Description	Total Funds	Contributing
		-Writing strategies aligned with the ELPAC to better prepare students for success on the state language proficiency -assessment At the high school level, focused efforts to support Long-Term English Learners (LTELs) will continue. These include transcript audits to identify unmet academic needs and schedule reviews to ensure that LTELs are enrolled in appropriate ELD courses while still having access to meaningful elective options. RtI Coordinators play a key role in this work, closely monitoring LTEL progress, providing teachers with intervention strategies, and delivering one-on-one support to help students overcome barriers and accelerate language development. Language Review Teams (LRTs) will continue partnering with RtI Coordinators and school leaders to refine systems for tracking English Learner progress, with a strong emphasis on both LTELs and Reclassified students. In the lead-up to the ELPAC, secondary teachers work directly with English Learners, especially LTELs, to establish individual language goals. This collaborative approach builds student ownership and contributes to a positive, schoolwide culture of achievement, confidence, and growth.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will develop a highly collaborative, professional culture focused on supporting effective teaching.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools is continuing to propel forward with a multi-year professional development plan firmly grounded in the MTSS tiered framework. Recognizing the profound impact of classroom instruction on student success, we are steadfast in our commitment to equipping educators with the tools and opportunities needed to enhance their teaching methods and better serve our students. Through extensive input meetings and surveys, the following outcomes have emerged:

--Ensuring a consistent, comprehensive curriculum district-wide: Teacher teams will refine prioritized standards and craft common formative assessments.
--Implementing effective instructional strategies and emphasizing quality initial teaching (Tier 1). A Walkthrough Tool, harmonized with Hattie's "Visible Learning," has been collaboratively crafted by administration and staff.
--Sustaining Integrated and Designated English Language Development (ELD) professional development initiatives.
--Exploring and embracing fair, equitable grading practices based on standards.
--Fostering Professional Learning Communities (PLCs) across all grade levels to facilitate the exchange of best practices, analysis of student work, and informed instruction.
--Developing a "Culturally Responsive Toolkit" for Principals to aid teachers in integrating Culturally Responsive teaching practices into their classrooms.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Working Conditions Survey	23-24 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:	24-25 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:	25-26 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:	By 26-27, responses on the Working Conditions survey will be maintained or increase at 80% or above.	Working Conditions Survey – Professional Development Comparison (2023–24 to 2025–26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sufficient resources are available for professional development in my school: 83.02% An appropriate amount of time is provided for professional development: 82.59% Professional development offerings are data driven: 79.87% Teachers have sufficient training to fully utilize instructional technology: 70.41% Teachers are encouraged to reflect on their own practice: 93.04% In this school, follow up is provided from professional development: 74.21% Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 76.77%	Sufficient resources are available for professional development in my school: 81.97% An appropriate amount of time is provided for professional development: 83.94% Professional development offerings are data driven: 84.37% Teachers have sufficient training to fully utilize instructional technology: 75.07% Teachers are encouraged to reflect on their own practice: 95.24% In this school, follow up is provided from professional	Sufficient resources are available for professional development in my school: 79.47% An appropriate amount of time is provided for professional development: 82.40% Professional development offerings are data driven: 82.70% Teachers have sufficient training to fully utilize instructional technology: 65.98% Teachers are encouraged to reflect on their own practice: 89.74% In this school, follow up is provided from professional		Sufficient Resources Are Available for Professional Development 2023–24: 83.02% 2025–26: 79.47% Change: –3.55 percentage points An Appropriate Amount of Time Is Provided for Professional Development 2023–24: 82.59% 2025–26: 82.40% Change: –0.19 percentage points Professional Development Offerings Are Data Driven 2023–24: 79.87% 2025–26: 82.70% Change: +2.83 percentage points Teachers Have Sufficient Training to Fully Utilize Instructional Technology 2023–24: 70.41% 2025–26: 65.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional development is evaluated and results are communicated to teachers: 63.78%	development: 78.51% Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 81.02% Professional development is evaluated and results are communicated to teachers: 69.80%	development: 74.19% Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 83.58% Professional development is evaluated and results are communicated to teachers: 70.09%		Change: –4.43 percentage points Teachers Are Encouraged to Reflect on Their Own Practice 2023–24: 93.04% 2025–26: 89.74% Change: –3.30 percentage points Follow-Up Is Provided from Professional Development 2023–24: 74.21% 2025–26: 74.19% Change: –0.02 percentage points Professional Development Provides Ongoing Opportunities for Teachers to Work with Colleagues to Refine Teaching Practices 2023–24: 76.77% 2025–26: 83.58% Change: +6.81 percentage points Professional Development Is Evaluated and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Results Are Communicated to Teachers 2023–24: 63.78% 2025–26: 70.09% Change: +6.31 percentage points
4.2	Staff LCAP Survey	2023-24 Staff LCAP Survey Students feel connected and engaged with my school: 86% Under-performing students are well supported to improve academically at my school: 70% I feel there are enough supports for English Learners progress at my school: 51%	2024-25 Staff LCAP survey Students feel connected and engaged with my school: 84% Under-performing students are well supported to improve academically at my school: 70% I feel there are enough supports for English Learners progress at my school: 54%	2025-26 Staff LCAP Survey Students feel connected and engaged with my school: 86% Under-performing students are well supported to improve academically at my school: 74% I feel there are enough supports for English Learners progress at my school: 64%	By 26-27, the following the following on the Staff LCAP Survey will be maintained or improved: -Students feel connected and engaged with my school: will remain at 80% or higher. -Under-performing students are well supported to improve academically at my school: 80% of responses reflect agreement. I feel there are enough supports for English Learners progress at my school: 65% of responses will reflect agreement.	Staff LCAP Survey – Comparison (2024–25 to 2025–26) Students Feel Connected and Engaged with My School 2024–25: 84% 2025–26: 86% Change: +2 percentage points Under-Performing Students Are Well Supported to Improve Academically at My School 2024–25: 70% 2025–26: 74% Change: +4 percentage points I Feel There Are Enough Supports for English Learners' Progress at My School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2024–25: 54% 2025–26: 64% Change: +10 percentage points
4.3	Identified Areas of Need from LCAP Survey	2023 - 2024 The following are identified areas of need: Student Engagement: -Instructional Engagement Toolkit -Priority Standards & Teacher Clarity -Principal Walkthroughs observing High-Impact Instructional Strategies -Attendance Systems: continuance of current best practices and an exploration of best practices deployed in other districts Social Emotional Health: -District Counseling Program: guaranteed viable counseling program that includes strong 4-year planning and college and career planning through the use of CCG -District Behavioral Systems (Second Step, PBIS & Restorative Justice): Training in	2024 - 2025 The following are identified areas of need: Academic Support & Intervention -Math Support -Science Support -Homework Help / Homework Support -Tutoring -Help During the Day -Writing & Reading Support -Summer School Programs -During the Day & After -School Interventions -RtI Coordinators -EL Site Interventions -Bilingual Paraeducators -Newcomer Classes & Support Social-Emotional & Wellness Support	2025–26 Student Support Needs – Summary Input from students, families, and staff shows clear patterns in priority supports: 1. Academic Support Homework help, tutoring, and academic counseling are the top needs across all groups. Subject-specific interventions in math, reading, and writing are especially important. 2. Social-Emotional Support Counseling and social-emotional interventions are consistently identified as	By 26-27, Santa Cruz City Schools will improve the effectiveness of academic, wellness, and staff support systems by increasing student engagement, access to targeted interventions, and positive staff feedback on professional development, as measured by staff and student input data.	2023–24: 2023-24: Feedback emphasized strengthening instructional quality, expanding counseling services, and providing professional development to support English Learners. Stakeholders also identified the need for increased student engagement strategies and the development of early social-emotional learning (SEL) systems to support student well-being and school connectedness. 2024–25: Stakeholder input expanded beyond instructional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		restorative and rehabilitative practices including alternative to suspension and social emotional supports English Learner Supports: -Integrated & Designated English Language Development PD -ELD TOSA support with professional development	-Social Emotional Support -Social Emotional Counseling -Social Workers -PBIS Aides Family & Community Engagement -Support Programs During & After School -Homework Help / Homework Support -Math, Writing & Reading Support -Social Emotional Support -School Community Coordinators Staff Support & Development -Staff Surveys -Program Coordination -School Community Coordinators	needed at both elementary and secondary levels. 3. English Learner & Specialized Support Staff highlight the need for English Learner interventions and classroom accommodations to ensure equitable support. 4. System Supports Staff call for structured professional development, strategies for behavior management, social-emotional learning support, and consideration of workload and compensation. Overall Pattern: Students, families, and staff agree that academic and social-emotional supports are the		improvement to include a broader focus on academic interventions, direct student services, and staff support structures. Priorities included targeted academic assistance, increased counseling and mental health supports, expanded intervention systems, and operational supports designed to improve implementation capacity across schools. 2025–26: Students, families, and staff identified academic and social-emotional supports as the highest priorities across all grade spans. Stakeholders emphasized the need for homework help,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				highest priorities, with additional attention needed for diverse learners and equitable access across grades.		tutoring, academic counseling, and targeted interventions in mathematics, reading, and writing. Counseling services and social-emotional supports continued to be identified as critical needs. Staff highlighted the importance of English Learner interventions, classroom accommodations, and equitable support for diverse learners. In addition, staff emphasized the need for ongoing professional development, behavior management strategies, social-emotional learning supports, and attention to workload and compensation to strengthen staff capacity and effectiveness.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

In 2025 to 26 Santa Cruz City Schools continued to implement a districtwide professional learning plan focused on strengthening instruction, improving student outcomes, and building consistent systems of support across schools. Overall, the planned actions were implemented largely as intended, with strong participation from teachers, site leaders, and support staff. The district continues to stay the course on its key focus areas and is working to go deeper in implementation, with a particular emphasis on strengthening mathematics instruction across grade spans.

A central focus this year was mathematics. Educators across grade spans, including general education and special education teachers, participated in the Santa Cruz County Math Initiative in partnership with the Public and Business Coalition. Through this work, teachers engaged in professional learning aligned to the California Math Framework and deepened their understanding of effective mathematics instruction. This work also informed the development of the district's Math Action Plan and supported a shared vision for equitable math instruction. At the middle school level, teachers focused on implementing the newly adopted math program, working collaboratively to strengthen instructional routines, align lessons to the framework, and support student engagement in problem solving and conceptual understanding.

The district also continued to strengthen instructional coherence through collaborative professional learning. Ninth and tenth grade English teachers implemented schoolwide common writing assessments to increase consistency and rigor in literacy instruction. Early education teachers participated in a countywide Transitional Kindergarten collaborative to support implementation of the new TK framework.

Supporting multilingual learners remained a priority. Teachers received professional development on high leverage strategies, including Three Reads in mathematics, to increase English Learner access to rigorous instruction. The district's English Learner Teacher on Special Assignment also provided designated ELD training and ongoing site based support throughout the year.

Professional learning also extended to leadership and student support systems. Principals and assistant principals participated in ongoing learning focused on Professional Learning Communities, culturally responsive instruction, instructional leadership, and teacher evaluation. In Student Services, staff participated in training related to school safety protocols, PBIS implementation, and behavioral support strategies. PBIS training was expanded at Monarch Elementary and PBIS technicians and classroom aides received additional training in programs such as Kidpower and Handle with Care.

The Special Education Department continued its quarterly professional development structure organized by grade span. This allowed staff to collaborate in job alike groups and focus on strategies specific to their roles while remaining connected to districtwide instructional priorities. Topics were informed by staff feedback collected through the Santa Cruz Instructional Leadership team to ensure that professional learning remained responsive to staff needs.

One ongoing implementation challenge is securing substitute coverage during the school day, which can make it difficult for teachers to participate in extended professional learning. The district continues to address this by scheduling trainings carefully and limiting overlapping sessions.

Overall, the district successfully implemented the majority of planned professional learning actions. These efforts have strengthened collaboration across schools, supported the implementation of new instructional initiatives, and increased staff capacity to meet the academic and social emotional needs of students while continuing to deepen our districtwide focus on mathematics instruction.

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.

4.3: Professional Development (Materials & Supplies, Curriculum & Technology): Budgeted $506,373.00 Actual: $243,598.00 - Actual expenditures currently reflect a mid-year total; however, additional spending is projected through June 30 as final invoices for instructional technology and curriculum renewals are processed. The budget will be calibrated for the 2026–27 cycle to better align with expected expenditures.

4.6: Teachers on Special Assignment (TOSAs): Budgeted: $437,051.00 Actual: $326,322.00 - Due to evolving district needs and shifts in grant funding, the Computer Science and Ed Tech Teacher on Special Assignment (TOSA) position was not filled for the 2025–26 school year.

For the remaining actions, there are no major material differences between budgeted and estimated actual expenditures. The planned and estimated actual percentages of improved services are also consistent.

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

Staff survey data over the past two years suggest that district actions supporting professional learning, student engagement, and academic support systems are contributing to positive progress.

Results from the Working Conditions Survey show that teachers continue to view the district's professional development structures positively. In 2025–26, 82.7% of teachers reported that professional development offerings are data-driven, and 83.6% reported that professional development provides opportunities to collaborate with colleagues to refine teaching practices, indicating that the district's focus on collaborative and data-informed professional learning is being implemented effectively. Perceptions that sufficient time and resources are available for professional development remained relatively stable across both years.

At the same time, the data point to areas for continued growth. The percentage of teachers reporting that they have sufficient training to fully utilize instructional technology decreased from 75.1% to 66.0%, suggesting a need to strengthen professional learning related to instructional technology. In addition, the percentage of teachers reporting that follow-up is provided after professional development declined slightly from 78.5% to 74.2%, indicating an opportunity to strengthen ongoing implementation support.

Results from the Staff LCAP Survey show improvement in several areas connected to student experience and academic support. The percentage of staff reporting that students feel connected and engaged with school increased from 84% to 86%, and the percentage

indicating that underperforming students are well supported academically increased from 70% to 74%. Staff perceptions of support for English Learners increased from 54% to 64%, reflecting progress in strengthening services for multilingual learners, although this remains an area for continued attention.

Overall, the data suggest that district actions are strengthening professional learning structures and improving staff perceptions of student engagement and academic support. These results indicate that the actions aligned to this goal are supporting progress toward improving instructional practice, strengthening support systems for students, and increasing engagement across schools.

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

Based on reflection on prior practice, Santa Cruz City Schools is refining our approach to assessment and instructional tools so they better support teaching and provide more meaningful information about student learning.

At the secondary level, we continue to see limitations with MAP and iReady data as meaningful indicators of student learning and progress. In response, the district implemented locally developed writing assessments and, in 26-27, the implementation of the CSU/UC Mathematics Diagnostic Testing Project (MDTP) assessments in place of iReady at middle school and Math MAP at high school. MDTP is specifically designed for secondary mathematics and provides more targeted diagnostic information related to mathematical reasoning, conceptual understanding, and areas of unfinished learning.

While MAP Reading will continue to be administered in the short term to meet state requirements related to English Learner reclassification, the district will continue phasing out MAP for reading and is exploring alternative assessment options for the 2026–27 school year.

These adjustments reflect our continued effort to refine our systems so that assessments, instructional materials, and professional practice are aligned and provide clearer information about student learning.

The district also explored piloting the eKadence digital platform. However, there was limited teacher interest and capacity to implement the program more broadly at this time, so we will not move forward with expanding the pilot. Individual teachers who wish to use eKadence are able to do so and will be supported, but it will remain an optional tool rather than a district initiative.

At the high school level, teachers are piloting new mathematics instructional programs. This work will give us an important entry point to better align instruction and assessment. Next year we plan to use the assessments embedded within the new instructional materials to help update and align our common local assessments.

Additionally, in 26-27, middle and high school teachers will participate in Math Learning Labs throughout the school year.

Other changes include the dissolution of the 0.4 FTE History Social Studies Teacher on Special Assignment (TOSA) position that supported the implementation and refinement of Ethnic Studies courses, as Ethnic Studies has now been fully implemented across the district. Additionally, due to shifting district priorities and the conclusion of grant funding, the 1.0 FTE Computer Science and Technology TOSA position was phased out during the 2025–26 school year.

Additionally, the number of Santa Cruz Instructional Leaders was reduced due to ongoing funding limitations while maintaining representation across grade spans and school sites. Elementary Instructional Leaders were reduced from 7 to 5 positions, middle school from 10 to 7 positions, and high school from 13 to 10 positions. Small schools will continue to be supported with 3 positions. These adjustments were made to align expenditures with available resources while continuing to provide instructional leadership and support for district initiatives.

Looking ahead to 2026–27, the district will begin exploring a middle school English Language Arts curriculum adoption. As part of this work, middle school teams will also recalibrate common writing assessments to ensure alignment to instructional expectations and greater consistency across sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites Newcomer Teacher .700 FTE $112,409 LCFF Supp. .300 FTE $49,335	A rigorous professional development plan addresses the needs of English learners in the district through participation in research-based and data-driven ELD pedagogy including an ELD Teacher on Special Assignment (TOSA) to coordinate trainings and provide coaching. These trainings will be districtwide and available for all teachers: Specific actions will include facilitated by our ELD TOSA will include: --Dedicated ELD Curriculum Study & Development at all grade spans --Integrated & Designated ELD ongoing training --ELPAC Practice Test to inform English learner interventions --Training for new English learner Newcomer curriculum & instructional best strategies will continue in 25-26 --Implementation of new English learner curriculum	$161,744.00	Yes
4.2	Site and District Curriculum Leadership Teams (SCIL)	Site Leadership Teams play a pivotal role in directly supporting unduplicated students by enhancing and refining professional learning opportunities on school campuses, guided by student achievement data. These teams work collaboratively to uplift and transform educational practices to address the unique needs of diverse student populations.	$181,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
	SCIL Stipends (E) - $55,030 LCFF Supplemental Rs 0700 SCIL Stipends (S) - $112,452 LCFF Supplemental Rs 0700 SCIL Stipends SPED $7,178 E LCFF Sup. SCIL Stipends SPED $7,178 S LCFF Sup.	District teacher leadership teams remain at the forefront of driving professional development initiatives both at the site and district levels. Their efforts are dedicated to advancing the objectives outlined in the Local Control and Accountability Plan (LCAP), with a specific emphasis on English learners, Foster Youth, and economically disadvantaged students, aiming to narrow the achievement gaps among student groups. The Santa Cruz Instructional Leadership (SCIL) team continues its steadfast support of professional learning communities (PLCs) across all school sites, as part of the Local Control Funding Formula (LCFF) Supplemental efforts. Their initiatives include: --Participating in training sessions to enhance skills in facilitating PLCs and professional development. --Spearheading transformative leadership endeavors to foster collaboration and enhance student outcomes. --Leading professional development sessions and faculty meetings, customizing plans based on ongoing evaluations. --Designing and conducting surveys to assess the effectiveness of PLCs and site-based professional development activities. --Contributing to comprehensive school-wide progress reviews by analyzing data and assessing outcomes derived from PLCs. --Guiding grade-level or departmental PLC meetings, ensuring alignment with SCCS PLC Agreements. --Directing attention toward Priority Standards work, assisting in lesson planning and assessment development aligned with district objectives. --Facilitating data analysis, goal setting, and progress monitoring during PLC meetings, and supporting the implementation and interpretation of common assessments. The Teacher Leader PLC remains committed to nurturing future school leaders through continuous training programs. These groups prioritize equity and emphasize the pivotal role of instructional leaders in closing the achievement gap, thereby ensuring a focus on equitable outcomes for all students.		

Action #	Title	Description	Total Funds	Contributing
4.3	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools $288,807 E $452,662 S	To bolster districtwide efforts for unduplicated and Title I students, targeted Title I allocations will fund site interventions and training initiatives. Professional development will remain a cornerstone, focusing on core content areas and academic language development for English learners. Support for Professional Learning Communities (PLCs) will be continued, fostering focused collaboration at sites to drive student achievement. This includes directing resources to Title I eligible schools to align with their individual plans for student success. Membership in the Silicon Valley Math Initiative (SVMI) will also continue, ensuring ongoing professional development in alignment with Common Core Mathematics standards and assessments. Additionally, ongoing support for Teacher Leader PLCs will continue, alongside efforts to nurture future school leaders through continuous training. Additionally, middle and high schools will participate in Math Learning Labs in the 26-27 school year. An overall emphasis will be placed on cultivating high-functioning PLCs to enhance strategic collaboration and ultimately improve student outcomes.	$741,469.00	No
4.4	Educational Technology Ed Tech Specialists (S) 2.00 FTE $230,081 LCFF Base UPDATED	Our two full-time Educational Technology Specialists will continue to support site efforts around digital teaching and learning and online intervention programs at the secondary sites. Computer Science for All Teacher on Special Assignment will continue to provide ongoing training in Computer Science integration and provide professional development on educational technology (CS for All Grant).	$230,081.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	New Teacher Project Teachers on Special Assignment Mentor Teachers 2.00 FTE 1.00 FTE 152,499 LREBG 1.00 FTE 167,602 LCFF Base Induction for new teachers @ COE (E) $40,000 & (S) $38,250 UPDATED	Maintaining a highly qualified staff to support all students is a priority for SCCS. Our New Teach Project Teachers on Special Assignment will continue to provide support monitoring and coaching of new teachers to attain clear teaching credentials at all school sites.	$398,351.00	No
4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan Career Technical Education TOSA 1.00 FTE $139,766 CETIG Rs 6387 1.0 FTE District ELD TOSA (see Action 1)	Teachers on Special Assignment to support professional development throughout the district with a focus on using instructional strategies and curriculum that meet the needs of and engage our English learners, Title 1 students, and Foster Youth. 1.0 CTE TOSA will continue to focus on CTE partnerships, recruitment, career pathways and support of the district's CTE program (secondary). .8 English Language Development TOSA will continue to implement the Road to Reclassification, support ELD curriculum implementation and facilitate EL professional development (.2 elementary & .6 secondary).	$139,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development $12,000 SCCMI Math Plan Implementation & Professional Development $120,000 - LCFF Base AVID Summer Institute $40,000 - LCFF Base Integrated & Designated ELD $20,000 - LCFF Base EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days $4,000 Professional Learning Community	For 26-27, professional development will be focused on accelerated learning as well as the implementation of guaranteed viable curriculum for all students but with focus on English Learners, Students In Transition/Foster Youth and low income students. Elementary Professional Development: -SCCMI Math Initiative & District Math Plan Implementation -Integrated & Designated ELD -TK Collaborative -AI Training -Science professional development (C-Sino) -Literacy Universal Screener Training -Culturally Relevant & Inclusive Instruction -Sub Costs Secondary Professional Development: -SCCMI Math Initiative & District Math Plan Implementation -Integrated & Designated ELD -Ethnic Studies collaboration -Schoolwide Writing -Professional Learning Community professional development -Grading Practices and Policies -Culturally Relevant & Inclusive Instruction -Positive Behavior Interventions & Support (PBIS) -Science Leadership Team collaboration -Professional Development in math, World Language, science, History/Social Science and English Language Arts -Content area supplemental	$226,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development SCIL (see 4.2) Grading Work (secondary) $0 Science Collaboration and Professional Development C-SINO - $15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - $15,000 - LCFF Base			

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	SCCS will maintain a balanced budget and efficient and effective management.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

SCCS's budgets and plans are aligned with our six district goals, prioritizing student-centered outcomes supported by data and input from students, families, and staff. Despite funding reductions, we've diligently preserved programs and staff, emphasizing comprehensive budget-building with input from educational partners. Addressing the phasing out of COVID resources has been a top priority, allowing us to maintain and even expand student services through supplementary funding, grants, and strategic use of our limited general fund. This approach has prevented disruptions and layoffs experienced by other districts, ensuring stability and security for our staff and students. As we face a deepening budget deficit, our commitment to inclusive budget-building processes, strong communication, and transparency remains steadfast. We will continue to responsibly manage resources and prioritize student needs to best serve our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	All district plans and budgets will be aligned with the six district goals.	District plans are aligned with district goals though alignment could be more explicit.	District plans are aligned with district goals though alignment could be more explicit.	District plans are well-aligned with district goals and connections have been made more explicit. There are clear links in outcomes in the LCAP, the District's Action Plan & in School Site Plans.	District plans will continue to show explicit alignment with district goals.	District plans are aligned with district goals though alignment could be more explicit.
5.2	Facility Inspection Tool (FIT) Report Ratings &	100% of district sites are in “good” or better	100% of district sites are in “good”	100% of district sites are in “good”	100% of district sites will continue	100% of district sites will continue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student LCAP Survey Input	condition based on the 2023-2024 FIT reports. 23 - 24 LCAP Survey Positive responses to the statement "My school is clean and well-taken care of". Elementary "Yes" & "Most of the time": 79% Secondary: "Yes" & "Most of the time": 52%	or better condition based on the 2024-2025 FIT reports. 24 - 25 LCAP Survey Positive responses to the statement "My school is clean and well-taken care of". Elementary "Yes": 79% Secondary: "Yes": 80%	or better condition based on the 2025-2026 FIT reports. 25 - 26 LCAP Survey Positive responses to the statement "My school is clean and well-taken care of". Elementary "Yes": 86% Secondary: "Yes": 71%	to be in “good” or better condition based on the 2026-2027 FIT reports. Positive responses to "My school is clean and well-maintained" will increase by 3% each year with a 9% increase by the Year 3.	to be in “good” or better condition based on the 2024-2025 FIT reports. Facilities and School Climate – Comparison (2023–24 to 2025–26) Facility Inspection Tool (FIT) Results District Sites Rated "Good" or Better 2023–24: 100% 2025–26: 100% Change: No change Student LCAP Survey Elementary Students Positive responses to the statement, "My school is clean and well-taken care of." 2023–24: 79% 2025–26: 86% Change: +7 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Secondary Students Positive responses to the statement, "My school is clean and well-taken care of." 2023–24: 52% 2025–26: 71% Change: +19 percentage points
5.3	District Advisory Meetings	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT (Certificated Union), SCCE (Classified Union) and Trustees.	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT (Certificated Union), SCCE (Classified Union) and Trustees.	District Advisory Committee continues to meet four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT (Certificated Union), SCCE (Classified Union) and Trustees.	District Advisory Committee meets will continue to meet four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.	District Advisory Committee met four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.
5.4	Principal and Department Budget Meetings	District Budget Monitoring Planning Systems meetings will continue throughout the school year.	District Budget Monitoring Planning Systems meetings will continue throughout the school year.	District Budget Monitoring Planning Systems meetings continue throughout the school year.	District Budget Monitoring Planning Systems meetings are established and continue throughout the school year.	District Budget Monitoring Planning Systems meetings occurred throughout the school year.

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.

Santa Cruz City Schools continues to implement a unified system that aligns School Plans for Student Achievement with the Local Control and Accountability Plan. For more than ten years, our six district goals have guided both district and site level work. Each school's SPSA reflects these goals while also addressing the needs of its community. This alignment allows us to use common metrics, review progress together, and maintain a shared focus on student achievement.

Maintaining safe, clean, and well cared for schools continues to be a priority for the district. Facility inspections show that all sites remain in good condition, and survey feedback indicates generally positive perceptions of school cleanliness and maintenance. While elementary responses improved this year, secondary responses declined somewhat, which we will continue to monitor.

The District Advisory Committee continues to meet four times each year and includes representation from classified staff, certificated staff, management, and both bargaining units. These meetings provide an opportunity for educational partners to review district priorities and provide input. In addition, regular budget meetings and District Budget Monitoring and Planning Systems meetings continue throughout the year to ensure transparency and alignment between district priorities and resource allocation.

At the same time, we continue to face challenges related to time and resources. Coordinating time for collaboration across sites can be difficult given the many demands during the school year. The loss of ESSER funding has also required a reduction in custodial staffing, which can impact facility maintenance. Reduced funding has also limited our ability to provide meals at District Advisory Committee meetings. Despite these constraints, participation remains strong and we continue to focus on keeping meetings relevant and centered on educational partner input.

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 are no major material differences between budgeted and estimated actual expenditures. The planned and estimated actual percentages of improved services are also consistent.

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

Data related to facilities and survey feedback indicate that the actions associated with Goal 5 continue to support safe, well maintained schools and strong systems for planning and resource management.

Facility data show that all district schools remain in good or better condition. One hundred percent of sites met this standard in both the 2024 to 25 and 2025 to 26 Facility Inspection Tool reports. This indicates that the district's ongoing efforts to maintain and monitor facilities are supporting safe and functional learning environments across all schools.

Survey data also provide insight into perceptions of school conditions. In the LCAP survey, the percentage of elementary respondents reporting that their school is clean and well taken care of increased from 79 percent in 2024 to 25 to 86 percent in 2025 to 26. At the secondary level, responses declined from 80 percent to 71 percent. While responses remain generally positive overall, this change suggests an area the district will continue to monitor.

In addition, the district continues to strengthen alignment across planning and budgeting systems. School Plans for Student Achievement remain aligned with the district's six goals and the LCAP, and District Budget Monitoring and Planning Systems meetings continue throughout the year. These structures help ensure that district priorities, site planning, and resource allocation remain connected.

Taken together, the data suggest that the district's actions are supporting the goal of maintaining safe and well cared for schools while continuing to strengthen the alignment between planning, budgeting, and district priorities.

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

There are no changes planned to this goal, metrics, target outcomes or actions for 26 - 27. Communication is and will remain a high priority for SCCS.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). $23,255 LCFF Sup. Materials & Supplies $6,000 - LCFF Sup.	SCCS' Business department will continue its ongoing collaboration with departments and sites to ensure that all budget decisions are made collaboratively and thoughtfully and are based on the needs of all students with a particular focus on under-resourced students, including English Learners, Low Income and Students in Transition/Foster Youth: --Site Program Coordinator will continue to monitor supplemental budgets and expenditures. --An Administrative Assistant will continue to monitor supplemental budgets and expenditures. --Continue to meet with sites and departments focused on plans and budget development to ensure alignment with district goals. --Continue to refine metrics to monitor impact of key LCAP initiatives - Academic RtI and Social Emotional efforts.	$29,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Provide site and departments support with continual budget support and meet with them regularly.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	SCCS will maintain strong communication and partnerships with its diverse community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Family engagement plays a critical role in supporting the academic success and well-being of low-income, English learners, Students in Transition and Foster Youth by providing them with the necessary support, motivation, communication, and advocacy they need to thrive in school. Family engagement allows parents to have a voice in decision-making processes at the school level. When parents of unduplicated students are actively involved in school activities and committees, they can advocate for the needs of their children and their communities. This involvement can lead to the implementation of policies and programs that better support unduplicated students and address their unique challenges.

In this Goal, the following depicts our robust communication and outreach efforts:

State of the District Mailer: Our annual report to the community at large, mailed to all voters in our district, has traditionally been an opportunity to showcase the student experience in our schools to help the community understand where its investment is going. We publish the report to offer transparency to our community regarding the programming and the work that they support, and to inform them of initiatives that they may not have been aware of otherwise. For each of our last three send outs, we have been able to reach more households, and after each delivery for the last three years, we have received more feedback from neighbors sharing appreciation for the update.

Improved Websites: This year we completed a change-over to new school websites, updating both the content and the interface. We were able to re-organize school information and content around user priorities and experience---making it easier for families to access specifics like bell schedule, food menus, calendars and staff contact information. We simplified navigation in site menus, and offered quick link sections on front pages. Our new sites also allow us to track the proportions of our audience on mobile vs. desktop interfaces (so we know what work to prioritize going forward) and also allows us to track visitor activity on our sites---which helps us understand how people use our websites, so we can make it easier to access most sought-after information. Families and staff had previously expressed frustration at our websites for being outdated and difficult to navigate. So far the response to the new websites has been extremely positive and we are able engage more directly and easily with families who have been using the direct communication feature.

SCCS' Chief Communications Officer oversees and coordinates all communication efforts including webinars, podcasts, written communication and weekly video releases. Additionally, the Communications Officer works closely with Cabinet and site administration on district/school public relations as well as on future family outreach. The Communications Officer makes himself available at community events with a Santa Cruz City Schools table with district information.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	LCAP Family Survey School Engagement Questions and participation rate	2023-2024 Family Survey I participate in parent education offerings (classes, workshops and/or events): 21% I feel that my child is appropriately challenged in school: 73% I feel that my child's school recognizes and values student accomplishments: 91% When academics are challenging, I feel that my child's school supports my child to do better and improve: 87% My child's school and the district seek my input and ideas in decision making - "regularly - always": 55%	2024-2025 Family Survey I participate in parent education offerings (classes, workshops and/or events): 49% I feel that my child is appropriately challenged in school: 81% I feel that my child's school recognizes and values student accomplishments: 86% When academics are challenging, I feel that my child's school supports my child to do better and improve: 79% My child's school and the district seek my input and	2025-2026 Family Survey I participate in parent education offerings (classes, workshops and/or events): 78% I feel that my child is appropriately challenged in school: 84% I feel that my child's school recognizes and values student accomplishments: 85% When academics are challenging, I feel that my child's school supports my child to do better and improve: 74% My child's school and the district seek my input and	For 26-27, the percentage of parents/caregivers who participate parent education offerings will increase 3% each year with an overall increase of 9% by the third year. For 26-27, the percentage of parents/caregivers who feel that the district seeks their input and ideas in decision making will increase 3% each year with an overall increase of 9% in the third year.	Family Survey – Comparison (2023–24 to 2025–26) Participation in Parent Education Offerings (Classes, Workshops, and Events) 2023–24: 21% 2025–26: 78% Change: +57 percentage points I Feel That My Child Is Appropriately Challenged in School 2023–24: 73% 2025–26: 84% Change: +11 percentage points I Feel That My Child's School Recognizes and Values Student Accomplishments 2023–24: 91% 2025–26: 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		When I contact my child's school, I receive courteous attention. "regularly - always." 88% I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 75% 1,649 respondents (survey remains open at the time of this report) 1,649 respondents	ideas in decision making - "regularly - always": 71% When I contact my child's school, I receive courteous attention. "regularly - always." 90% I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 81%	ideas in decision making - "regularly - always": 46% (77% if "occasionally was included) When I contact my child's school, I receive courteous attention. "regularly - always." 90% (96% if "occasionally" was included) I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 78% (95% of "occasionally" was included) 1,316 respondents		Change: –6 percentage points When Academics Are Challenging, My Child's School Supports My Child to Improve 2023–24: 87% 2025–26: 74% Change: –13 percentage points My Child's School and the District Seek My Input and Ideas in Decision Making ("Regularly–Always") 2023–24: 55% 2025–26: 46% Change: –9 percentage points When I Contact My Child's School, I Receive Courteous Attention ("Regularly–Always") 2023–24: 88% 2025–26: 90% Change: +2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						I Receive Sufficient Information Regarding My Child's Education Program, Progress, and Needs ("Regularly–Always") 2023–24: 75% 2025–26: 78% Change: +3 percentage points Survey Participation 2023–24: 1,649 respondents 2025–26: 1,316 respondents Change: –333 respondents
6.2	Provide Family Webinars, regular new videos and implement other forms of communication based on family input	Family webinars occurred throughout the school year. Video updates occurred weekly. Through March, 2024: -Highest viewership in a single week was 221,725 -Highest viewership for a single feature was 15,000	Family webinars occurred throughout the school year. Video updates occurred weekly. Through February 13, 2025: -Highest viewership for a single feature was 16,500	Family webinars occurred throughout the school year. Video updates occurred weekly. -Highest viewership for a single feature was 15,700 Though not a single update,	Maintain family webinars. Maintain high levels of video viewership.	Family Engagement Communications – Comparison (2023–24 to 2025–26) Family Webinars 2023–24: Family webinars occurred throughout the school year. 2025–26: Family webinars occurred

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				highest viewership reached 22,000 for an event promo.		throughout the school year. Change: Continued implementation. Weekly Video Updates 2023–24: Weekly video updates were provided. 2025–26: Weekly video updates were provided. Change: Continued implementation. Highest Viewership for a Single Feature 2023–24: 15,000 views 2025–26: 15,700 views Change: +700 views (+4.7%) Highest Viewership for a Special Communication/Event Promotion 2023–24: Data not reported 2025–26: 22,000 views

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: N/A Highest Weekly Viewership 2023–24: 221,725 views 2025–26: Data not reported Change: N/A
6.3	Updated and clear district website that is easily navigable with updated information on the following: • Committee Meetings • Parent Meetings • District Events • Bond Projects • Department Resources & Information • Topical News	Website has been updated with clear and pertinent information that is more easily navigable. Site and district department website pages are updated.	Website has been updated with clear and pertinent information that is more easily navigable. Site and district department website pages are updated.	Website showcases current information, news and events and is easily navigable.	Website showcases current information, news and events and is easily navigable. Additionally, family feedback will remain positive, and adjustments are made based on user activity and feedback.	The website showcases current information, news, and events, and is easily navigable. Family feedback remains positive, and adjustments are made regularly based on user activity and input.
6.4	State of the District mailer	Updated mailer was sent this year with important highlights and a renewed focus on the programs SCCS current and future families.	Updated mailer was sent this year with important highlights and a renewed focus on the programs SCCS current and future families. Feedback is positive.	Update mailer has been sent.	Mailer has continued to reach all voters and feedback from community remains positive.	Mailer reached all voters and feedback from community was positive in 24-25.

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.

Santa Cruz City Schools continued to implement a comprehensive approach to family communication and engagement this past year. Family webinars, parent education opportunities, and parent leader gatherings were offered throughout the year, providing families with regular opportunities to connect with schools and learn about district programs.

The district maintained consistent communication with families through weekly video updates in English and Spanish and regular email newsletters that shared district news and upcoming events. Our District Communications Officer continued to support this work through video features, newsletters, social media, and outreach to local media, helping highlight student achievements and district initiatives.

School Community Coordinators remain a key part of our family engagement efforts. They provide direct outreach to families, support translation and interpretation, and help ensure that important information reaches families in accessible ways.

The district website was also updated to improve navigation and ensure families can easily access current information, news, and events. In addition, an updated State of the District mailer was distributed this year highlighting key programs and initiatives across Santa Cruz City Schools.

Most planned actions were implemented as intended. However, we continue to experience challenges with our messaging platform and how communication is managed across schools. We are currently exploring options that will better support sites and principals in communicating with families in a more consistent and effective way. Despite these challenges, we remain committed to maintaining strong and timely communication with our community.

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 are no major material differences between budgeted and estimated actual expenditures. The planned and estimated actual percentages of improved services are also consistent.

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

Santa Cruz City Schools continues to see strong engagement from families and positive feedback about communication and school partnerships. Participation in parent education offerings increased significantly this year, rising from 49 percent to 78 percent. Families also continue to report that their children are appropriately challenged in school, increasing from 81 percent to 84 percent. Responses related to schools recognizing and valuing student accomplishments remain strong at 85 percent.

Some responses declined this year, particularly in areas related to academic support and family input. The percentage of families reporting that their child’s school supports students when academics are challenging decreased from 79 percent to 74 percent. In addition, the

percentage of families indicating that schools and the district regularly seek their input in decision making declined from 71 percent to 46 percent.

It is important to note that the response format for the annual family LCAP survey changed this year. In previous years, families responded with a simple yes or no. This year, the survey used scaled response options of regularly, occasionally, rarely, or never. Because of this change, some families who may previously have selected yes may now be selecting occasionally. When occasionally is included with regularly, the percentage of families indicating that schools seek their input increases to 77 percent.

Communication with families continues to be a strength. Ninety percent of families reported that they receive courteous attention when contacting their child's school. Seventy eight percent reported that they regularly receive sufficient information about their child's education program, progress, and needs. When occasionally is included, this increases to 95 percent.

District communication efforts continue to support family engagement. Family webinars were offered throughout the year, and weekly video updates provided consistent communication about district programs and events. The highest viewed video feature reached 15,700 views. The district website continues to highlight current information, news, and events in a format that is easy for families to navigate. In addition, an updated State of the District mailer was distributed this year highlighting district programs and priorities, with positive feedback from families.

Overall, the data indicate that district actions related to communication and family engagement continue to strengthen connections with families and keep the community informed, while also highlighting areas we will continue to monitor moving forward.

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

Based on feedback from our District Advisory Committee and input from the annual LCAP family survey, we heard clearly that families want more opportunities for engagement and connection with schools. In response, Santa Cruz City Schools will continue to strengthen family engagement efforts in 26-27.

This work will focus particularly on increasing engagement with English Learner, Foster Youth, and Low-Income families. Our School Community Coordinators will play a central role in this effort. Over the past year, they have participated in specialized training with the County Office of Education and have met regularly as a group to plan and strengthen family engagement strategies across the district.

For 2026–27, SCCS will transition from Cara y Corazón to Disciplina Positiva Santa Cruz to expand parent education, family engagement, and student wellness supports. Disciplina Positiva Santa Cruz is a local nonprofit organization serving Santa Cruz and Monterey Counties that provides parenting education and family support services grounded in relationship-centered and restorative approaches. Services include free parenting classes, workshops, mentor groups, support for families with neurodivergent and special needs children, bilingual English/Spanish programming, and school-community partnerships designed to strengthen student connectedness, family engagement, and positive school culture.

Moving forward, we will continue to expand outreach and create more opportunities for families to participate in school events, meetings, and educational workshops. These efforts reflect our continued commitment to strengthening partnerships with families and ensuring all families feel welcomed, informed, and involved in their child's education.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	District Chief Communications Officer $20,505 .09FTE E $36,452 .160FTE S $20,505 Bonds Local Funds E $36,452 Bonds Local Funds S	Beginning in 2023–24, 25% of the Chief Communications Officer position is funded through LCFF Supplemental funds to support enhanced communication, outreach, and engagement efforts specifically designed to improve access, participation, and outcomes for unduplicated student groups, including English Learners, low-income students, foster youth, and students experiencing homelessness. The Chief Communications Officer coordinates multilingual and culturally responsive communication through webinars, videos, written communications, family engagement events, and the district website to ensure that families of unduplicated students receive timely, accessible, and actionable information about academic programs, intervention services, social-emotional supports, attendance expectations, college and career opportunities, and available community resources. Through targeted outreach and engagement strategies, this position helps reduce barriers that often limit participation by historically underserved families, increases awareness of available supports, and strengthens family-school partnerships. Improved communication and engagement support student success by increasing access to academic interventions, attendance supports, English Learner services, counseling resources, and enrichment opportunities. The district expects these enhanced communication efforts to contribute to improved academic achievement, school engagement, attendance, and access to services for unduplicated student groups. Therefore, the portion of this position funded through LCFF Supplemental funds is principally directed toward and effective in meeting the needs of unduplicated pupils.	$113,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	District Communication Tools and Platforms Survey Monkey $1,200 LCFF Base State of the District Flyer - once a year $26,000 LCFF Base Website Online Platform $5,000 - LCFF Base	District communication tools and platforms are intended to maintain strong communication efforts as well as to elicit input and feedback from all school community educational partners. Continued efforts include the following: --Deployment of Survey Monkey and Google Forms for feedback. --State of the District Flyer --Weekly Video Updates to educate public on Bond work and general district services/operations. --Website Improvements --Infographics on budget and educational initiatives to educate general public to showcase MTSS\PBIS --Outreach to Potential Students/Families that includes the implementation of a marketing plan for schools, outreach at community events with district PR materials, prospective parent webinars, school tours and bolster relationships with preschools & out-of-district elementary and middle schools --Showcase Tables at community events to show the role of schools as a community resource (Chamber Business Fair, Community Health Fairs, Guelaguetza) --Continue strong relationships with Senderos and the Chamber of Commerce community partners	$32,200.00	No
6.3	School Community Coordinators $309,706 E LCFF Sup. $317,614 S LCFF Sup. Attendance at CABE $2,000 Interpreter training $2,000	School Community Coordinators are essential to strengthening family engagement and ensuring that all families—particularly those from historically underserved communities—feel welcomed, informed, and supported. In the 2022–23 Family Survey, only 21% of families reported participating in parent education opportunities such as classes, workshops, or school events. This low level of participation highlights a significant gap in access, outreach, and the relevance of existing engagement efforts. This need is especially critical for the district's English Learner population, which includes 567 students (9.32%), the majority of whom are Spanish-speaking. In addition, the district serves 878 Reclassified Fluent English Proficient (RFEP) students (14.44%), many of whom still benefit from continued family support and engagement to ensure sustained academic	$631,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		success. Language barriers, unfamiliarity with the school system, and cultural disconnects can make it difficult for families of both English Learners and RFEP students to engage fully in their children's education. To address these challenges, Santa Cruz City Schools continues to invest in School Community Coordinators who are trusted staff who serve as vital connectors between families and schools. These individuals help organize meaningful, culturally responsive events; provide targeted outreach; and ensure interpretation and translation services are readily available. Their work reduces barriers and strengthens relationships with families of English Learners, RFEP students, low-income families, and other underserved groups. By fostering trust, improving communication, and creating inclusive spaces for engagement, School Community Coordinators play a critical role in advancing equity and supporting student success across the district.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Enhance student engagement, career readiness, and academic success for all students but with a specific focus on unduplicated students at Costanoa Career Prep High School through the continued implementation of the "Leaving to Learn" model and targeted support services.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Costanoa Career Prep High School serves some of the highest-need students in our district. Many arrive after experiencing disengagement, poor attendance, and a risk of not graduating from their previous schools. Students often share that they faced academic struggles, behavioral challenges, personal hardships, and a lack of connection to traditional learning environments. They frequently felt overlooked, restricted, and as though their talents and interests were unrecognized.

To address these challenges, Costanoa has implemented the "Leaving to Learn" model—a transformative approach designed to reengage students through hands-on, real-world learning experiences. This model empowers students by helping them develop self-awareness around their strengths and interests while exploring various career pathways. The focus is on practical, flexible, and student-centered learning, fostering a sense of purpose and belonging.

Key Features of the "Leaving to Learn" Model:

Career Exploration and Real-World Learning
Students participate in internships, job shadowing, and community-based projects that connect classroom learning to practical applications.

Personalized Pathways
Each student’s unique strengths, interests, and goals are prioritized, helping them build relevant skills for their future careers.

Flexible Learning Environment
Moving away from rigid schedules and traditional instruction, the model offers adaptable, student-centered learning experiences.

Building Self-Awareness and Agency
Through mentorship and hands-on projects, students gain confidence, professional skills, and the ability to set and achieve personal goals.

Initial feedback from students participating in the "Leaving to Learn" model reflects a renewed sense of empowerment, increased engagement, and a positive outlook on their future. This innovative approach not only addresses past challenges but also prepares students for success beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	"Leaving to Learn" Career Readiness Milestones	Costanoa Career Prep High School Completion 24/25 Baseline Data Career Awareness Internet Career Explorations Completed: 10 students Job Site Visits: 15 visits (for small groups to all students) Career Exploration Job Shadows: 7 students Mentor Meetings: 4 meetings/students Career Experiences (Short and Long Term): 21 placements Leaving to Learn Certificates Awarded: 16 Portfolio: *in progress, goal for May 23 = 17+ students completed		Costanoa Career Prep High School Completion 25/26 Data Between Fall, 2025 and April, 2026, these metrics were available: Career Preparation & Awareness -Career Speakers (12 speakers x 45 students) = 540 Staff Career Journeys (8 x 45) = 360 -Career Panels (2 panels x4 speakers X 40 students) = 320 -Job Site Visits Food What, Cabrillo College, Second Harvest, Walking	By 2026-2027, there will be increases in the following areas: Career Awareness Internet Career Explorations Completed: 30 students Job Site Visits: 25 visits (for small groups to all students) Career Exploration Job Shadows: 15 students Mentor Meetings: Each student engages in at least 2 Mentor check-ins Career Experiences (Short and Long Term): 30 placements Leaving to Learn Certificates Awarded: 25	Career Awareness Career Exploration Activities 2024–25 Internet Career Explorations Completed: 10 students Job Site Visits: 15 visits 2025–26 Career Speakers: 540 student interactions Staff Career Journeys: 360 student interactions Career Panels: 320 student interactions Job Site Visits: 405 student interactions Career Assessments: 52 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Career Training Job Ready Certificates Awarded: 30 Jobs: 21 students		Entrepreneurship, Trades Day, International Business Institute, Marketing and Design Scavenger Hunt, Monterey Bay Aquarium, San Jose Tech Museum (5 x 40 students) = 405 -Administering assessments to support students in understanding personality, values, interests & how they connect to careers (52) Career Preparation -Career Experience (41 student placements): Hope's Closet, Dunton's Cabinets, Gault Elementary, Monarch Elementary, SCCS Maintenance & Operations, Museum of Discovery	Portfolio: 25+ students completed Career Training Job Ready Certificates Awarded: 40 Jobs: 30 students	Career Exploration and Preparation Career Experiences / Work-Based Learning 2024–25 Job Shadows: 7 students Mentor Meetings: 4 students/meetings Career Experience Placements: 21 students Leaving to Learn Certificates Awarded: 16 Student Portfolios: Goal of 17+ completed 2025–26 Career Experience Placements: 41 students Placement sites included schools, nonprofit organizations, skilled trades, maintenance and operations, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Career Training - Internships & Jobs Job Placements: Kohls, Marianne's Ice Cream, Marini's, Boardwalk, Pleasure Pizza, Polar Bear, Crow's Nest, Parrish Public, Santa Cruz COE (Special Education aide) Total Career Experiences Provided: Fall 2025-April 2026 = 1,666		community-based organizations. Change Career Experience Placements 2024–25: 21 placements 2025–26: 41 placements Change: +20 placements Percentage Increase: +95% Career Training and Employment Job Placements 2024–25 Jobs: 21 students Job Ready Certificates Awarded: 30 2025–26 Job placements with employers including retail, food service, education, recreation, and public sector organizations.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Overall Career Experiences Total Career Experiences Provided 2024–25 Individual activities were tracked separately. A total career experience count was not reported. 2025–26 Total Career Experiences Provided (Fall 2025–April 2026): 1,666

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

During the 2025–26 school year, Costanoa Career Prep High School continued implementation of career readiness and workforce development actions designed to expand students' exposure to career pathways, postsecondary opportunities, and real-world work experiences. Between Fall 2025 and April 2026, students participated in 1,666 career-related experiences, including career speakers, staff career journey presentations, career panels, job site visits, career assessments, internships, and job placements.

Implementation successes included strong student participation and expanded partnerships with community organizations and local employers. Students participated in job site visits with organizations such as Cabrillo College, Second Harvest Food Bank Santa Cruz County, Monterey Bay Aquarium, and The Tech Interactive. Additionally, 41 students participated in career experience placements with local schools, district departments, and community organizations, while students also secured employment opportunities with local businesses including Marianne's Ice Cream and Crow's Nest Restaurant.

The school also administered career interest and personality assessments to support students in identifying strengths, interests, and potential career pathways. Challenges included coordinating transportation, scheduling community-based experiences during the school day, and maintaining employer partnerships. Despite these challenges, implementation was successful overall and significantly expanded students' access to meaningful career-connected learning experiences.

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.

In 2025–26, $85,600 of the $105,000 in Equity Multiplier funds was expended to support the "Leaving to Learn" career preparation program. The remaining funds will be carried over into the 2026–27 budget as Costanoa Career Prep High School continues expanding and strengthening its career readiness and workforce development efforts in the third year of implementation.

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

The actions implemented through Costanoa Career Prep High School have positively supported student engagement in career exploration and transition planning. Students demonstrated increased participation in career-connected learning opportunities, including workplace experiences, community partnerships, and exposure to a variety of career fields. These opportunities helped students build employability skills, develop awareness of postsecondary options, and make stronger connections between school and future goals.

Students benefited from direct interaction with local employers, community organizations, and higher education partners, as well as individualized career interest and personality assessments that supported goal setting and pathway development. Internship and employment opportunities provided students with meaningful real-world experience and increased confidence in workplace settings.

Although logistical challenges such as transportation, scheduling, and maintaining sufficient placement opportunities limited expansion in some areas, the actions to date have been effective in advancing the goal of improving college and career readiness for students at Costanoa.

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

The IT Essentials Course was not implemented during the 2025–26 school year and has been removed for 2026–27 due to programmatic and staffing decisions, as well as shifting district priorities related to Career Technical Education programming and course offerings.

Based on reflection and implementation during the program's first two years, Costanoa Career Prep High School has continued to expand and strengthen its career readiness and workforce development actions. As the program matured during its second year, students were provided with a broader range of career exploration, workplace learning, and community partnership opportunities, resulting in a more robust and comprehensive career-connected learning program.

Additionally, the metrics used to measure implementation and progress were refined and expanded beyond the initial baseline established during the first year of implementation. The updated metrics more fully capture the breadth of student participation across career awareness activities, job site visits, career assessments, internships, career experiences, and employment placements. These changes provide a more

comprehensive understanding of program impact and student engagement and will support stronger monitoring and continuous improvement moving forward.

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
7.1	Transformation Coach: $35,000 Equity Multiplier	The Transformation Coach at Costanoa Career Prep High School plays a pivotal role in guiding students through career awareness, exploration, preparation, and training as part of the "Leaving to Learn" model. The coach facilitates activities that help students discover career paths and build professional skills, including career videos, guest speakers, career panels, and job site visits. Students then delve deeper through research projects, informational interviews, mentorship connections, and job shadowing. To prepare for the workforce, the coach helps students identify potential careers, build portfolios, practice with mock interviews, and participate in student-run enterprises. Finally, the coach connects students with real-world training through internships, jobs, and hands-on work experiences, empowering them to confidently transition to their future careers.	$35,000.00	No
7.2	Culinary Arts Class: $26,686 Equity Multiplier	CTE Culinary Arts at Costanoa Career Prep High School responds directly to student interest and supports career readiness. Students have consistently shown enthusiasm for hands-on, creative classes, and Culinary Arts is a natural fit. Cooking and food preparation not only spark engagement but also offer practical skills that students can use in everyday life and future careers. This program will open doors to diverse job opportunities, from entry-level roles to the possibilities of future advanced careers. Students will also gain essential life skills, including teamwork, time management, and kitchen safety, which are valuable in many industries.	$26,686.00	No

Action #	Title	Description	Total Funds	Contributing
		By incorporating Culinary Arts, Costanoa will provide a high-interest, real-world learning experience that motivates students to stay engaged and prepares them for successful, fulfilling careers.		
7.3	Transportation for Job Site Visits and Field Trips	Transportation for Job Site Visits and Field Trips is a critical component of Costanoa's "Leaving to Learn" model and CTE programs. Providing transportation ensures that all students, regardless of their personal circumstances, can participate in job site visits, career exploration activities, internships, and field trips. This not only supports equity but also directly impacts student motivation and career readiness by making real-world learning more accessible and consistent which specifically supports unduplicated students. By removing this barrier, Costanoa can fully implement its vision of connecting education with practical, career-focused experiences.	$10,000.00	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
$4,898,735	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.791%	0.000%	$0.00	6.791%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) $168,875- LCFF Base Counselors - .200 FTE (S) $27,522 - Title I Counselors - 4.00 FTE (E) $520,198 Parcel Tax/Measure U	Graduation and A–G completion rates are consistently lower for unduplicated students, highlighting the need for targeted academic, social-emotional, and postsecondary support. Counselors at all school levels provide direct guidance, early intervention, and care coordination that are especially critical for low-income students, English Learners, and foster youth. These services help ensure that students with the greatest needs	-A-G Completion Rates -Graduation Rate -Dropout Rate -Postsecondary Enrollment

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
	Counselors - 2.60 FTE (MS) $385,817 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) $1,244,011 Parcel Tax/Mesure T Counselors - .70 FTE (Small Schools) $92,694 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) $324,779 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) $141,791 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools $103,793 Learning Recovery Emergency Block Grant **Need:** Graduation rates and A-G completion are consistently lower for unduplicated students, highlighting the need for targeted guidance and interventions. Counselors at elementary, middle, high, and alternative schools ensure students receive timely support and care coordination, while counseling secretaries and administrative staff help streamline services and outreach. A shared credit recovery teacher expands access to graduation pathways for students most impacted by learning loss. These investments are critical in removing barriers and promoting equitable access to success for our highest-need students. **Scope:**	receive the support necessary to stay on track and graduate prepared. At the same time, the presence of counselors, counseling support staff, and a shared credit recovery teacher benefits all students by increasing access to mental health resources, academic planning, and credit recovery options. These supports foster inclusive, responsive school environments where every student can thrive—while remaining principally directed toward closing opportunity gaps for unduplicated students. Because these needs and benefits span all school sites and grade levels, the actions are implemented on an LEA-wide basis to ensure equitable access to services for every student, with focused attention on those who face the most significant barriers to success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010 AVID Teachers: 3.12 FTE (S) $552,428 LCFF Base Rs 0000 AVID Teachers: .200 FTE (S) $33,606 LCFF Supplemental Rs 0700 AVID Teachers: .6000 FTE (S) $111,016 Title I Rs 3010 **Need:** AVID is a critical support for unduplicated students, English learners, low-income students, and foster youth, who consistently demonstrate lower A–G completion, graduation rates, and college-going outcomes compared to their peers. The AVID program provides targeted academic support, including tutoring, study skills, and organizational strategies, that helps students succeed in rigorous coursework. In addition, AVID offers direct assistance with college applications,	AVID plays a vital role in supporting student success across the district by providing tutoring, study skills, and organizational strategies that strengthen academic readiness. In addition, AVID offers targeted support with college applications, financial aid, and FAFSA completion, helping students navigate the path to postsecondary education. Over a decade of district longitudinal data shows a strong correlation between AVID participation and increased A–G completion rates, underscoring its impact on college and career readiness.	-Successful completion of A-G requirement by AVID students -Postsecondary enrollment

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
	financial aid, and FAFSA completion—key barriers for many unduplicated students. By building college readiness and providing structured support throughout the secondary experience, AVID helps close opportunity gaps and ensures more equitable access to postsecondary pathways. **Scope:** LEA-wide		
2.1	**Action:** Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE $140,828 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE $ 317,232 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = $20,682 LCFF Supplemental Rs 0700 4 @ Secondary = $20,682 LCFF Supplemental Rs 0700	The need for social-emotional and mental health support is present across all school sites and student populations. However, unduplicated students—particularly those who are low-income, English Learners, or foster youth—are more likely to experience barriers that impact their emotional well-being and school success. Providing these services on a districtwide basis ensures that all students have access to consistent, high-quality support, while allowing the district to allocate resources strategically to sites with the greatest need. A unified approach also enables staff to collaborate across schools, align practices, and deliver more effective, equity-driven services. These supports are designed to serve all students but remain principally directed toward those most at risk of disengagement due to social-emotional or behavioral challenges.	-Social Emotional Survey results -Student LCAP results -Wellness Center data -Social Emotional Counselor referrals

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
	Behavior Tech PBIS (E) 5.875 FTE $4251,362 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE $165,971 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE $209,219 Local funding (9010) Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 641,308 LCFF Supp./ $630,307 LREBG **Need:** Student, family, and staff feedback consistently highlights the need for accessible mental health services, stronger behavioral supports, and increased staff training in social-emotional learning. In particular, families of unduplicated students have emphasized the importance of having trusted, on-site support for students facing trauma, stress, or social challenges. To meet these needs, the district funds a comprehensive support system that includes counselors at every school, social workers, MFTs, behavior technicians, and social work interns. Staff also receive targeted professional development, such as Hatching Results training, to better support students' emotional and academic development.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These investments reflect a districtwide commitment to wellness and equity and are designed to ensure all students—especially those most at risk—receive timely, culturally responsive care and support. **Scope:** LEA-wide		
2.2	**Action:** School Connectedness .4 FTE Activities Director/School Connected Activities at each comprehensive high school 1.2 FTE $173,717 LCFF Supp. Elementary $4,000 Middle $2,000 HS $7,500 High School & Costanoa $1,000 - $39,500 - LCFF Base Envolve training for high school Activities Directors & Leadership students $4,125 - LCFF Supp. Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform 10,750 MAA funding Middle School Connectedness/PBIS release/support periods (Branciforte .20 FTE $ 24,667 and MHMS .20 FTE $21,260 LCFF Supplemental Rs 0700	School connectedness expenditures are offered on a schoolwide basis to cultivate a positive, inclusive climate where all students can thrive socially, emotionally, and academically. Creating strong relationships and a sense of belonging across the entire student body lays the foundation for engagement and success, especially for unduplicated students who may face additional challenges in feeling connected to school. A schoolwide approach ensures that activities like leadership opportunities, PBIS initiatives, and student engagement programs are accessible to everyone, while also allowing staff to layer in additional supports and outreach for students who need it most. This model promotes equity by building a strong, inclusive school culture that supports the whole child.	-Chronic Absenteeism Rate -Unduplicated Student Participation Rates in School Activities based on Demographics (using 5-Star Platform) -LCAP Student Survey Data -Social Emotional Health Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Leadership/Student Engagement @ HRHS (S).20 FTE $25,355 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE $21,260 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives $4,500 for each elementary (4) for a total of $18,000 (Learning Recovery & Emergency Block Grant) Superintendent's Student Advisory on Race & Equity food/supplies for retreats $1,450 (LCFF Base) **Need:** Data from school climate surveys, chronic absenteeism rates, and stakeholder input (including students and families) indicate a clear need to strengthen inclusive school environments and school engagement as well as promote leadership opportunities for historically underserved student groups. **Scope:** LEA-wide		
2.5	**Action:** Students in Transition Support Systems and Practices Assistance with basic needs and materials	These services are offered schoolwide to ensure that all students, including those experiencing housing instability, can access support without being identified or stigmatized. A schoolwide approach allows staff to proactively identify students in need, provide timely assistance, and build a culture of care and inclusion. While	--Chronic Absenteeism Rate --Academic Achievement: (ELPAC, iReady and Secondary Grades)

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
	Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Student Enrollment Transfer Specialist (.12 FTE) $18,005- LCFF Supp. Mileage for staff outreach / home visits $1,000 LCFF Supp. **Need:** Students experiencing housing instability face significant barriers to school attendance, engagement, and success. Santa Cruz City Schools has identified a need to strengthen support systems for Students in Transition to ensure they have equitable access to education. Many of these students lack access to basic necessities, which impacts their ability to fully participate in school. Set-aside funding for materials, access to Wellness Centers, and outreach efforts—including home visits and care coordination—help address these challenges directly. A dedicated portion of administrative staff time also supports case management, coordination with community agencies, and timely responses to student and family needs. These investments are essential in reducing barriers and providing stability for some of our most vulnerable students.	Students in Transition are a priority, many students—particularly those from low-income backgrounds—face similar barriers related to basic needs, wellness, and attendance. Offering these supports universally ensures equity by embedding resources into the fabric of the school community, while still allowing staff to target and prioritize services for those who need them most.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH) **Need:** Santa Cruz City Schools continues to prioritize reducing chronic absenteeism among unduplicated students, including English Learners, low-income students, and foster youth. These students are disproportionately impacted by barriers such as housing instability, health concerns, and limited access	Chronic absenteeism disproportionately affects unduplicated students, including English Learners, low-income students, and foster youth. These actions—such as social work support, site-based attendance staff, and summer outreach—address barriers like housing instability, transportation, and access to care. Providing these services on an LEA-wide basis ensures consistent, equitable access to attendance supports across all schools, targeting students most at risk of disengagement while building a districtwide system of early intervention.	-Chronic Absenteeism Rates by student group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to transportation—all of which contribute to inconsistent attendance and increased academic risk. To address these challenges, the district has invested in a multi-tiered attendance intervention system designed to provide proactive, student-centered support. This includes a 0.6 FTE District Social Worker and a 0.6 FTE Attendance Social Worker, both funded through Medi-Cal, who focus on case management, home visits, and connecting families with essential community resources. A 0.25 FTE Attendance Intervention position at Mission Hill Middle School, funded by Site LCFF Supplemental, provides school-based support, parent communication, and early outreach for at-risk students. In addition, a summer outreach effort engages three social workers and a bilingual coordinator, each working 10 hours to reconnect students and families prior to the start of the school year. This outreach is designed to prevent further disconnection and to ensure a strong transition back to school, particularly for students with a history of chronic absenteeism. These investments are principally directed toward supporting unduplicated students, who face the greatest risk of disengagement due to chronic absence. The district's approach emphasizes early intervention, culturally responsive outreach, and strong relationships		

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
	to help ensure all students are present, supported, and ready to learn. **Scope:** LEA-wide		
3.1	**Action:** Elementary RtI Program 1.0 ELA RtI Coordinator at each school site $608,095 LCFF Supp. .40 RtI Coordinator for Monarch $46,274 LCFF sup. LCFF Supplemental Site-Based: $175,166 E Academic Paraeducators LCFF Base $21,434 LCFF Supp. $73,214 Title I $105,031 LREBG $ 208,091 Paraeducators LCFF sup. $82,958 Title I $34,599 Donations $ 103,374 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) $350,641 ELOP After School Program Coord. $104,192 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) $ 466,000 ELOP	These supports are offered schoolwide to ensure that all students have access to timely academic interventions and enrichment opportunities, while still allowing for targeted support for unduplicated students who face greater barriers to achievement. A schoolwide approach promotes equity by embedding these services into the daily fabric of instruction, reducing stigma and ensuring that students are not singled out for needing help. It also allows staff to monitor progress, respond to emerging needs, and adjust instruction for all learners. While unduplicated students are a clear priority, offering supports schoolwide ensures a cohesive, inclusive system that benefits every student while narrowing achievement gaps.	--ELA & Math Dashboard Ratings --English Learner (ELPI) Dashboard Ratings --ELA & Math iReady Data --ELPAC & Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: These supports are essential to addressing persistent achievement gaps in ELA and especially in math, where unduplicated students, English learners, low-income students, and foster youth, consistently perform below their peers. The RtI program provides targeted academic interventions during the school day, allowing for early identification and support for students who are not meeting grade-level standards. After-school assistance and enrichment opportunities offer additional instructional time and individualized support, helping students reinforce foundational skills and stay on track. Together, these supports create a multi-tiered system that directly responds to the academic needs of unduplicated students and works to close opportunity gaps. **Scope:** LEA-wide		
3.2	**Action:** Secondary RtI Program 1.0 ELA RtI Coordinator at each school site $658,140 LCFF Sup. Academic Intervention para professionals for English Learner Support	These supports are offered schoolwide to ensure that all students have access to timely academic interventions and enrichment opportunities, while still allowing for targeted support for unduplicated students who face greater barriers to achievement. A schoolwide approach promotes equity by embedding these services into the daily fabric of instruction, reducing stigma and ensuring that	--ELA & Math Dashboard Ratings --English Learner Progress Indicator (ELPI) Ratings --ELA & Math iReady Data (middle school) --ELPAC & reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	$38,133 Title I $444,314 LREBG LCFF Supplemental Site-Based Allocation: $854,061 S PE/ELD @ B40 - $29,039 LCFF Supp. Math Co-Teaching @ Mission Hill Middle School (.4) $48,454 LCFF Sup. Math Coach @ Small Schools (.36) $45,230 LCFF Supp. Santa Cruz High School: AVID/Language & Lit LCFF Supp. **Need:** These supports are essential to addressing persistent achievement gaps in ELA and especially in math, where unduplicated students—English learners, low-income students, and foster youth—consistently perform below their peers. The RtI program provides targeted academic interventions during the school day, allowing for early identification and support for students who are not meeting grade-level standards. After-school assistance and enrichment opportunities offer additional instructional time and individualized support, helping students reinforce foundational skills and stay on track. Together, these supports create a multi-tiered system that directly responds to the academic	students are not singled out for needing help. It also allows staff to monitor progress, respond to emerging needs, and adjust instruction for all learners. While unduplicated students are a clear priority, offering supports schoolwide ensures a cohesive, inclusive system that benefits every student while narrowing achievement gaps.	--Secondary Grades --Successful Integrated I math completion

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
	needs of unduplicated students and works to close opportunity gaps. **Scope:** LEA-wide		
3.6	**Action:** Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading $72,000 LCFF Base MyPath iReady Math $75,000 LCFF Base **Need:** These programs are essential to addressing persistent achievement gaps in literacy and math, particularly for unduplicated students—English learners, low-income students, and foster youth— who consistently perform below grade level. Lexia Reading and MyPath i-Ready Math offer adaptive, research-based instruction and integrated formative assessments that help teachers identify learning gaps early and deliver targeted, differentiated support. By equipping educators with high-quality tools for both core instruction and intervention, the district is able to accelerate learning and improve outcomes for all elementary students, while focusing on	These programs play a key role in addressing persistent achievement gaps, particularly for unduplicated students—English learners, low-income students, and foster youth—who are performing below grade level in literacy and math. Lexia Reading and MyPath i-Ready Math provide adaptive, personalized instruction along with real-time data to help teachers deliver targeted, effective support. Implementing these programs schoolwide ensures that all students benefit from consistent access to high-quality academic tools while creating a shared instructional framework across classrooms. This broad implementation supports overall instructional improvement and allows for more strategic and intensive interventions for students who require additional support, helping to raise achievement for all while narrowing gaps for those most in need.	--ELA & Math Dashboard Ratings --English Learner Progress Indicator (ELPI) Ratings --ELA & Math iReady Data --Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	closing the achievement gap for those who need the most support. **Scope:** LEA-wide		
3.7	**Action:** Secondary Intervention Programs Math Plus Read Plus Read 180 $13,222 LCFF Base Achieve 3000 $10,725 LCFF Base Reading/Math Intervention courses during the school day ELOP After School Intervention Programs $45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools $27,340 each LCFF Supp. Peer tutoring Coordinator Stipend $2,450 for each secondary (HS & MS site for a total of $12,250 LREBG **Need:** These secondary intervention programs are essential in addressing the persistent achievement gap faced by unduplicated	These supports are provided schoolwide to ensure that all students have equitable access to academic interventions, while still allowing for targeted support for unduplicated students—English learners, low-income students, and foster youth—who face greater academic challenges. A schoolwide model helps create a unified system where teachers can implement consistent strategies and tools across classrooms, making it easier to identify and respond to learning gaps as they emerge. This inclusive approach also helps reduce stigma, as interventions are part of the regular school experience rather than limited to specific student groups. While all students benefit, unduplicated students receive more focused support within this broader framework, helping to close achievement gaps in a way that promotes both equity and inclusion.	--ELA & Math Dashboard Ratings --English Learner Progress Indicator (ELPI) Ratings --ELA & Math iReady Data (middle school) --Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students—English learners, low-income students, and foster youth—who continue to perform below their peers in reading and math at the secondary level. Programs such as Math Plus, Read Plus, Read 180, and Achieve 3000 provide targeted, research-based instruction to help accelerate skill development and close these gaps. Reading and math intervention courses during the school day ensure that students receive structured support as part of their core schedule, while after-school programs funded through ELO-P and peer tutoring at all three high schools offer additional academic assistance in flexible, supportive settings. These resources are specifically designed to meet the needs of students who require more time and targeted instruction to succeed, ensuring they stay on track for graduation and future opportunities. **Scope:** LEA-wide		
3.10	**Action:** Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures. **Need:** Long-Term English Learners (LTELs) in Santa Cruz City Schools have distinct and complex needs. Despite years in U.S. schools, many have not yet achieved English proficiency, often due to interrupted language development and limited access to rigorous, language-rich	The actions outlined—such as targeted professional development, transcript audits, individualized scheduling, direct interventions, and improved progress monitoring—are designed to address the specific and persistent needs of Long-Term English Learners (LTELs), who often struggle with academic achievement and language development despite multiple years in U.S. schools. These students benefit from intentional, data-informed supports that re-engage them in both language acquisition and rigorous academic learning.	-English Learner Performance Indicator (ELPI) Dashboard Data -ELPAC Scores -Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instruction. They may struggle with academic vocabulary, writing fluency, and comprehension across content areas. Additionally, there are substantial achievement gaps on the California Dashboard Academic Indicators and other standardized assessments. LTELs also need stronger academic support systems, including targeted interventions, meaningful access to designated ELD courses, and equitable participation in electives and college-preparatory pathways. Many benefit from individualized learning plans, clear language goals, and increased opportunities for engagement and confidence-building. Additionally, educators working with LTELs need professional development to deepen their understanding of LTEL profiles and implement effective instructional strategies. Systems for monitoring progress must also be refined to identify gaps early and respond with coordinated support. These needs reflect the urgency of accelerating both academic and language growth for LTELs while ensuring they remain connected, motivated, and on track to graduate college- and career-ready. **Scope:** LEA-wide	By implementing these strategies on a schoolwide and LEA-wide basis, Santa Cruz City Schools ensures that all educators are equipped to support English Learners through best practices in instruction and intervention. This approach fosters a more inclusive learning environment that benefits all students, particularly those who need differentiated supports to access grade-level content. Improved systems for progress monitoring, enhanced instructional strategies, and stronger educator collaboration help raise the quality of teaching and learning across classrooms, ensuring that no student is overlooked. While these actions are grounded in the needs of LTELs, they contribute to a broader culture of equity, academic excellence, and individualized support that advances success for all learners.	

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
4.1	**Action:** English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites Newcomer Teacher .700 FTE $112,409 LCFF Supp. .300 FTE $49,335 **Need:** With over 567 active English Learners (9.3% of enrollment) and nearly 900 reclassified students, Santa Cruz City Schools must continuously enhance instructional capacity to meet diverse language needs. Staff feedback and achievement data underscore the importance of high-quality, standards-aligned ELD strategies—both integrated across content areas and in designated ELD blocks—to accelerate language acquisition and close academic gaps. To meet this need, we fund an ELD Teacher on Special Assignment (TOSA) who delivers a menu of site-tailored professional learning—drawing on Title III (elementary) and Title I (secondary and elementary) resources—to equip teachers with best practices in scaffolding, language modeling, and culturally responsive pedagogy. Complementing this, a Newcomer Teacher, supported by LCFF Supplemental funds, provides targeted, small-group instruction and transition support for newly arrived ELs, ensuring they access	English Learners are enrolled at every school in Santa Cruz City Schools, requiring a cohesive, districtwide approach to language development and instructional support. The ELD Teacher on Special Assignment provides site-specific professional development and coaching to ensure all educators—across grade levels and subject areas—are prepared to implement effective integrated and designated ELD strategies. Likewise, the Newcomer Teacher offers targeted instruction and transition support wherever newly arrived students are placed, allowing the district to respond to needs in real time. Implementing these actions districtwide ensures that all English Learners, regardless of school site, receive consistent, high-quality instruction, and that staff across the system are supported in creating equitable, language-rich classrooms.	-Reclassification data -ELPAC scores -California Dashboard ELPI Indicator growth

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
	rigorous content from day one. Together, these roles build educator expertise and deliver equitable, language-rich learning opportunities for all EL students. **Scope:** LEA-wide		
4.2	**Action:** Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - $55,030 LCFF Supplemental Rs 0700 SCIL Stipends (S) - $112,452 LCFF Supplemental Rs 0700 SCIL Stipends SPED $7,178 E LCFF Sup. SCIL Stipends SPED $7,178 S LCFF Sup. **Need:** Unduplicated students, including English Learners, low-income students, and foster youth, often require more responsive, differentiated instruction to succeed academically. To meet this need, Santa Cruz City Schools invests in Site and District Curriculum Instructional Leadership (SCIL) Teams to strengthen instructional practices and promote equitable outcomes across all schools. SCIL members serve as teacher-leaders who support their colleagues in implementing high-impact, culturally responsive strategies. They	Unduplicated students—including English Learners, low-income students, and foster youth—are enrolled at every school across the district. To ensure instructional equity and coherence, Santa Cruz City Schools implements Site and District Curriculum Instructional Leadership (SCIL) Teams at all sites. By providing stipends for teacher-leaders and special education staff at both the elementary and secondary levels, the district builds site-based leadership capacity to guide professional learning, support data-informed instruction, and implement practices that address the specific needs of underserved students. Implementing SCIL Teams on a districtwide basis ensures that every school, regardless of size or student population, as the structures in place to drive continuous improvement and deliver high-quality instruction that benefits all students, with a focused impact on those who need it most.	-Site professional development feedback from Working Conditions Survey -Number of SCIL-led, collaborative PD sessions at each site -Growth in student academic achievement measured by local and state assessments

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
	help guide site-based professional learning, lead collaborative planning, and ensure instructional decisions are grounded in student data. Special education SCIL stipends further ensure that students with disabilities, including those who are also unduplicated, are supported by knowledgeable and consistent instructional leadership. These actions, funded through LCFF Supplemental, are principally directed toward improving instruction for students most affected by opportunity gaps. By building site-level leadership and fostering a shared focus on equity, SCIL Teams help ensure all students—especially those who have been historically underserved—receive the high-quality, standards-based education they deserve. **Scope:** LEA-wide		
4.6	**Action:** Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan Career Technical Education TOSA 1.00 FTE $139,766 CETIG Rs 6387 1.0 FTE District ELD TOSA (see Action 1)	Unduplicated students are present at every school, making it essential that support strategies are embedded into schoolwide systems of instruction. The TOSA roles, focused on Ethnic Studies, Career Technical Education, Computer Science and Educational Technology, and English Language Development, are implemented on a schoolwide basis to ensure that all students benefit from high-quality, inclusive, and future-ready instruction, while addressing the specific needs of English Learners, low-income students, and foster youth.	-Percentage of unduplicated students enrolled in CTE pathways -Increase in reclassification rates for English Learners -Growth in Math & ELA for Unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students, including English Learners, low-income students, and foster youth, often face systemic barriers that impact their access to rigorous instruction, culturally relevant curriculum, and pathways to college and career success. To address these inequities, Santa Cruz City Schools invests in Teachers on Special Assignment (TOSAs) who lead professional development aligned with the district's Excellence & Equity Plan. The Career Technical Education TOSA (1.0 FTE) expands high-quality CTE pathways and supports teachers in building equitable access to career-connected learning experiences for underrepresented student populations. The District ELD TOSA (1.0 FTE) provides coaching and professional development focused on integrated and designated ELD strategies, directly supporting the academic language development and success of English Learners across the district. These roles are critical to ensuring that staff are equipped to meet the diverse needs of unduplicated students through instructional practices that are rigorous, inclusive, and culturally responsive. **Scope:** LEA-wide	These positions provide site-based coaching, curriculum development, and professional learning that elevate instructional practices across classrooms. While all students gain from more engaging, relevant, and rigorous instruction, unduplicated students especially benefit from increased access to academic language supports, culturally responsive content, and college and career pathways. By building educator capacity and improving instruction for diverse learners, these actions promote equitable outcomes while strengthening teaching and learning for the entire school community.	

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
4.7	**Action:** Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development $12,000 SCCMI Math Plan Implementation & Professional Development $120,000 - LCFF Base AVID Summer Institute $40,000 - LCFF Base Integrated & Designated ELD $20,000 - LCFF Base EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days $4,000 Professional Learning Community Professional Development SCIL (see 4.2) Grading Work (secondary) $0 Science Collaboration and Professional Development C-SINO - $15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary)	This professional development directly addresses the academic and language needs of unduplicated students by equipping teachers with strategies to improve instruction in math, ELD, and college readiness. It also supports culturally responsive teaching across content areas. Offering this support on an LEA-wide basis ensures all educators have access to consistent, high-quality training aligned with the district's Equity & Excellence Plan, allowing schools to implement effective practices that benefit unduplicated students across all campuses.	-Math CAASPP Results -Math iReady Results and local assessments -Successful A-G completion -Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Social Studies / Ethnic Studies - $15,000 - LCFF Base **Need:** These professional development investments are principally directed to support the unique needs of unduplicated student groups by improving instructional quality and advancing the goals of the district's Equity & Excellence Plan. Training in math instruction and SCCMI implementation addresses achievement gaps for English learners and low-income students, who continue to underperform in math. Integrated and Designated ELD training strengthens language development and access to core content for English learners. AVID Summer Institute supports college and career readiness for first-generation and low-income students. Additional professional development in ELA, Social Studies, Ethnic Studies, and Science ensures culturally responsive, standards-aligned instruction. PLC structures, RtI coaching cycles, and new teacher support enable data-driven collaboration and targeted intervention planning.		

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	Collectively, these actions equip educators to meet the diverse academic and linguistic needs of unduplicated students and promote equitable outcomes across all schools. **Scope:** LEA-wide		
5.1	**Action:** District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). $23,255 LCFF Sup. Materials & Supplies $6,000 - LCFF Sup. **Need:** Strategic oversight of supplemental funding is essential to ensuring that resources directly support the needs of unduplicated students, including English Learners, low-income students, and foster youth. To maintain alignment with LCAP goals and promote equity-driven budgeting, Santa Cruz City Schools continues to invest in systems and staffing that monitor the effective use of these funds. A Site Program Coordinator and a .2 FTE Administrative Assistant, funded through LCFF Supplemental, provide ongoing support to track site and department expenditures, ensuring that supplemental funds are used as	This action is implemented districtwide to ensure that all schools receive consistent support in managing supplemental funds aligned with LCAP goals. Because unduplicated students are enrolled at every site, a centralized system is essential for maintaining equity, transparency, and strategic use of resources. The Site Program Coordinator and Administrative Assistant offer ongoing support to schools and departments, helping align expenditures with student needs and district priorities. This districtwide approach ensures that all schools, regardless of size or demographics, have the tools and guidance needed to effectively invest in actions that improve outcomes for underserved students.	-Percentage of supplemental funding spent in alignment with LCAP goals and planned actions -Percentage of supplemental funds spent by year-end (indicating effective planning and use)

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
	intended. These roles also facilitate budget planning that is transparent, data-informed, and responsive to student needs. Key activities include: Regular collaboration with sites and departments to align budgets with district goals Continued refinement of metrics to monitor the impact of key LCAP actions, such as RtI and social-emotional supports Ongoing support and guidance to ensure funds are allocated and spent effectively This structure strengthens the district's ability to prioritize equity, maintain fiscal responsibility, and ensure that all supplemental investments are advancing student success. **Scope:** LEA-wide		
6.1	**Action:** District Chief Communications Officer $20,505 .09FTE E $36,452 .160FTE S $20,505 Bonds Local Funds E $36,452 Bonds Local Funds S **Need:**	The Chief Communications Officer supports all schools and departments across Santa Cruz City Schools, making the role inherently districtwide. Consistent, inclusive communication is essential to ensuring that families, staff, and community members stay informed, engaged, and connected to district priorities. Because unduplicated students are enrolled at every school, a centralized communications	-Family survey communication results -Webinar/event participation -Weekly video viewership -Website engagement/resource access

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
	Through targeted outreach and engagement strategies, this position helps reduce barriers that often limit participation by historically underserved families, increases awareness of available supports, and strengthens family-school partnerships. Improved communication and engagement support student success by increasing access to academic interventions, attendance supports, English Learner services, counseling resources, and enrichment opportunities. The district expects these enhanced communication efforts to contribute to improved academic achievement, school engagement, attendance, and access to services for unduplicated student groups. Therefore, the portion of this position funded through LCFF Supplemental funds is principally directed toward and effective in meeting the needs of unduplicated pupils. **Scope:** LEA-wide	strategy ensures equitable access to information—particularly for families who may face language, cultural, or systemic barriers. This position helps coordinate translation services, streamline messaging, and support outreach efforts that are aligned with district goals and responsive to community needs. By providing this support districtwide, the Communications Officer ensures that all school communities, regardless of size or demographics, benefit from clear, accessible communication that promotes engagement and supports student success.	-English Learner family participation (ELAC/DELAC) -Parent education participation -Access to academic and support services by unduplicated students
6.2	**Action:** District Communication Tools and Platforms Survey Monkey $1,200 LCFF Base State of the District Flyer - once a year $26,000 LCFF Base Website Online Platform $5,000 - LCFF Base **Need:** Santa Cruz City Schools recognizes the critical need for clear, accessible, and inclusive	Consistent, accessible communication is essential across all school sites to keep families informed and engaged. Tools like SurveyMonkey, the State of the District flyer, and the district website address systemwide needs by ensuring all stakeholders—regardless of school or demographic—have access to timely updates, critical information, and opportunities to provide input. Because these platforms serve the entire community and support transparency and	-Website analytics - number of visits -Email/newsletter open rates -State of the District flyer annual distribution -Weekly Videos - number of viewers

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
	communication to support stakeholder engagement, promote transparency, and build trust across the district. As families and community members increasingly rely on digital access to stay informed and involved, the district must ensure that its communication systems are responsive, reliable, and easy to navigate. **Scope:**	engagement at every level, they are appropriately implemented as a districtwide action.	
6.3	**Action:** School Community Coordinators $309,706 E LCFF Sup. $317,614 S LCFF Sup. Attendance at CABE $2,000 Interpreter training $2,000 **Need:** Families continue to show interest in parent education opportunities such as classes, workshops, and school events. This highlights a critical need to strengthen outreach and improve the accessibility and relevance of engagement opportunities, particularly for families of English Learners, low-income students, and other underserved groups. To address these gaps, the district continues to invest in School Community Coordinators, interpreter training, and, this year, participation in the California Association for Bilingual Education (CABE) Conference. These efforts reflect a broader commitment to creating more	These actions are provided on an LEA-wide basis because the need for culturally responsive outreach and translation services exists at every school. School Community Coordinators are stationed at all sites and play a vital role in building relationships with families, organizing inclusive events, and connecting families with essential resources. Interpreter training enhances the district's capacity to communicate effectively with non-English-speaking families, while CABE participation equips staff with strategies to engage families in ways that honor their language and culture. By implementing these supports across all schools, Santa Cruz City Schools is fostering a more inclusive and welcoming environment, ensuring that all families, regardless of background or language, feel informed, valued, and empowered to participate in their child's education.	-Participation at DELAC and other parent education events -Increase in percentage of parents who state they participate in family education on the Annual Family Survey -Continued positive responses on the Annual Family Survey, particularly from Spanish-speaking families

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
	inclusive and culturally responsive engagement practices. By expanding interpretation services, building staff capacity, and designing more meaningful, community-centered events, Santa Cruz City Schools aims to ensure that all families feel welcomed, valued, and empowered to engage actively in their children's education. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010 AVID Teachers: 3.12 FTE (S) $552,428 LCFF Base Rs 0000	The AVID program is strategically designed to address the identified needs of unduplicated students—specifically, the need for academic support, college readiness, and access to rigorous coursework. Through dedicated AVID elective classes, students receive structured instruction in essential skills such as organization, inquiry, collaboration, and academic language. Additional supports, including UCSC tutors and college field trips, are intentionally integrated to provide individualized academic assistance and real-world exposure to postsecondary opportunities—key needs identified through	--Successful A-G Completion --Clearingouse Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	AVID Teachers: .200 FTE (S) $33,606 LCFF Supplemental Rs 0700 AVID Teachers: .6000 FTE (S) $111,016 Title I Rs 3010 **Need:** Unduplicated students, English Learners, low-income students, and foster youth, often face structural barriers that limit their access to rigorous coursework, individualized academic support, and exposure to college and career pathways. These students may also lack the sustained mentorship, organizational strategies, and school-based networks that foster academic confidence and long-term planning. The AVID program directly addresses these needs by providing a structured, supportive environment where students build essential academic skills, receive consistent guidance, and are introduced to postsecondary opportunities through tutoring and college visits. Designed with equity at its core, AVID equips unduplicated students with the tools, mindset, and experiences needed to succeed in A–G coursework and pursue college and career goals. **Scope:** Limited to Unduplicated Student Group(s)	student performance data and engagement feedback. By combining skill development, mentorship, and access, AVID creates a comprehensive support system that empowers unduplicated students to succeed in college-preparatory pathways and envision a future beyond high school.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Student Enrollment Transfer Specialist (.12 FTE) $18,005- LCFF Supp. Mileage for staff outreach / home visits $1,000 LCFF Supp. **Need:** Students in transition, those experiencing housing instability or in foster carw, face significant barriers that impact their ability to attend school consistently, engage in learning, and access basic resources. These students often need immediate support for essential needs such as clothing, school supplies, hygiene products, and transportation, along with consistent, caring connections to school-based services. To meet these needs, Santa Cruz City Schools has established targeted supports, including set-aside funding for materials and basic needs, access to Wellness Centers for	This action is intentionally structured to meet the urgent and complex needs of students experiencing housing instability or foster care. Set-aside funding for materials ensures students have immediate access to basic necessities—such as clothing, school supplies, and hygiene items—helping to reduce barriers to participation in school. Wellness Centers provide safe, supportive spaces where students can access mental health and social-emotional support. A dedicated Student Services Administrative Assistant coordinates services, manages referrals, and ensures that support is delivered promptly and effectively. Additionally, mileage funding allows staff to conduct home visits and outreach, maintaining critical connections with students and families who may be highly mobile or difficult to reach. Together, these actions create a responsive, coordinated support system that promotes stability, well-being, and consistent engagement in school for students in transition.	-Number of students in transition served with basic needs (e.g., clothing, school supplies, hygiene items) -Number/percentage of students in transition who have a Wellness Center on campus and access it

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	emotional and behavioral health support, and mileage funding for staff to conduct home visits and outreach. A Student Services Administrative Assistant (.12 FTE) provides critical coordination and ensures timely delivery of services. These actions are designed to remove barriers to school participation and provide stability, dignity, and support for students navigating uncertain and often difficult circumstances. **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH) **Need:** Unduplicated students often face complex, compounding barriers that interfere with regular school participation. These may	These attendance interventions are strategically designed to address the underlying barriers that contribute to chronic absenteeism among unduplicated students. Social workers provide direct outreach, case management, and connections to critical services such as housing support, healthcare, and mental health resources—meeting families where they are to reduce obstacles to regular attendance. A site-based attendance specialist at Mission Hill Middle School offers targeted, on-campus support and early intervention, while bilingual summer outreach ensures re-engagement efforts are culturally and linguistically accessible. Together, these actions foster trust, build strong school-family relationships, and create the conditions for consistent school participation. By combining individualized support with systemic outreach, these interventions are designed to	-Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	include unstable housing, limited access to transportation, health-related challenges, or a lack of connection to school-based supports. Recognizing these realities, Santa Cruz City Schools has developed a proactive attendance intervention system that centers the needs of these students. Key actions include assigning social workers to provide individualized outreach and support, placing a site-based attendance specialist at Mission Hill Middle School, and conducting bilingual summer outreach to re-engage students before the start of the year. These efforts are supported by dedicated staffing and coordination designed to address both immediate barriers and longer-term patterns of disengagement. Together, these strategies aim to reduce chronic absenteeism, promote equity in access to learning, and ensure that students most at risk of falling behind are supported in returning to and remaining connected with school. **Scope:** Limited to Unduplicated Student Group(s)	improve attendance, strengthen student engagement, and promote equitable access to learning for those most at risk of falling behind.	
3.3	**Action:** English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. $112,409 .300 LREBG $49,335 .8 FTE District ELD TOSA	Increased teacher professional development focused on Integrated and Designated ELD, expanded services for Newcomer students, and continued customized small-group instruction are all designed to improve outcomes for English learners. As enrollment of Newcomer students continues to grow, the district is enhancing its support systems to meet their academic and	--ELPAC achievement data --Reclassification Rates --English Learner Progress Dashboard Indicator Ratings

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	.800 FTE $125,991 SSPDBG Academic Intervention paraprofessionals for English Learner Support - See goal 3.1 & 3.2 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.1 & 3.2 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section $61,171 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section $26,722 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE $112,089 LCFF Sup. Harbor Newcomer Support (.2) $29,634 LCFF Sup. Harbor Designated ELD Section .200 FTE $32,349 LCFF Sup. **Need:** English learners continue to experience the widest achievement gaps in the district, performing below both their peers and other unduplicated student groups in ELA, math, graduation rates, and progress toward reclassification. This persistent disparity highlights the urgent need for targeted, multi-tiered supports—such as Newcomer	social-emotional needs. At the elementary level, a dedicated Newcomer teacher will provide direct instruction and case management to ensure students make meaningful progress. At the secondary level, additional Newcomer sections and services will offer more strategic and intentional support, particularly for older students who often face greater challenges in adjusting to a new educational system.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	programs, bilingual instructional staff, and improved ELD instruction—to ensure English learners can fully access and succeed in rigorous academic pathways. **Scope:** Limited to Unduplicated Student Group(s)		
3.10	**Action:** Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures. **Need:** LTELs require targeted supports, such as designated ELD courses, individualized language goals, and access to college-preparatory pathways, to accelerate both language and academic growth. Educators also need specialized training to implement effective strategies and monitor progress with precision. Because these needs are specific to English Learners, the related actions must be exclusively directed to this group to ensure equity, relevance, and impact. **Scope:** Limited to Unduplicated Student Group(s)	These actions address the specific needs of English Learners—particularly Long-Term English Learners—who often struggle with academic language, access to rigorous coursework, and consistent progress toward reclassification. Professional development for educators, targeted supports like transcript audits and ELD placement reviews, and individualized interventions help ensure EL students receive the instruction and services necessary for success. Because English Learners are enrolled at every school, and consistent support systems are essential across sites, these actions are provided on both a schoolwide and LEA-wide basis to promote equity, continuity, and improved outcomes.	--Data Dashboard Academic Indicator --Reclassification Rates --English Learner Progress Dashboard Indicator Ratings
4.1	**Action:** English Language Development (ELD) Professional Learning on Best Practices	To improve outcomes for English learners, the district is investing in targeted ELD professional development and the implementation of updated, research-based curricula. These efforts are led by	--ELA & Math iReady scores (elementary & middle school) --Dashboard ELPI growth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELD Teacher on Special Assignment - Menu of Professional Development options for sites Newcomer Teacher .700 FTE $112,409 LCFF Supp. .300 FTE $49,335 **Need:** English learners in Santa Cruz City Schools continue to show the widest achievement gaps, including lower performance, graduation rates, and reclassification progress compared to other students. To address this, the district provides targeted professional development through an ELD Teacher on Special Assignment (TOSA), who offers site-based training and coaching to improve both Integrated and Designated ELD instruction. A dedicated Newcomer teacher also supports staff and students by addressing the specific academic and social-emotional needs of newly arrived English learners. These supports build educator capacity and are essential to improving outcomes for English learners. **Scope:** Limited to Unduplicated Student Group(s)	the district's ELD TOSA, who provides direct coaching and training to strengthen both Integrated and Designated ELD instruction across all schools. Expanded professional learning focused on supporting Newcomer students ensures staff are equipped to meet their unique needs. Schools that have worked closely with the ELD TOSA have already seen positive results, including increased ELPAC scores and higher reclassification rates, demonstrating the impact of these focused actions on English learner achievement.	--Dashboard ELA & Math growth --Reclassification rates

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.

Action 1.3: The AVID program is designed to enhance college readiness for all students, with a strategic emphasis on supporting low-income and English learner students who may face greater challenges in accessing postsecondary pathways. Although AVID is a schoolwide

initiative, the proportional benefit for unduplicated pupils is calculated based on targeted enrollment, the alignment with Title I goals, and focused instructional support. The inclusion of AVID Teachers funded by LCFF Base reflects the district's commitment to providing high-quality instruction that benefits all students, while Title I-funded FTE specifically targets unduplicated pupils.

Action 3.3: The Elementary Newcomer Teacher and District ELD TOSA are specifically employed to address the needs of English learners, including recent immigrants and students who are in the early stages of acquiring English. These positions are essential for ensuring access to high-quality, language-rich instruction that aligns with state standards and supports students in overcoming language barriers.

The Newcomer Teacher is primarily funded through LCFF Supplemental funds (.7 FTE) because the role directly supports unduplicated students, particularly English learners. The remaining portion (.3 FTE) is funded through Title III to enhance language instruction and integration. The methodology for determining this contribution is based on the direct alignment of services with the needs of newcomers, who are predominantly English learners.

The District ELD TOSA role is funded through a combination of Title I Schoolwide (.3 FTE), Title I Elementary (.2 FTE), and Title III Schoolwide (.3 FTE) funds. This combination reflects the comprehensive support provided to ELs at both the schoolwide and district levels. The methodology for determining the proportional benefit includes evaluating the TOSA's role in professional development for teachers, direct instructional support, and districtwide ELD program coordination. These activities predominantly benefit English learners and are structured to meet the academic and language acquisition needs of this population.

Action 4.4: The ELD Professional Learning initiative is designed to improve instructional practices districtwide, with a particular focus on enhancing the academic success of English learners. The ELD TOSA position supports teachers through professional development sessions, site-based coaching, and instructional strategy modeling, directly impacting the quality of ELD instruction.

LCFF Supplemental (.700 FTE): The majority of the funding for the ELD TOSA comes from LCFF Supplemental funds because the position directly supports unduplicated pupils (English learners) by building teacher capacity to deliver effective language instruction. The methodology for this allocation is based on the role's focus on professional learning that directly benefits ELs, as well as the proportional impact on school sites with high numbers of unduplicated students.

Title III LEP (.300 FTE): The remaining portion is funded through Title III as it aligns with the federal mandate to improve English proficiency and academic outcomes for limited English proficient (LEP) students. The methodology for determining the proportional benefit from Title III funds includes the TOSA's role in conducting targeted PD sessions specifically aimed at enhancing ELD practices.

Overall, by strategically combining LCFF Supplemental and other funding, Santa Cruz City Schools ensures that initiatives and programs designed to support unduplicated students are robust, comprehensive, and directly aligned with their needs This coordinated approach not only improves instructional capacity but also addresses the increased and improved services requirement.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	72,135,216	4,898,735	6.791%	0.000%	6.791%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,514,780.00	$3,476,634.00	$6,097,911.00	$1,445,124.00	$21,534,449.00	$18,297,074.00	$3,237,375.00

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	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) $168,875- LCFF Base Counselors - .200 FTE (S) $27,522 - Title I Counselors - 4.00 FTE (E) $520,198 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) $385,817 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) $1,244,011 Parcel Tax/Mesure T Counselors - .70 FTE (Small Schools) $92,694 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) $324,779 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) $141,791 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools $103,793 Learning Recovery Emergency Block Grant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$3,009,513.00	$0.00	$310,666.00	$103,793.00	$2,567,532.00	$27,522.00	$3,009,513.00	
1	1.2	Career Technical Education (CTE) CTE Courses @ all High Schools	All	No			All Schools Specific Schools: Brancifort		$2,037,741.00	$106,309.00	$132,729.00	$377,359.00	$1,557,653.00	$76,309.00	$2,144,050.00	

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
		(LCFF Base, Measure T, CTEIG, Perkins) District CTE TOSA (CTEIG). $139,766 $30,000 Your Future is Our Business - CTE Grant Rs 6387 $76,309 Perkins Grant (4xxx) Rs 3550 CTE Counselor 1.00 FTE (S) - $99,763 Parcel Tax / Measure T CTE Teachers 9.40 FTE - $1,399,990 - Parcel Tax / Measure T CTE Teachers (Subs and ERW's) - $20,122 Parcel Tax / Measure T CTE Ed Techs .285 FTE - $37,778 - Parcel Tax / Measure T CTE Teachers 1.200 FTE - $132,729 - LCFF Base CTE Teachers (HS) 1.37 FTE $ 192,997 CTE Grant Rs 6387 CTE IT Support .095 FTE $14,596 - CTE Grant Rs 6387					e Middle, Mission Hill Middle, Harbor, Santa Cruz and Soquel High Schools 6 - 12									
1	**1.3**	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Brancifort e Middle, Mission Hill Middle, Harbor High School, Santa Cruz High School, Soquel High		$698,011.00	$60,000.00	$616,034.00			$141,977.00	$758,011.00	

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
		AVID Teachers: 3.12 FTE (S) $552,428 LCFF Base Rs 0000 AVID Teachers: .200 FTE (S) $33,606 LCFF Supplemental Rs 0700 AVID Teachers: .6000 FTE (S) $111,016 Title I Rs 3010					SchoolGrades 7 - 12									
1	**1.4**	California College Guidance Initiative (CCGI) ($0).	All	No			Specific Schools: Middle & High Schools 6 - 12									
1	**1.5**	1.0 Library Media Teacher at Each School Site UPDATED Parcel Tax funded 6.0 FTE (E) 974,898 Meas.U - Parcel Tax 3.50 FTE (S) 528,274 - Meas. T - Parcel Tax	All	No			All Schools		$1,503,172.00	$0.00			$1,503,172.00		$1,503,172.00	
2	**2.1**	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE $140,828 LCFF Base Rs 0000,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,926,283.00	$0.00	$1,086,757.00	$630,307.00	$209,219.00		$1,926,283.00	

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
		Social Workers (S) 2.0 FTE $ 317,232 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = $20,682 LCFF Supplemental Rs 0700 4 @ Secondary = $20,682 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE $4251,362 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE $165,971 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE $209,219 Local funding (9010) Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 641,308 LCFF Supp./ $630,307 LREBG														
2	**2.2**	School Connectedness .4 FTE Activities Director/School Connected Activities at each comprehensive high school 1.2 FTE $173,717 LCFF Supp. Elementary $4,000 Middle $2,000 HS $7,500 High School & Costanoa $1,000 - $39,500 -LCFF Base Envolve training for high school Activities Directors & Leadership students $4,125 - LCFF Supp. Superintendent's Advisory on Race &	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brancifort e Middle School, Mission Hill Middle School, Costanoa Career Prep High School, Harbor High School, Santa Cruz High School, Soquel High		$3,265,713 .00	$84,345.00	$3,321,308.00	$18,000.00	$10,750.00		$3,350,0 58.00	

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
		Equity retreats & activities 5 Star Online Platform 10,750 MAA funding Middle School Connectedness/PBIS release/support periods (Branciforte .20 FTE $ 24,667 and MHMS .20 FTE $21,260 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE $25,355 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE $21,260 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives $4,500 for each elementary (4) for a total of $18,000 (Learning Recovery & Emergency Block Grant) Superintendent's Student Advisory on Race & Equity food/supplies for retreats $1,450 (LCFF Base)					School								
2	**2.3**	Social Emotional Program & Systems PBIS Programs 20,000 Second Step Curriculum 7,000 - LCFF Base Wayfinder Curriculum Restorative Practices Training Wellness Centers @ Harbor & Soquel High School	All	No			All Schools		$0.00	$27,000.00	$0.00	$27,000.00			$27,000.00	

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
		Social Emotional Professional Development														
2	**2.4**	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings	All	No			All Schools		$0.00	$9,000.00	$9,000.00				$9,000.00	
2	**2.5**	Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Student Enrollment Transfer Specialist (.12 FTE) $18,005- LCFF Supp. Mileage for staff outreach / home visits $1,000 LCFF Supp.	Foster Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$18,005.00	$1,000.00	$19,005.00				$19,005.00	
2	**2.6**	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding	Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student	Foster Youth Low Income	All Schools		$102,525.00	$0.00	$29,213.00		$73,312.00		$102,525.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH)			Group(s)										
3	**3.1**	Elementary RtI Program 1.0 ELA RtI Coordinator at each school site $608,095 LCFF Supp. .40 RtI Coordinator for Monarch $46,274 LCFF sup. LCFF Supplemental Site-Based: $175,166 E Academic Paraeducators LCFF Base $21,434 LCFF Supp. $73,214 Title I $105,031 LREBG $ 208,091 Paraeducators LCFF sup. $82,958 Title I $34,599 Donations $ 103,374 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) $350,641 ELOP After School Program Coord. $104,192 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) $ 466,000 ELOP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Sites		$1,995,812.00	$641,166.00	$1,007,141.00	$1,386,833.00	$103,374.00	$139,630.00	$2,636,978.00	

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	3.2	Secondary RtI Program 1.0 ELA RtI Coordinator at each school site $658,140 LCFF Sup. Academic Intervention para professionals for English Learner Support $38,133 Title I $444,314 LREBG LCFF Supplemental Site-Based Allocation: $854,061 S PE/ELD @ B40 - $29,039 LCFF Supp. Math Co-Teaching @ Mission Hill Middle School (.4) $48,454 LCFF Sup. Math Coach @ Small Schools (.36) $45,230 LCFF Supp. Santa Cruz High School: AVID/Language & Lit LCFF Supp.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites		$1,263,310.00	$854,061.00	$1,634,924.00	$444,314.00		$38,133.00	$2,117,371.00	
3	3.3	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. $112,409 .300 LREBG $49,335 .8 FTE District ELD TOSA .800 FTE $125,991 SSPDBG Academic Intervention paraprofessionals for English Learner Support - See goal 3.1 & 3.2 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$549,700.00	$0.00	$374,374.00	$175,326.00			$549,700.00	

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
		Bilingual Paraeducators - See goal 3.1 & 3.2 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section $61,171 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section $26,722 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE $112,089 LCFF Sup. Harbor Newcomer Support (.2) $29,634 LCFF Sup. Harbor Designated ELD Section .200 FTE $32,349 LCFF Sup.														
3	**3.4**	Assessment Systems to Monitor Progress and Set Goals iReady Assessment Program (Reading Only): $42,000 LCFF Base MAP Assessment Program (Reading only): $26,000 LCFF Base High School Schoolwide Writing	All	No			All Schools		$0.00	$68,000.00	$68,000.00				$68,000.00	
3	**3.5**	Grading for Equity	All	No			Specific Schools: Secondary SitesSecondary Sites		$0.00	$0.00	$0.00				$0.00	
3	**3.6**	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites		$0.00	$147,000.00	$147,000.00				$147,000.00	

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
		assessments for elementary. Lexia Reading $72,000 LCFF Base MyPath iReady Math $75,000 LCFF Base														
3	**3.7**	Secondary Intervention Programs Math Plus Read Plus Read 180 $13,222 LCFF Base Achieve 3000 $10,725 LCFF Base Reading/Math Intervention courses during the school day ELOP After School Intervention Programs $45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools $27,340 each LCFF Supp. Peer tutoring Coordinator Stipend $2,450 for each secondary (HS & MS site for a total of $12,250 LREBG	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites6 - 12		$94,270.00	$113,947.00	$105,967.00	$102,250.00			$208,217.00	
3	**3.8**	Increased Professional Development Time Aligned Professional Development Days at secondary sites ($0) Common prep periods for math teachers at secondary sites ($0)	All	No			All Schools									

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	**3.9**	Explore & pilot eKadence Digital Platform: $0	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.10**	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools									
4	**4.1**	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites Newcomer Teacher .700 FTE $112,409 LCFF Supp. .300 FTE $49,335	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$161,744.00	$0.00	$112,409.00			$49,335.00	$161,744.00	
4	**4.2**	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - $55,030 LCFF Supplemental Rs 0700 SCIL Stipends (S) - $112,452 LCFF Supplemental Rs 0700 SCIL Stipends SPED $7,178 E LCFF Sup. SCIL Stipends SPED $7,178 S LCFF Sup.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$181,838.00	$0.00	$181,838.00				$181,838.00	
4	**4.3**	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools $288,807 E $452,662 S	All	No			All Schools		$0.00	$741,469.00				$741,469.00	$741,469.00	

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
4	4.4	Educational Technology Ed Tech Specialists (S) 2.00 FTE $230,081 LCFF Base UPDATED	All	No			All Schools		$230,081.00	$0.00	$230,081.00				$230,081.00	
4	4.5	New Teacher Project Teachers on Special Assignment Mentor Teachers 2.00 FTE 1.00 FTE 152,499 LREBG 1.00 FTE 167,602 LCFF Base Induction for new teachers @ COE (E) $40,000 & (S) $38,250 UPDATED	All	No			All Schools		$320,101.00	$78,250.00	$167,602.00			$230,749.00	$398,351.00	
4	4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan Career Technical Education TOSA 1.00 FTE $139,766 CETIG Rs 6387 1.0 FTE District ELD TOSA (see Action 1)	English Learners	Yes	LEA-wide	English Learners	All Schools		$139,766.00	$0.00		$139,766.00			$139,766.00	
4	4.7	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development $12,000 SCCMI Math Plan Implementation & Professional Development $120,000 - LCFF Base AVID Summer Institute $40,000 - LCFF Base	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$226,942.00	$211,000.00		$15,942.00		$226,942.00	

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
		Integrated & Designated ELD $20,000 - LCFF Base EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days $4,000 Professional Learning Community Professional Development SCIL (see 4.2) Grading Work (secondary) $0 Science Collaboration and Professional Development C-SINO - $15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - $15,000 - LCFF Base														
5	5.1	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). $23,255 LCFF Sup. Materials & Supplies $6,000 - LCFF Sup.	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$23,255.00	$6,000.00	$29,255.00				$29,255.00	
6	6.1	District Chief Communications Officer $20,505 .09FTE E $36,452 .160FTE S	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$113,914.00	$0.00	$56,957.00		$56,957.00		$113,914.00	

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
		$20,505 Bonds Local Funds E $36,452 Bonds Local Funds S				Low Income										
6	**6.2**	District Communication Tools and Platforms Survey Monkey $1,200 LCFF Base State of the District Flyer - once a year $26,000 LCFF Base Website Online Platform $5,000 - LCFF Base	All	No			All Schools		$0.00	$32,200.00	$32,200.00				$32,200.00	
6	**6.3**	School Community Coordinators $309,706 E LCFF Sup. $317,614 S LCFF Sup. Attendance at CABE $2,000 Interpreter training $2,000	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$627,320.00	$4,000.00	$631,320.00				$631,320.00	
7	**7.1**	Transformation Coach: $35,000 Equity Multiplier	All	No			Specific Schools: Costanoa Career Prep High School 10 - 12		$35,000.00	$0.00		$35,000.00			$35,000.00	
7	**7.2**	Culinary Arts Class: $26,686 Equity Multiplier	All	No			Specific Schools: Costanoa Career Prep High School		$0.00	$26,686.00		$26,686.00			$26,686.00	
7	**7.3**	Transportation for Job Site Visits and Field Trips	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Costanoa Career Prep High SchoolCostanoa Career Prep High		$0.00	$10,000.00		$10,000.00			$10,000.00	

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
							School									
7	7.4						Specific Schools: Costanoa Career Prep High School									

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
72,135,216	4,898,735	6.791%	0.000%	6.791%	$9,875,168.00	0.000%	13.690 %	**Total:**	$9,875,168.00
								LEA-wide Total:	$9,500,794.00
								Limited Total:	$1,151,035.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) $168,875-LCFF Base Counselors - .200 FTE (S) $27,522 - Title I Counselors - 4.00 FTE (E) $520,198 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) $385,817 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) $1,244,011 Parcel Tax/Mesure T Counselors - .70 FTE (Small Schools) $92,694 Parcel Tax/Measure T	Yes	LEA-wide	English Learners Foster Youth Low Income		$310,666.00	

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 (%)
		Counseling Secretaries - 3.00 FTE (HS) $324,779 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) $141,791 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools $103,793 Learning Recovery Emergency Block Grant						
1	**1.3**	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010 AVID Teachers: 3.12 FTE (S) $552,428 LCFF Base Rs 0000 AVID Teachers: .200 FTE (S) $33,606 LCFF Supplemental Rs 0700 AVID Teachers: .6000 FTE (S) $111,016 Title I Rs 3010	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Branciforte Middle, Mission Hill Middle, Harbor High School, Santa Cruz High School, Soquel High School	$616,034.00	
2	**2.1**	Social Emotional Support Staff & Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,086,757.00	

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 (%)
		Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE $140,828 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE $ 317,232 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = $20,682 LCFF Supplemental Rs 0700 4 @ Secondary = $20,682 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE $4251,362 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE $165,971 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE $209,219 Local funding (9010) Medical Billing						

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 (%)
		Social Emotional MFT's Counselors (S) 6.00 FTE - 641,308 LCFF Supp./ $630,307 LREBG						
2	2.2	School Connectedness .4 FTE Activities Director/School Connected Activities at each comprehensive high school 1.2 FTE $173,717 LCFF Supp. Elementary $4,000 Middle $2,000 HS $7,500 High School & Costanoa $1,000 - $39,500 -LCFF Base Envolve training for high school Activities Directors & Leadership students $4,125 - LCFF Supp. Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform 10,750 MAA funding Middle School Connectedness/PBIS release/support periods (Branciforte .20 FTE $ 24,667 and MHMS .20 FTE $21,260 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Branciforte Middle School, Mission Hill Middle School, Costanoa Career Prep High School, Harbor High School, Santa Cruz High School, Soquel High School	$3,321,308.00	

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 (%)
		(S).20 FTE $25,355 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE $21,260 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives $4,500 for each elementary (4) for a total of $18,000 (Learning Recovery & Emergency Block Grant) Superintendent's Student Advisory on Race & Equity food/supplies for retreats $1,450 (LCFF Base)						
2	**2.4**	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings				All Schools	$9,000.00	
2	**2.5**	Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$19,005.00	

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 (%)
		Student Services Student Enrollment Transfer Specialist (.12 FTE) $18,005- LCFF Supp. Mileage for staff outreach / home visits $1,000 LCFF Supp.						
2	**2.6**	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$29,213.00	
3	**3.1**	Elementary RtI Program 1.0 ELA RtI Coordinator at each school site $608,095 LCFF Supp. .40 RtI Coordinator for Monarch $46,274 LCFF sup.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Sites	$1,007,141.00	

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 (%)
		LCFF Supplemental Site-Based: $175,166 E Academic Paraeducators LCFF Base $21,434 LCFF Supp. $73,214 Title I $105,031 LREBG $ 208,091 Paraeducators LCFF sup. $82,958 Title I $34,599 Donations $ 103,374 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) $350,641 ELOP After School Program Coord. $104,192 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) $ 466,000 ELOP						
3	**3.2**	Secondary RtI Program 1.0 ELA RtI Coordinator at each school site $658,140 LCFF Sup. Academic Intervention para professionals for English Learner Support $38,133 Title I $444,314 LREBG	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites	$1,634,924.00	

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 (%)
		LCFF Supplemental Site-Based Allocation: $854,061 S PE/ELD @ B40 - $29,039 LCFF Supp. Math Co-Teaching @ Mission Hill Middle School (.4) $48,454 LCFF Sup. Math Coach @ Small Schools (.36) $45,230 LCFF Supp. Santa Cruz High School: AVID/Language & Lit LCFF Supp.						
3	**3.3**	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. $112,409 .300 LREBG $49,335 .8 FTE District ELD TOSA .800 FTE $125,991 SSPDBG Academic Intervention paraprofessionals for English Learner Support - See goal 3.1 & 3.2 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.1 & 3.2	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$374,374.00	

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 (%)
		Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section $61,171 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section $26,722 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE $112,089 LCFF Sup. Harbor Newcomer Support (.2) $29,634 LCFF Sup. Harbor Designated ELD Section .200 FTE $32,349 LCFF Sup.						
3	**3.5**	Grading for Equity				Specific Schools: Secondary Sites	$0.00	
3	**3.6**	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading $72,000 LCFF Base MyPath iReady Math $75,000 LCFF Base	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites	$147,000.00	
3	**3.7**	Secondary Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites	$105,967.00	

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 (%)
		Math Plus Read Plus Read 180 $13,222 LCFF Base Achieve 3000 $10,725 LCFF Base Reading/Math Intervention courses during the school day ELOP After School Intervention Programs $45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools $27,340 each LCFF Supp. Peer tutoring Coordinator Stipend $2,450 for each secondary (HS & MS site for a total of $12,250 LREBG						
3	**3.8**	Increased Professional Development Time Aligned Professional Development Days at secondary sites ($0) Common prep periods for math teachers at secondary sites ($0)				All Schools		
3	**3.9**	Explore & pilot eKadence Digital Platform: $0				All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.10	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4.1	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites Newcomer Teacher .700 FTE $112,409 LCFF Supp. .300 FTE $49,335	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$112,409.00	
4	4.2	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - $55,030 LCFF Supplemental Rs 0700 SCIL Stipends (S) - $112,452 LCFF Supplemental Rs 0700 SCIL Stipends SPED $7,178 E LCFF Sup. SCIL Stipends SPED $7,178 S LCFF Sup.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,838.00	
4	4.3	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools $288,807 E				All Schools		

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 (%)
		$452,662 S						
4	4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan Career Technical Education TOSA 1.00 FTE $139,766 CETIG Rs 6387 1.0 FTE District ELD TOSA (see Action 1)	Yes	LEA-wide	English Learners	All Schools		
4	4.7	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development $12,000 SCCMI Math Plan Implementation & Professional Development $120,000 - LCFF Base AVID Summer Institute $40,000 - LCFF Base Integrated & Designated ELD $20,000 - LCFF Base EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,000.00	

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 (%)
		$4,000 Professional Learning Community Professional Development SCIL (see 4.2) Grading Work (secondary) $0 Science Collaboration and Professional Development C-SINO - $15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - $15,000 - LCFF Base						
5	**5.1**	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). $23,255 LCFF Sup. Materials & Supplies $6,000 - LCFF Sup.	Yes	LEA-wide	Foster Youth Low Income	All Schools	$29,255.00	
6	**6.1**	District Chief Communications Officer $20,505 .09FTE E $36,452 .160FTE S	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,957.00	

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 (%)
		$20,505 Bonds Local Funds E $36,452 Bonds Local Funds S						
6	**6.3**	School Community Coordinators $309,706 E LCFF Sup. $317,614 S LCFF Sup. Attendance at CABE $2,000 Interpreter training $2,000	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$631,320.00	
7	**7.3**	Transportation for Job Site Visits and Field Trips			English Learners Foster Youth Low Income	Specific Schools: Costanoa Career Prep High School		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,940,521.00	$18,447,445.00

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**	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) $131,273- LCFF Base Counselors - .200 FTE (S) $23,461 - LCFF Supplemental Counselors - 4.00 FTE (E) $496,252 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) $367,869 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) $1,243,921 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) $257,685 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) $310,679 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) $161,894 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools $104,754 Learning Recovery Emergency Block Grant	Yes	$3,097,788.00	$3,094,695.00
1	**1.2**	Career Technical Education (CTE) CTE Courses @ all High Schools	No	$2,029,149.00	$1,906,523.00

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)
		(LCFF Base, Measure T, CTEIG, Perkins) District CTE TOSA (CTEIG). $133,476 $30,000 Your Future is Our Business - CTE Grant Rs 6387 $83,071 Perkins Grant (4xxx) Rs 3550 CTE Counselor 1.00 FTE (S) - $166,997 Parcel Tax / Measure T CTE Teachers 9.47 FTE - $1,243,049 - Parcel Tax / Measure T CTE Teachers (Subs and ERW's) - $20,008Parcel Tax / Measure T CTE Ed Techs .285 FTE - $35,033 - Parcel Tax / Measure T CTE Teachers 1.200 FTE - $124,776 - LCFF Base CTE Teachers (HS) 1.97 FTE $ 179,344 CTE Grant Rs 6387 CTE IT Support .095 FTE $13,395 - CTE Grant Rs 6387			
1	**1.3**	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12	Yes	$507,072.00	$511,913

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)
		AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) $249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) $85,759 LCFF Supplemental Rs 0700 AVID Teachers: .800 FTE (S) $111,977 Title I Rs 3010			
1	**1.4**	California College Guidance Initiative (CCGI) ($0).	No		
1	**1.5**	1.0 Library Media Teacher at Each School Site Parcel Tax funded 6.0 FTE (E) 906,767 Meas.U - Parcel Tax 3.50 FTE (S) 442,401 - Meas. T - Parcel Tax	No	$1,349,168.00	$1,560,383.00
2	**2.1**	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development -	Yes	$2,373,211.00	$2,444,497.00

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)
		Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE $128,665 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE $ 315,778 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = $20,676 LCFF Supplemental Rs 0700 6 @ Secondary = $20,676 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE $427,113 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE $152,554 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE $186,959 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 548,311 LCFF Supp./ $548,311 LREBG			
2	**2.2**	School Connectedness .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School $161,513 LCFF Supp. Elementary $4,000 Middle $2,000 HS $7,500 & Costanoa $1,000 - LCFF Base	Yes	$414,015.00	$290,452

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)
		Envolve training for high school Activities Directors & Leadership students $15,000 Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE $ 28,390 and MHMS .20 FTE $24,228 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.00 FTE $100,576 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE $24,070 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE $23,738 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives $4,500 for each elementary (4) & $2,000 monarch for a total of $22,000 (Learning Recovery & Emergency Block Grant)			
2	**2.3**	Social Emotional Program & Systems PBIS Programs 20,000 Second Step Curriculum 7,000 - LCFF Base	No	$27,000.00	$19,910

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)
		Wayfinder Curriculum Restorative Practices Training Wellness Centers @ Harbor & Soquel High School Social Emotional Professional Development			
2	**2.4**	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings	No	$9,000.00	$9,000.00
2	**2.5**	Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) $18,156- LCFF Supp.	Yes	$19,156.00	$18,143.00

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)
		Mileage for staff outreach / home visits $1,000 LCFF Supp.			
2	**2.6**	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH)	Yes	$102,525.00	$105,960.00
3	**3.1**	Elementary RtI Program 1.0 ELA RtI Coordinator at each school site $541,318 LCFF Supp. 1.0 Math RtI Coordinator for each elementary site. $542,751 LCFF Base .40 RtI Coordinator for Monarch $43,794 LCFF Base LCFF Supplemental Site-Based: $185,780 E Academic Paraeducators LCFF Base $68,228 LCFF Supp. $137,644 Title I $75,806 LREBG $ 201,535 Paraeducators LCFF sup. $82,710.	Yes	$2,898,646.00	$2,877,309.00

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)
		Title I $16,717 LREBG $13,254 Donations $ 102,653 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) $319,717 ELOP After School Program Coord. $100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) $ 466,000 ELOP			
3	**3.2**	Secondary RtI Program 1.0 ELA RtI Coordinator at each school site $ 644,491 LCFF Sup. Academic Intervention para professionals for English Learner Support $19,068 Title I $433,280 LREBG LCFF Supplemental Site-Based Allocation: 903,686 S PE/ELD @ B40 - $28,390 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) $51,057 LCFF Sup. Math Coach @ Small Schools (.36) $40,086 LCFF sup.	Yes	$2,176,355.00	$2,059,201

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)
		Santa Cruz High School: AVID/Language & Lit $56,297 LCFF Sup.			
3	**3.3**	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. $108,294 .300 Title III $46,349 .8 FTE District ELD TOSA Title I S $52,484 .400FTE Title I E. $29,403 .200 FTE Title III S. $57,212 .400 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section $58,731 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section $23,693 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE $128,276 LCFF Sup. Harbor Newcomer Support (.2) $28,197 LCFF Sup.	Yes	$563,858.00	$555,850.00

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)
		Harbor Designated ELD Section .200 FTE $31,219 LCFF Sup.			
3	**3.4**	Assessment Systems to Monitor Progress and Set Goals iReady Assessment Program: $42,000 LCFF Base MAP Assessment Program: $26,000 LCFF Base High School Schoolwide Writing	No	$68,000.00	$77,240.00
3	**3.5**	Grading for Equity	No	$0.00	
3	**3.6**	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading $72,000 LCFF Base MyPath iReady Math $75,000 LCFF Base	Yes	$147,000.00	$138,077.00
3	**3.7**	Secondary Intervention Programs Math Plus Read Plus Read 180 $13,222 LCFF Base Achieve 3000 $10,725 LCFF Base Reading/Math Intervention courses during the school day	Yes	$195,967.00	$178,141.00

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)
		ELO- P After School Intervention Programs $46,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools $27,340 each LCFF Sup.			
3	**3.8**	Increased Professional Development Time Aligned Professional Development Days at secondary sites ($0) Common prep periods for math teachers at secondary sites ($0)	No		
3	**3.9**	Explore & pilot eKadence Digital Platform: $0	No	$0.00	
3	**3.10**	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	Yes		
4	**4.1**	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp.	Yes	$154,643.00	$149,031
4	**4.2**	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - $72,520 LCFF Supplemental Rs 0700	Yes	$231,596.00	$236,829

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)
		SCIL Stipends (S) - $145,040 LCFF Supplemental Rs 0700 SCIL Stipends SPED $7,018 E LCFF Sup. SCIL Stipends SPED $7,018 S LCFF Sup.			
4	**4.3**	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools $229,816 E $276,557 S	No	$506,373.00	$243,598.00
4	**4.4**	Educational Technology Ed Tech Specialists (S) 2.00 FTE $206,095 LCFF Base	No	$206,095.00	$217,778.00
4	**4.5**	New Teacher Project Teachers on Special Assignment Mentor Teachers 2.00 FTE - $258,202 Educator Effectiveness Rs 6266 Induction for new teachers @ COE (E) $10,000 & (S) $66,000 Title II Rs 4035	No	$349,337.00	$356,910.00
4	**4.6**	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00 FTE $133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE $56,428.400FTE Local Grants Rs	Yes	$437,051.00	$326,322.00

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)
		9010 & 84,643 .600 FTE LCFF Base (Did not happen in 25-26) 1.0 FTE District ELD TOSA (see Action 1)			
4	**4.7**	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development $12,000 SCCMI Math Plan Implementation & Professional Development $120,000 - LCFF Base AVID Summer Institute $40,000 - LCFF Base Integrated & Designated ELD $20,000 - LCFF Base EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days $4,000 Professional Learning Community Professional Development SCIL (see 4.2) Grading Work (secondary) $0 Science Collaboration and Professional Development C-SINO - $15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary)	Yes	$226,942.00	$217,777

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)
		Social Studies / Ethnic Studies - $15,000 - LCFF Base			
5	**5.1**	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). $22,138 LCFF Sup. Materials & Supplies $6,000 - LCFF Sup.	Yes	$28,138.00	$22,367.00
6	**6.1**	District Chief Communications Officer $20,481 .09FTE E $36,410 .160FTE S $20,809 Bonds Local Funds E $36,993 Bonds Local Funds S	Yes	$114,693.00	$114,100.00
6	**6.2**	District Communication Tools and Platforms Survey Monkey $1,200 LCFF Base State of the District Flyer - once a year $17,500 LCFF Base Website Online Platform $5,000 - LCFF Base	No	$23,700.00	$24,969.00
6	**6.3**	School Community Coordinators $291,815 E LCFF Sup. $283,228 S LCFF Sup. Attendance at CABE 2,000 Interpreter training 2,000	Yes	$579,043.00	$604,870.00

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)
7	7.1	Transformation Coach: $35,000 Equity Multiplier	No	$35,000.00	$35,000.00
7	7.2	Culinary Arts Class: $30,000 Equity Multiplier	No	$30,000.00	$27,600.00
7	7.3	IT Essentials Course: $30,000 Equity Multiplier	No	$30,000.00	$20,000.00
7	7.4	Transportation for Job Site Visits and Field Trips $10,000 Equity Multiplier		$10,000.00	$3,000.00

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)
$4,938,573	$7,743,758.00	$7,327,682.00	$416,076.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) $131,273- LCFF Base Counselors - .200 FTE (S) $23,461 - LCFF Supplemental Counselors - 4.00 FTE (E) $496,252 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) $367,869 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) $1,243,921 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) $257,685 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) $310,679 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) $161,894 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa	Yes	$316,628.00	$362,818.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Cruz and Soquel High Schools $104,754 Learning Recovery Emergency Block Grant					
1	**1.3**	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors $20,000 & field trips: $10,000 LCFF Supplemental Rs 0700 AVID Contract: $30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) $249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) $85,759 LCFF Supplemental Rs 0700 AVID Teachers: .800 FTE (S) $111,977 Title I Rs 3010	Yes	$115,759.00	$114,582.00		
2	**2.1**	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning	Yes	$1,613,773.00	$1,637,941		

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)
		Social Workers (E) .1.00 FTE $128,665 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE $ 315,778 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = $20,676 LCFF Supplemental Rs 0700 6 @ Secondary = $20,676 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE $427,113 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE $152,554 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE $186,959 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 548,311 LCFF Supp./ $548,311 LREBG					
2	**2.2**	School Connectedness .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School $161,513 LCFF Supp. Elementary $4,000 Middle $2,000 HS $7,500 & Costanoa $1,000 - LCFF Base	Yes	$392,015.00	$267,196.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Envolve training for high school Activities Directors & Leadership students $15,000 Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE $ 28,390 and MHMS .20 FTE $24,228 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.00 FTE $100,576 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE $24,070 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE $23,738 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives $4,500 for each elementary (4) & $2,000 monarch for a total of $22,000 (Learning Recovery & Emergency Block Grant)					
2	**2.5**	Students in Transition Support Systems and Practices	Yes	$19,156.00	$18,143.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) $18,156- LCFF Supp. Mileage for staff outreach / home visits $1,000 LCFF Supp.					
2	**2.6**	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - $72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE $29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = $1,000 MAH)	Yes	$29,213.00	$30,082.00		
3	**3.1**	Elementary RtI Program	Yes	$1,602,225.00	$1,523,227		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		1.0 ELA RtI Coordinator at each school site $541,318 LCFF Supp. 1.0 Math RtI Coordinator for each elementary site. $542,751 LCFF Base .40 RtI Coordinator for Monarch $43,794 LCFF Base LCFF Supplemental Site-Based: $185,780 E Academic Paraeducators LCFF Base $68,228 LCFF Supp. $137,644 Title I $75,806 LREBG $ 201,535 Paraeducators LCFF sup. $82,710. Title I $16,717 LREBG $13,254 Donations $ 102,653 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) $319,717 ELOP After School Program Coord. $100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) $ 466,000 ELOP					
3	**3.2**	Secondary RtI Program	Yes	$1,724,007.00	$1,625,921		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		1.0 ELA RtI Coordinator at each school site $ 644,491 LCFF Sup. Academic Intervention para professionals for English Learner Support $19,068 Title I $433,280 LREBG LCFF Supplemental Site-Based Allocation: 903,686 S PE/ELD @ B40 - $28,390 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) $51,057 LCFF Sup. Math Coach @ Small Schools (.36) $40,086 LCFF sup. Santa Cruz High School: AVID/Language & Lit $56,297 LCFF Sup.					
3	**3.3**	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. $108,294 .300 Title III $46,349 .8 FTE District ELD TOSA Title I S $52,484 .400FTE Title I E. $29,403 .200 FTE Title III S. $57,212 .400 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1	Yes	$378,410.00	$389,340.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section $58,731 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section $23,693 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE $128,276 LCFF Sup. Harbor Newcomer Support (.2) $28,197 LCFF Sup. Harbor Designated ELD Section .200 FTE $31,219 LCFF Sup.					
3	**3.6**	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading $72,000 LCFF Base MyPath iReady Math $75,000 LCFF Base	Yes	$147,000.00	$136,467		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Secondary Intervention Programs Math Plus Read Plus Read 180 $13,222 LCFF Base Achieve 3000 $10,725 LCFF Base Reading/Math Intervention courses during the school day ELO- P After School Intervention Programs $46,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools $27,340 each LCFF Sup.	Yes	$105,967.00	$85,451		
3	3.10	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	Yes				
4	4.1	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary	Yes	$108,294.00	$111,132.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Newcomer Teacher LCFF Supp.					
4	**4.2**	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - $72,520 LCFF Supplemental Rs 0700 SCIL Stipends (S) - $145,040 LCFF Supplemental Rs 0700 SCIL Stipends SPED $7,018 E LCFF Sup. SCIL Stipends SPED $7,018 S LCFF Sup.	Yes	$231,596.00	$236,829		
4	**4.6**	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00 FTE $133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE $56,428.400FTE Local Grants Rs 9010 & 84,643 .600 FTE LCFF Base (Did not happen in 25-26) 1.0 FTE District ELD TOSA (see Action 1)	Yes	$84,643.00	0		
4	**4.7**	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan	Yes	$211,000.00	167,551		

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)
		Math Professional Development $12,000 SCCMI Math Plan Implementation & Professional Development $120,000 - LCFF Base AVID Summer Institute $40,000 - LCFF Base Integrated & Designated ELD $20,000 - LCFF Base EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days $4,000 Professional Learning Community Professional Development SCIL (see 4.2) Grading Work (secondary) $0 Science Collaboration and Professional Development C-SINO - $15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - $15,000 - LCFF Base					

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)
5	**5.1**	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). $22,138 LCFF Sup. Materials & Supplies $6,000 - LCFF Sup.	Yes	$28,138.00	$22,367.00		
6	**6.1**	District Chief Communications Officer $20,481 .09FTE E $36,410 .160FTE S $20,809 Bonds Local Funds E $36,993 Bonds Local Funds S	Yes	$56,891.00	$57,050.00		
6	**6.3**	School Community Coordinators $291,815 E LCFF Sup. $283,228 S LCFF Sup. Attendance at CABE 2,000 Interpreter training 2,000	Yes	$579,043.00	$541,585.00		

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)
$70,617,722	$4,938,573	0.438%	7.431%	$7,327,682.00	0.000%	10.377%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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