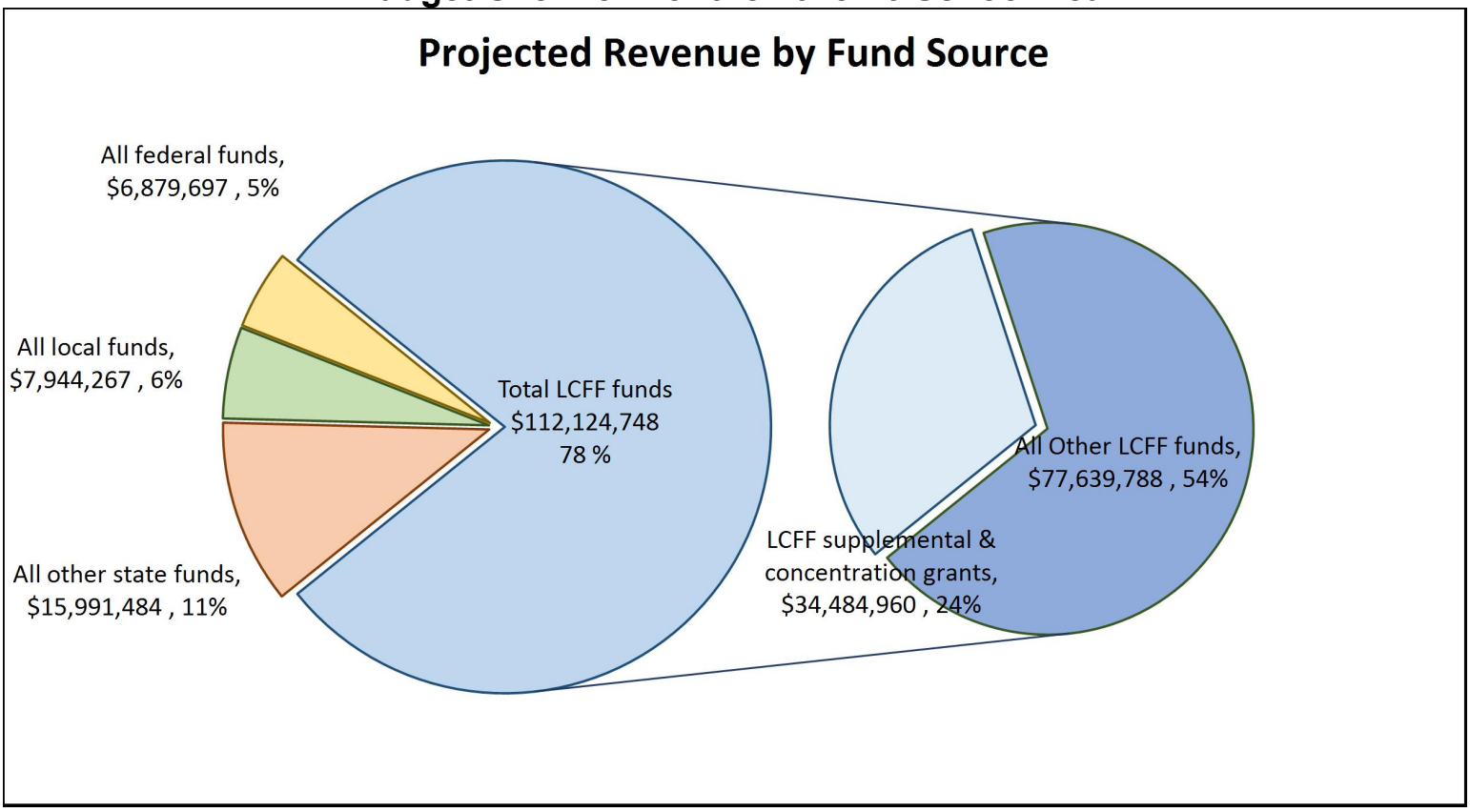
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alisal Union School District
CDS Code: 27-65961-0000000
School Year: 2025-26
LEA contact information:
Monica Anzo
Superintendent
monica.anzo@alisal.org
831.753.5700

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 2025-26 School Year

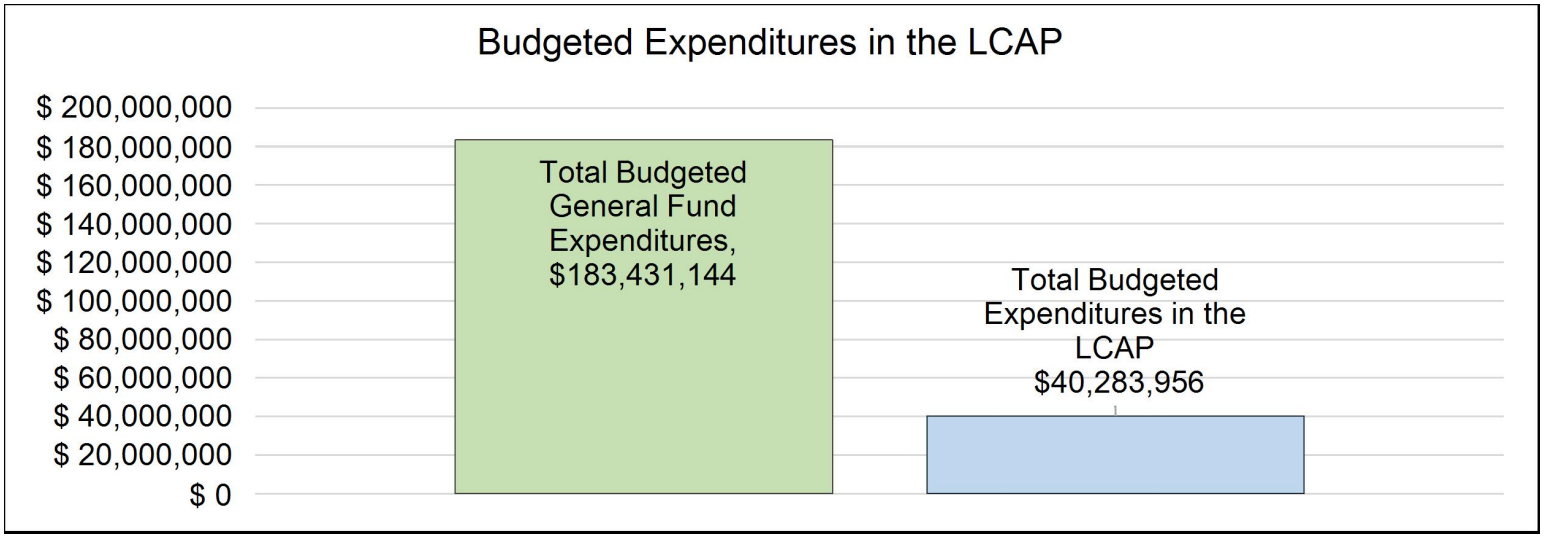


This chart shows the total general purpose revenue Alisal Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alisal Union School District is $142,940,196, of which $112,124,748 is Local Control Funding Formula (LCFF), $15,991,484 is other state funds, $7,944,267 is local funds, and $6,879,697 is federal funds. Of the $112,124,748 in LCFF Funds, $34,484,960 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 Alisal Union School District plans to spend for 2025-26. 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: Alisal Union School District plans to spend $183,431,144 for the 2025-26 school year. Of that amount, $40,283,956 is tied to actions/services in the LCAP and $143,147,188 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

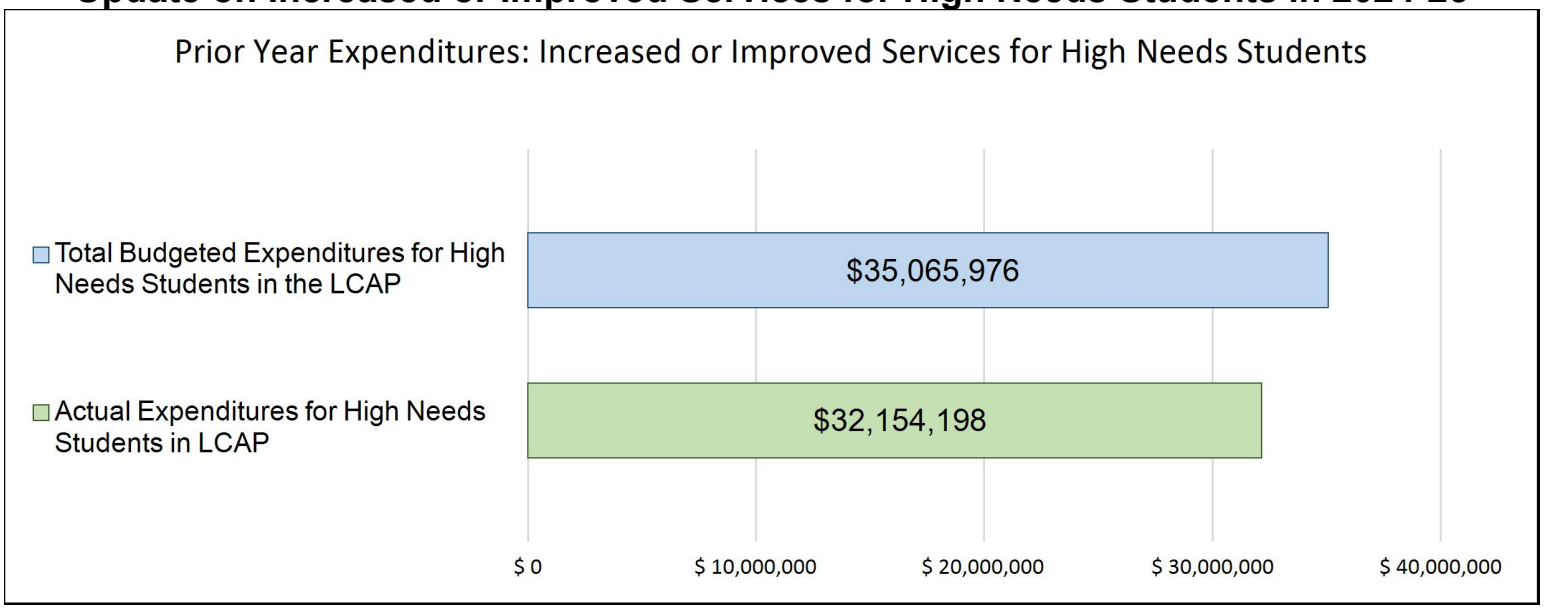
General Fund expenditures not included in the Local Control and Accountability Plan consist of base program services and resources like, certificated teachers that are supporting students in the classroom; site principals to lead the learning and provide support needed for students, staff, and parents; district leadership to continuously monitor and support the academic and social emotional needs for all personnel, students, and families at the school sites; office and clerical staff at the district and school sites, food services staff, campus supervisors and maintenance staff to ensure that all students receive nutritious meals daily.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Alisal Union School District is projecting it will receive $34,484,960 based on the enrollment of foster youth, English learner, and low-income students. Alisal Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alisal Union School District plans to spend $36,650,314 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Alisal Union School District's LCAP budgeted $35,065,976 for planned actions to increase or improve services for high needs students. Alisal Union School District actually spent $32,154,198 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,911,778 had the following impact on Alisal Union School District’s ability to increase or improve services for high needs students:

There was a minimal impact on the districts ability to meet the needs of high needs students. The carryover is minimal in comparison to the actual funding received and services provided. Savings is primarily reflected in professional development for staff. All carryover funds have been incorporated into the 2025-26 plan with the intent of the district to provide these services in 2025-26.

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
Alisal Union School District	Monica Anzo Superintendent	monica.anzo@alisal.org 831.753.5700

Plan Summary [2025-26]

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.

Alisal Union School District (AUSD), located in East Salinas, Monterey County, serves a diverse and resilient community in an area often referred to as the “Salad Bowl of the World” due to its robust agricultural economy. With roots dating back to the 1930s and the founding of Alisal Community School, the district has a longstanding commitment to educational equity and community partnership. In the 2024–25 school year, AUSD served 7,339 students across twelve transitional kindergarten through sixth-grade schools. The district also offered the Alisal Virtual Academy (AVA), an alternative instructional program serving students in grades 1–6, designed to meet the needs of families seeking a virtual learning option.

AUSD is dedicated to providing a high-quality education that empowers students to achieve academic success and become lifelong learners. The district fosters a safe, inclusive, and nurturing environment, recognizing that the development of the whole child is essential to student achievement. This commitment is reflected in the district’s emphasis on supporting students’ social, emotional, behavioral, and cognitive growth through a Multi-Tiered System of Supports (MTSS). The MTSS framework guides AUSD’s approach to instruction and intervention across academics, behavior, and social-emotional learning, ensuring each student receives equitable access to a high-quality education.

Demographically, AUSD serves a student population that reflects both diversity and significant need. Of the total student body, 93.1% are socioeconomically disadvantaged, 61.5% are designated as English learners, 10% receive special education services, 16% participate in the Migrant Education Program, and 14.6% are identified as McKinney-Vento (homeless). The district is comprised of 95.8% Hispanic or Latino students. These demographics inform AUSD’s commitment to equity and drive its focus on inclusive instructional practices and culturally

responsive pedagogy. The district employs over 400 certificated and 400 classified staff who are dedicated to advancing student success and well-being.

AUSD believes in the power of community and family engagement and continues to prioritize strong partnerships with parents, caregivers, and local organizations. Guided by its instructional vision, “We work to provide equity and access to the Instructional Core every day, for all students,” the district ensures that all instructional decisions are grounded in the Four Essential Questions and anchored in the Essential Standards.

Looking ahead to the 2025–26 school year, AUSD’s professional development plan is designed to empower educators to deepen content knowledge, strengthen instructional practice, and create joyful, engaging learning environments. The district will emphasize the intentional integration of the California Content Standards with the English Language Development (ELD) Standards, fostering students’ academic language and critical thinking skills across all content areas. Key strategies include the use of close reading, the 6-step phonics lesson plan, and building thinking classrooms in mathematics. These approaches are supported by the Gradual Release of Responsibility (GRR) model—“I Do It, We Do It, You Do It Together, You Do It Alone”—combined with inquiry-based learning.

Through this work, AUSD aims to build teacher capacity to implement rigorous and inclusive instruction, support student language development through modeling and guided practice, and utilize evidence-based strategies to enhance literacy and mathematics instruction. These efforts are aligned with the district’s mission to support every student in reaching their full potential while fostering a culture of excellence, equity, and joy in learning.

In the 2025–26 school year, Alisal Union School District will close the Alisal Virtual Academy (AVA) due to declining enrollment. As a result of the school closure, AVA no longer meets the eligibility criteria for Equity Multiplier funding, and the associated Equity Multiplier focus goal (Goal 6) has been discontinued.

Our new superintendent, Monica Anzo, will work closely with our Alisal Board members to uplift the Board Mission Statement: We are committed to the success of each student and to the involvement and improvement of our community, holding high expectations and striving for excellence.

Governed by an elected five-member Board of Trustees, the district continually works on improving school facilities and infrastructure while collaborating with local organizations to enhance educational opportunities.

Leticia Garcia, President
Robert Ocampo, Vice-President
Beatriz Perez, Clerk
Jose Antonio Jimenez, Member
Guadalupe Gilpas-Barrera, Member

These board goals provide clear targets for all actions in our district:

Goal 1: Student Achievement. Each student will be provided with an array of rigorous academic

learning experiences, coupled with unique enrichment opportunities.
Goal 2: Parent and Community Involvement. The District will cultivate a caring and inclusive relationship with the community, engaging all families as active participants in student learning.
Goal 3: High Quality Personnel. The District will ensure that high quality staff is hired to provide a superior education for all students. Goal
Goal 4: Safe Schools. Alisal students will be provided with a clean, safe learning environment that nurtures each student's potential to succeed.
Goal 5: Budget Solvency. The District budget will be maintained in a solvent manner with a stable reserve, and whereby decisions support the best interests and needs of the students.
Goal 6: Communication. The District will establish transparent and respectful communication with its employees, parents, and community at large, and ensure that efficient systems and practices operate throughout the district.

Reflections: Annual Performance

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

Highlights of the Annual Performance:

Alisal USD identified high rates of chronic absenteeism among students in 2022. As a result, we participated in a two-year partnership with the Monterey County Office of Education to address these high absenteeism rates. Team members worked together to identify students early to create a more proactive system of support. In addition, home visits built more inclusive relationships with families. As a result of this focused effort, the chronic absenteeism rate dropped from 32.8% in 2022 to 22.4% in 2023. There will be a continued focus on reducing chronic absenteeism rates in 2025-2026.

A highlight on the 2024–2025 dashboard was the suspension rate was in green.

In English Language Arts (ELA), Mathematics and Chronic Absenteeism the district moved to yellow.

The English Learner Progress Indicator moved to red on the California dashboard due to 39.6% of students that maintained any ELPI and 15.7% of English Learners who decreased at least one ELPI Level.

The clusters of the lowest performance indicator data from the California Dashboard, organized by school groups, reveal specific challenges faced by various student demographics for 2023:

Districtwide:
ELA English Learner
ELA Homeless Youth
ELA Students with Disabilities

Alisal Community:

SUSP: All Students
SUSP: Hispanic
SUSP: Socioeconomically Disadvantaged

Creekside:
ELA: English Learner
SUSP: English Learner

Monte Bella Elementary
CHRO: Homeless Youth
ELA: Students with Disabilities

Frank Paul Elementary
CHRO: Students with Disabilities
ELA: English Learner
ELA: Students with Disabilities
MATH: Students with Disabilities

Jesse G. Sanchez Elementary
CHRO: Students with Disabilities
ELA: English Learner
ELA: Homeless Youth
MATH: English Learner

Bardin Elementary
ELA: All Students
ELA: English Learner
ELA: Hispanic
ELA: Homeless Youth
ELA: Socioeconomically Disadvantaged
MATH: All Students
MATH: English Learner
MATH: Hispanic
MATH: Homeless Youth
MATH: Socioeconomically Disadvantaged
MATH: Students with Disabilities
SUSP: All Students
SUSP: English Learner
SUSP: Hispanic
SUSP: Homeless Youth

SUSP: Multiple Races/Two or More
SUSP: Socioeconomically Disadvantaged

Cesar E. Chavez Elementary
ELA: All Students
ELA: English Learner
ELA: Hispanic
ELA: Homeless Youth
ELA: Socioeconomically Disadvantaged
SUSP: Students with Disabilities

Dr. Martin Luther King, Jr. Academy
ELA: All Students
ELA: English Learner
ELA: Hispanic
ELA: Homeless Youth
ELA: Socioeconomically Disadvantaged
ELPI: English Learner
Math: Homeless Youth

Fremont Elementary
ELA: All Students
ELA: English Learner
ELA: Hispanic
ELA: Students with Disabilities
ELA: Socioeconomically Disadvantaged
MATH: All Students
MATH: English Learner
MATH: Hispanic
MATH: Socioeconomically Disadvantaged
MATH: Students with Disabilities

John E. Steinbeck Elementary
ELA: English Learner
ELA: Students with Disabilities
MATH: English Learner

Oscar F. Loya Elementary
ELA: English Learner
ELA: Homeless Youth

From the 2024-2025 California Dashboard clusters of the lowest performance indicator data, organized by school groups, reveal specific challenges faced by various student demographics

Alisal Union School District will keep using successful strategies from the 2025–2026 LCAP in its second year, making sure these strategies match the 2024–25 plan under Goals 1–5 to tackle the specific needs found in the California School Dashboard data and local performance indicators. This review shows that there is still a strong need to improve students' academic success and well-being for all groups. The actions in Goals 1–5 include focused academic help like small group and one-on-one support, ongoing counseling services for social-emotional needs, and training for teachers on culturally responsive and standards-based teaching. This analysis highlights the ongoing urgency to improve academic outcomes and student well-being across all demographic groups. Actions within Goals 1–5 include targeted academic interventions such as small group and one-on-one support, continued counseling services to meet social-emotional needs, and professional development focused on culturally responsive and standards-aligned instruction.

The district will continue the partnership with WestEd's VITAL (Visibly Improving Teaching and Learning) initiative from four sites to eight schools identified for additional support. This collaboration focuses on strengthening instructional coherence, supporting effective grade-level planning, and improving outcomes in English Language Arts. Additional initiatives for 2025–26 include expanded access to visual and performing arts, student incentive programs, and increased instructional resources designed to foster engagement and academic growth.

Learning Recovery and Emergency Block Grant (LREBG)
Alisal Union School District has unexpended LREBG funds for the 2025-26 school year. LREBG-funded actions are integrated throughout the LCAP and can be found in the following goals and actions:

Goal 1: Actions 1.1 (Professional Learning Community Release Program), 1.6 (Educational Services Equity Department), 1.7 (Professional Development for Certificated Staff – Red Indicator), 1.18 (Student Tutoring), and 1.19 (Classroom Learning Environments)

Goal 3: Actions 3.7 (Social Workers), 3.20 (Easter Seals), 3.21 (Student Engagement/Attendance)

Goal 4: Action 4.4 (Building Capacity for Site and District Leaders)

The AUSD needs assessment substantiated findings from the 2024 Dashboard related to ELA, math, and English language development. A review of state and local data indicates a significant need to continue aligning the implementation of district systems that effectively reach the classroom.

Reflections: Technical Assistance

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

Alisal does not qualify for technical assistance.

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.

Alisal Union is not 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Local bargaining units of the LEA	Three in-person collaborative and focus groups were held from February through May 2025 at each site and district level to gather meaningful input on LCAP goals, actions, and resource allocations. These sessions created space for open dialogue, reflection, and consensus-building. To broaden engagement, surveys and feedback forms were also distributed districtwide, allowing a wider audience to contribute their perspectives. The district prioritized transparency and inclusivity by providing regular updates on the LCAP development process and encouraging continued stakeholder involvement. Draft versions of the LCAP were shared for public review and comment prior to finalization, ensuring the final plan reflected the voices and priorities of the community.
Principals, Administrators	The engagement process for principals and administrators in the development of the LCAP mirrored the inclusive approach used with teachers and bargaining units. Educational leaders were first informed of the LCAP timeline, objectives, and development process through structured communication and planning sessions. They then actively participated in monthly collaborative meetings, focus groups, and workshops to provide input on goals, actions, and resource allocation strategies. Principals also played a key role in the stakeholder feedback process by helping to disseminate district surveys during trimesters 2 and 3, ensuring a broad range of perspectives were gathered. Each site principal facilitated two LCAP community meetings with families to collect school-specific input, which was then shared districtwide. Throughout the process, transparency, inclusivity,

Educational Partner(s)	Process for Engagement
	and meaningful dialogue were emphasized. Final LCAP drafts were shared with administrators for review and comment, allowing for one last opportunity to ensure their insights were reflected in the plan prior to submission. This process ensured that the LCAP was informed by the collective expertise and priorities of school leaders across the district.
Other school personnel	Other school personnel—including counselors, support staff, and specialists—were actively engaged in the LCAP development process through targeted communication and structured opportunities for input. Their perspectives were gathered via surveys, site-based discussions, and collaborative sessions to ensure alignment with district goals and the diverse needs of students. Several meetings were held to present the updated LCAP plan and collect feedback, allowing classified and certificated staff outside of the classroom to contribute their expertise. This inclusive engagement supported a more comprehensive and well-rounded plan reflective of the broader school community.
Parents	Parents played an essential role in the development of the LCAP through intentional outreach, communication, and engagement opportunities. Families were invited to participate in meetings, focus groups, and surveys designed to gather input on district priorities, goals, and resource allocation. A special parent meeting was held to present the updated LCAP and collect feedback on proposed actions and services. These efforts ensured that parent voices—across all school sites and subgroups—were reflected in the final plan. By actively including parents in the planning process, the district strengthened trust, transparency, and shared responsibility for student success.
Parent Advisory Committee	The Parent Advisory Committee (PAC), including active participation from Migrant families, played a critical role in the LCAP development process by offering meaningful input and feedback. Through regular monthly meetings and additional sessions as needed, parents were kept informed of LCAP progress and engaged in reviewing goals, actions, and outcomes. This collaborative process ensured that the perspectives of families—especially those of Migrant students—were reflected in district planning. The engagement of the PAC strengthened the partnership between families and the district,

Educational Partner(s)	Process for Engagement
	fostering shared ownership of student success and contributing to a more inclusive and responsive LCAP that addresses the diverse needs of the community.
ELAC DELAC	The English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) played a vital role in the development of the LCAP, ensuring the voices of English learners and their families were meaningfully represented. Through regular meetings with district leadership, ELAC and DELAC members provided critical input on programs, services, and resource allocation to support English learners. Throughout the year, dedicated study sessions were held to unpack LCAP content, allowing for in-depth discussion, clarification, and feedback. DELAC and District Advisory Committee (DAC) representatives also participated in site-based LCAP Community Meetings #1 and #2, where they were able to support other families and answer questions, having been trained to understand key elements of the LCAP. This inclusive engagement process contributed to more responsive and equity-driven planning. Discussions included the closure of the Alisal Virtual Academy due to declining enrollment during the 2024–25 school year. As a result, the school no longer qualifies for Equity Multiplier funding in 2025–26, leading to the discontinuation of the associated Goal 6 focus area. This partnership continues to strengthen the district's commitment to supporting English learners through collaborative, transparent planning.
Special Education	Special Education stakeholders played an integral role in the LCAP development process to ensure that the specific needs of students with disabilities were thoughtfully and comprehensively addressed. The district collaborated with Special Education administrators, teachers, parents, and advocacy groups to gather meaningful input on goals, actions, and resource allocations aimed at supporting the academic achievement and social-emotional well-being of students receiving Special Education services. A dedicated Special Education LCAP advisory meeting was held to elevate the voices of families and community members and to inform the development of inclusive and responsive strategies. Incorporating this feedback ensured the LCAP reflects the diverse needs of all learners and reinforces the district's commitment to equity and access for students with disabilities.

Educational Partner(s)	Process for Engagement
Students	Students were engaged by a survey that was distributed in the 3rd–6th grades. The survey consisted of 45 questions with 1,771 responses from students across the district. By incorporating student input, the LCAP becomes more relevant, responsive, and reflective of the diverse needs and aspirations of the student body.
AUSD TIMELINE for stakeholder Engagement Development of LCAP	bit.ly/3Z89zRS

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

The adopted 2025–26 LCAP was shaped significantly by the feedback provided by educational partners, particularly in relation to Goals 1 through 5, which address academic achievement, supports for English learners, social-emotional learning (including behavioral and mental health), capacity building, and early learning. Teachers, administrators, parents, and community members contributed through surveys, focus groups, and collaborative sessions, identifying key areas for improvement such as the need for additional intervention supports, more targeted professional development, and expanded strategies to meet diverse student needs.

As a result of this engagement, all five goals were refined to include specific actions that directly respond to stakeholder priorities. These include implementing targeted interventions in ELA and Math (Goal 1, Actions 1, 2, 5, 7, 8, and 9), strengthening integrated and designated ELD instruction (Goal 2, Actions 1–3), expanding professional learning in student engagement and social-emotional learning (Actions 1.7, 3.3, and 4.2), and enhancing access to counseling and wellness services (Actions 3.4 and 3.13). Educational partner input played a vital role in shaping these goals and ensuring the plan remains focused on equity, academic growth, and student well-being.

To enhance actions in the LCAP, our LREBG funds were added to the plan. These allocations are as follows: Goal 1 - $1,603,642, Goal 3 - $1,118,700, Goal 4 - $776,300, with a total of $3,498,642.00.

For the 2025–26 school year, the Alisal Virtual Academy (AVA) was closed due to declining enrollment. As a result, the Equity Multiplier designation associated with AVA is no longer in effect, and Goal 6 has been discontinued. The revised LCAP now reflects a streamlined focus on Goals 1–5, with a continued emphasis on inclusive, high-impact strategies aligned with stakeholder feedback and district priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1- Alisal will implement a structured Professional Learning Community (PLC) model to provide all students a rigorous academic program. This program will be aligned to the state standards and best practices based on the Multi Tiered System of Support (MTSS) with a focus on Tier 1 an academic instruction to eliminate inequities that limit student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District developed Goal #1 with the purpose of restructuring protocols related to cycles of continuous improvement. The actions here consider the core academic needs of all students based on instructional improvements (teacher level) as well as frequent monitoring of progress (student level). Metrics reviewed in this goal relate to the main academic core areas: ELA/SLA, and MATH. In addition, the District's initiatives around Response to Intervention (RTI) and strengthening of our PLC work, will drive the professional development actions included here.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP: Distance from Standard on SBAC in English Language Learner (ELA)	The State CAASPP assessments (ELA DFS) for 2022–23 are -60.4 based on data from Dashboard Datafiles	The State CAASPP assessments (ELA DFS) for 2023–24 Districtwide English Language		(ELA DFS) -20.4 based on data from Dashboard Datafiles	Dsitrictwide English Language Arts CAASPP scores: English Learner +10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Arts CAASPP scores English Learner -81.2 English Language Arts CAASPP scores Foster English Language Arts CAASPP scores Socioeconomically Disadvantaged -63.2 Homeless Youth -77.3 Students with Disabilities -124.3 Bardin Elementary: All Students -90.2 English Learner -104.3 Hispanic -93.4 Homeless Youth -101.6 Socioeconomically Disadvantaged -92.6 Cesar E. Chavez Elementary: All Students -74.8 English Learner -90.4 Hispanic -76.1 Homeless Youth -86.5 Socioeconomically Disadvantaged -76 Creekside Elementary: English Learner -72.3 Dr. Martin Luther King, Jr. Academy: All Students -85.6 English Learner -100.1	Arts CAASPP scores: English Learner -70.7 Socioeconomically Disadvantaged -58 Homeless Youth -74.9 Students with Disabilities -116.4 Bardin Elementary: All Students -68.7 English Learner -76.6 Hispanic -70.9 Homeless Youth -88 Socioeconomically Disadvantaged -71.4 Cesar E. Chavez Elementary: All Students -42.4 English Learner -50.9 Hispanic -43.5 Homeless Youth -64.1 Socioeconomically Disadvantaged -42.6 Creekside Elementary:			Socioeconomically Disadvantaged +4.8 Homeless Youth +2.4 Students with Disabilities +7.9 Bardin Elementary: All Students +21.5 English Learner +27.7 Hispanic +22.5 Homeless Youth +13.6 Socioeconomically Disadvantaged +21.2 Cesar E. Chavez Elementary: All Students +32.4 English Learner +39.5 Hispanic +32.6 Homeless Youth +22.4 Socioeconomically Disadvantaged +33.4 Creekside Elementary: English Learner -3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic -86.1 Homeless Youth -113.4 Socioeconomically Disadvantaged -86 Frank Paul Elementary: English Learner -83.9 Students with Disabilities -134.4 Fremont Elementary: All Students -77.3 English Learner -97 Hispanic -78.4 Socioeconomically Disadvantaged -77.8 Students with Disabilities -128.7 Jesse G. Sanchez Elementary: English Learner -80.3 Homeless Youth -94.8 John E. Steinbeck Elementary: English Learner -94 Students with Disabilities -119 Monte Bella Elementary: Students with Disabilities -108.9 Oscar F. Loya Elementary:	English Learner -76.1 Dr. Martin Luther King, Jr. Academy: All Students -81 English Learner -86 Hispanic -80.9 Homeless Youth -100.3 Socioeconomically Disadvantaged -81.3 Frank Paul Elementary: English Learner -72.6 Students with Disabilities -114.6 Fremont Elementary: All Students -79.7 English Learner -88.2 Hispanic -80.9 Socioeconomically Disadvantaged -79.7 Students with Disabilities -99.3 Jesse G. Sanchez Elementary:			Dr. Martin Luther King, Jr. Academy: All Students +4.6 English Learner +14.1 Hispanic +5.2 Homeless Youth +13.1 Socioeconomically Disadvantaged +4.7 Frank Paul Elementary: English Learner +11.3 Students with Disabilities +19.8 Fremont Elementary: All Students -2.4 English Learner +8.8 Hispanic -2.5 Socioeconomically Disadvantaged -1.9 Students with Disabilities +29.4 Jesse G. Sanchez Elementary: English Learner -7 Homeless Youth +0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner -83.6 Homeless Youth -87.3	English Learner -87.3 Homeless Youth -94.4 John E. Steinbeck Elementary: English Learner -96.9 Students with Disabilities -124.9 Monte Bella Elementary: Students with Disabilities -96.4 Oscar F. Loya Elementary: English Learner -68.3 Homeless Youth -73.6			John E. Steinbeck Elementary: English Learner -2.9 Students with Disabilities -5.9 Monte Bella Elementary: Students with Disabilities +12.5 Oscar F. Loya Elementary: English Learner +15.3 Homeless Youth +13.7
1.2	CAASPP: Distance from Standard on SBAC in Math	The State CAASPP assessments (Math DFS) for 2022–23 are -79.9 based on data from Dashboard Datafiles Math CAASPP scores English Learner -92.3	The State CAASPP assessments (Math DFS) for 20232–24 Districtwide: English Learner -83.5		(Math DFS) for 2022–23 are -39.9 based on data from Dashboard Datafiles	Districtwide: English Learner +8.8 Socioeconomically Disadvantaged +5.5 Bardin Elementary: All Students +26.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math CAASPP scores Foster Math CAASPP scores Socioeconomically Disadvantaged -81.9 Bardin Elementary: All Students -115.5 English Learner -120.9 Hispanic -118.3 Homeless Youth -109.6 Socioeconomically Disadvantaged -117.5 Students with Disabilities -197.9 Dr. Martin Luther King, Jr. Academy: Homeless Youth -113 Frank Paul Elementary: Students with Disabilities -152.7 Fremont Elementary: All Students -98 English Learner -106.9 Hispanic -98.5 Socioeconomically Disadvantaged -98.4 Students with Disabilities -141.3 Jesse G. Sanchez Elementary: English Learner -97.3	Socioeconomically Disadvantaged -76.4 Bardin Elementary: All Students -88.9 English Learner -93.2 Hispanic -89.5 Homeless Youth -101.4 Socioeconomically Disadvantaged -90.3 Students with Disabilities -134.9 Dr. Martin Luther King, Jr. Academy: Homeless Youth -102.8 Frank Paul Elementary: Students with Disabilities -134.4 Fremont Elementary: All Students -90.4 English Learner -93.7 Hispanic -91.2 Socioeconomically Disadvantaged -90.6			English Learner +27.7 Hispanic +28.8 Homeless Youth +8.2 Socioeconomically Disadvantaged +27.2 Students with Disabilities +63.0 Dr. Martin Luther King, Jr. Academy: Homeless Youth +10.2 Frank Paul Elementary: Students with Disabilities +18.4 Fremont Elementary: All Students +7.6 English Learner +13.2 Hispanic +7.3 Socioeconomically Disadvantaged +7.8 Students with Disabilities +31 Jesse G. Sanchez Elementary: English Learner +0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		John E. Steinbeck Elementary: English Learner -123.8	Students with Disabilities -110.3 Jesse G. Sanchez Elementary: English Learner -96.8 John E. Steinbeck Elementary: English Learner -102.5			John E. Steinbeck Elementary: English Learner +21.3
1.3	CAASPP: Percentage of students scoring Distance from Standard on SBAC in CAST	The State Science (CAST) assessments (Percent Met or Exceeded) for 2022–23 are 14.2% based on data from CAST Research SWD: 5.37% EL: 2.7% SED: 13.0%	The State Science (CAST) assessments (Percent Met or Exceeded) for 2023–24 are 10.8% based on data from CAST Research SWD: 2.75% EL: 1.2% SED: 10.6%		20%	Districtwide: -3.4% SWD: -2.62% EL: -1.5% SED: -2.4%
1.4	Documentation of Coaches Impact Cycle	1 per year 2023-2024	The average number of impact cycles per coach was four		10 impact cycles in one year	+3
1.5	Local Assessment for ELA - English	2023-2024 Renaissance: DATA 25.9%	24-25 Switched to iReady 69% are one year or more below grade level		The number of students who are one or more grade levels below in reading 19%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Local Assessment for ELA - Spanish	2023-2024 Renaissance: DATA 60.7% (1,533 students)	Renaissance has been discontinued - iReady will replace in 25-26		TBD 25-26	N/A
1.7	Local Assessment for Math - All Students	2023-2024 Renaissance: DATA 57%	24-25 Switched to iReady 76% are one year or more below grade level		The number of students who are one or more grade levels below in Math 26%	N/A
1.9	Implementation of state board adopted academic content and performance standards for all students Source: Williams Review/Report	2023-2024 Compliant	24-25 Compliant		Compliant	Maintained
1.10	All students have access to standards-aligned instructional materials Source:	2023-2024 100%	24-25 100%		100%	Maintained

Goal Analysis [2024-25]

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.

Alisal Union made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 1.1: Professional Learning Community Release Program
During the 2024–25 school year, Alisal Union School District successfully implemented the Professional Learning Community (PLC) Release Program as planned. The program provided 36 certificated substitute teachers to release grade-level teams at all school sites, enabling structured collaboration focused on strengthening standards-based instruction, particularly around essential standards. A total of six PLC release rounds were completed, in addition to ongoing “Super Wednesdays,” which provided supplementary opportunities for vertical and cross-grade collaboration. Grade-level team meeting agendas and notes served as the primary success criteria to monitor implementation fidelity and instructional impact. This action directly supported efforts to improve performance on the California School Dashboard for schools in the red, orange, and yellow performance bands in English Language Arts and Mathematics, particularly for English learners, socioeconomically disadvantaged students, and foster youth.

Action 1.2: Site Discretionary Funds to Support Students
During the 2024–25 academic year, Alisal Union School District equitably allocated site discretionary funds to each of its thirteen schools based on the number of unduplicated students—those identified as English learners, low-income, or foster youth. The allocation rate of $125 per unduplicated pupil supported school-specific initiatives designed to increase and improve services for these student groups. Each site received funding amounts ranging from $5,600 at AVA to $128,280 at Monte Bella, reflecting their unique student demographics and needs. Administrators at each Alisal Union site ensured the success of actions outlined in their school site plan (SPSA) to support student groups that were identified as needing additional assistance.

Action 1.3: Educational Services Equity Department
During the 2024–25 school year, the Educational Services Equity staff successfully implemented efforts to increase and improve services for English learners, low-income students, and foster youth by collaborating with educational partners across all school sites. As planned, the department facilitated equity-focused programs that addressed site-specific needs, guided the development of actions designed to eliminate barriers to student success, and supported schools in aligning services with both state and federal requirements. Implementation closely mirrored the original action plan, with no substantive deviations. A significant success was the increased coherence between districtwide initiatives and site-based equity goals, fostered through regular planning sessions, data reviews, and technical assistance provided specifically by the EL specialist. Furthermore, monitoring of state and federal programs—including Title I, Title II, Title III, and other categorical funds—was conducted in alignment with compliance expectations, ensuring that services were both targeted and effective. A key challenge was the variation in site readiness and capacity to implement equity-based initiatives consistently. In response, differentiated support and coaching were provided to build site leadership capacity. Overall, this goal was carried out with fidelity and contributed to improved awareness and intentionality in addressing the needs of historically underserved student groups across the district.

Action 1.4: Independent Reading Support AR
The LEA successfully implemented Renaissance tools to motivate, monitor, and improve student reading fluency and comprehension. These tools included STAR Reading, Accelerated Reader (AR), and myON library.

Action 1.5: I-Ready; Assessment System
The LEA implemented the planned actions for this goal by rolling out i-Ready as a district-wide diagnostic tool, providing professional development for educators on data analysis, and establishing data-driven instructional practices. The implementation focused on supporting all K-6 students, with an emphasis on English Learners and students needing intervention, ensuring that teachers had access to real-time

data to tailor instruction and improve student outcomes. Overall, the implementation demonstrated a strong commitment to data-informed decision-making and instructional refinement despite initial challenges in staff training and ensuring consistent data use across all school sites.

Action 1.6: Leadership and Accountability
The LEA implemented the planned actions for this goal by guiding the strategic direction of school sites and administration to support English learners, low-income students, and foster youth. The implementation focused on professional development, instructional practices, assessments, data analysis, school improvement initiatives, and the supervision and professional growth of site leaders, ensuring that leadership capacity was strengthened to improve student outcomes. Overall, the implementation demonstrated a commitment to instructional leadership and data-driven decision-making despite being in the early stages of development and refinement.

Red Indicator - Action 1.7: Professional Development for Certificated Staff: A full scope of professional learning was implemented in the 24/25 school year. Professional learning included: New Teachers (5-day New Teacher Academy and monthly New Teacher Collaborative), Math (more details in 7453), Science of Reading, SDC Teachers (monthly) and Visual and Performing Arts (VAPA) have been completed. Teacher surveys were used to collect feedback.

Red Indicator - Action 1.8: Math Professional Development and Support: The District Math Teacher on Special Assignment (TOSA) provided grade-level professional development on analyzing math standards and the updated CA State Math Framework. These sessions integrated researched-based instructional practices to improve outcomes for all learners. The Math TOSA led site Math PD as requested. Seven schools utilized this support. Staff feedback forms were used to measure session success criteria.

Red Indicator - Action 1.9: Instructional Coaches: The LEA staffed all twelve schools with an Instructional Coach. Instructional Coaches facilitated Impact Coaching Cycles, and grade-level Professional Learning Teams (PLTs). They modeled lessons and helped support teaching and learning in the classroom to focus on the academic progress of English learner, low-income, and foster youth student groups to accelerate CAASPP ELA outcomes for these students. Instructional Coaches utilized a log to track coaching cycles. Coaches participated in monthly professional development to improve their coaching techniques and impact on classroom instruction.

Action 1.10: Curriculum and Instruction Support (C&I) : The C&I Secretary and Director continued as filled positions and salaries were encumbered. All district-adopted curriculum was purchased for the 24/25 school year. Full implementation of District-wide professional development plans were completed

Action 1.11: Additional support staff for all TK and kindergarten program: The Early Learning TOSA and the Literacy TOSA have provided on-going training for the early learning paras educators on literacy strategies and social emotional strategies, so that they can better support our young learners. Paraeducators have been hired for all TK and Kinder sections.

Action 1.12: Additional Learning Opportunities for Students - Field Trips: The LEA implemented the planned actions for this goal by providing field trip opportunities to all classroom teachers.

Action 1.13: Science Camp: All 12 brick-and-mortar schools completed a week of science camp.

Action 1.14: Bilingual Teacher Stipend: 110 bilingual classroom teachers received a yearly stipend of $5,500 in monthly installments for the school year.

Action 1.15: Lower Class Sizes in TK-3rd Grade: We have hired 25 additional teachers to implement lower class size averages.

Action 1.16: Database Coordinator for unduplicated pupils: The data coordinator was hired to support this action.

Action 1.17: Alisal Virtual Academy: The challenge that AVA Virtual Academy faced was enrollment. The numbers are currently at 28 students and the class sizes are extremely small. The site saw significant growth in attendance efforts. AVA increased the number of days students attend in person from one to two times a month. The second day focused on district assessments and celebrating improved attendance. For the focus on attendance each month, students earned a Positive Behavior Interventions and Supports (PBIS) Alebrije membership. The result of this action motivated students to get involved and develop a sense of responsibility for their attendance. The actions of increasing in-person attendance days and implementing PBIS Alebrije memberships address the identified need for improved student attendance by providing tangible incentives and creating an environment that encourages collaboration and responsibility among students. This positive reinforcement helps cultivate a habit of regular attendance, which is crucial for academic success and personal development. The action was monitored and its effectiveness was assessed by tracking monthly. The monthly themes for PBIS Alebrije membership were aligned with the Creekside PBIS membership, whose activities were created to be fun and engaging experiences, encouraging students to take ownership of their attendance. Tracking attendance rates and participation has provided valuable data on the effectiveness of this approach. The attendance for AVA has gone from 88% to 94%.

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.

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

Action 1.1: Budgeted $1,933,717.74; Actual $1,787,651.02
Professional Learning Community (PLC) Release Program was fully implemented across all sites, enabling structured grade-level collaboration that supported standards-based instruction for English learners, low-income students, and foster youth. Difference was due lower-than-anticipated substitute teacher costs.

Action 1.2: Budgeted $847,000; Actual $775,297.15
No material difference. Funds were used as intended to support unduplicated student groups and were monitored through site SPSAs.

Action 1.3: Budgeted $126,869.08; Actual $112,157.41.
No material difference. Funds were used as intended to support unduplicated student groups and were monitored through site SPSAs.

Action 1.4: Budgeted $164,000.00; Actual $164,000.00.

No material difference. This reflects a stable, contractual expense.

Action 1.5: Budgeted $363,805.67; Actual $363,806.00.
No material difference. This is also a fixed contractual expenditure.

Action 1.6: Budgeted $444,290.59; Actual $247,041.34
Funds supported the successful hiring, training, and deployment of ELPAC testers. However, due to the limited number of testers available, the full amount was not spent.

Red Indicator - Action 1.7: Budgeted $471,243; Actual $252,432.40.
Difference due to a $75,000 transfer to support school library needs. Implementation included districtwide PD for Math, New Teachers, and Science of Reading, including the Great Alisal Teaching Conference.

Red Indicator - Action 1.8: Budgeted $322,785.22; Actual $241,266.62
The difference reflects the expansion of math PD support and an additional $50,000 transfer to site libraries. Math TOSA led PD, provided planning support, and published a bi-weekly newsletter to enhance instructional alignment.

Red Indicator - Action 1.9: Budgeted $1,398,509.64; Actual $1,374,856.58.
No material difference. Fourteen instructional coaches, including two focused on SDC placements, were retained district-wide and supported the implementation of professional development (PD) and curriculum resources.

Action 1.10: Budgeted $298,220; Actual $365,045.41
No material difference. The Curriculum & Instruction Director ensured the timely delivery of curriculum materials and professional development to meet student needs.

Action 1.11: Budgeted $2,619,325.02; Actual $2,218,310.46
Difference was due lower-than-anticipated training costs.

Action 1.12: Budgeted $177,000; Actual $157,518.03
No material difference.

Action 1.13: Budgeted $600,000; Actual $379,917.68
The difference reflects lower enrollment for science camps.

Action 1.14: Budgeted $793,415; Actual $746,671.39
No material difference.

Action 1.15: Budgeted $2,748,081.06; Actual $3,083,502.07
No material difference.

Action 1.16: Budgeted $176,850.49; Actual $177,752.29
No material difference.

Action 1.17: Budgeted $556,073.98; Actual $506,394.09
No material difference.

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

Alisal Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:

Action 1.1 – Professional Learning Community Release Program
Effectiveness Rating: 3
Metrics: 1.1, 1.2
Analysis Statement:
This action was effective in advancing student academic outcomes by providing structured collaboration time for teachers. Six rounds of grade-level release supported planning around essential standards and reflection on student data. Districtwide ELA CAASPP scores showed gains among key student groups: English learners (+10.5), socioeconomically disadvantaged students (+4.8), homeless youth (+2.4), and students with disabilities (+7.9). In Math, English learners improved by +8.8 and socioeconomically disadvantaged students by +5.5. These improvements reflect the success of targeted collaboration and instructional refinement.

Action 1.2 – Site Discretionary Funds to Support Students
Effectiveness Rating: 3
Metrics: 1.1, 1.2
Analysis Statement:
Funds were effectively used to support site-specific needs as outlined in each SPSA. Site leadership ensured that services and strategies targeted English learners, low-income students, and foster youth. This alignment contributed to CAASPP gains in ELA (+10.5 for ELs) and Math (+8.8 for ELs), demonstrating that discretionary funds were used in ways that directly improved equity and student achievement.

Action 1.3 – Educational Services Equity Department
Effectiveness Rating: 3
Metric: 2.1
Analysis Statement:

The department facilitated equity-focused planning and program coordination across sites. Although districtwide ELPI declined by 10.2%, Dr. Martin Luther King Jr. Academy showed a +4.5% improvement in EL progress, suggesting localized effectiveness. Monitoring and guidance supported more strategic resource allocation and accountability for unduplicated student groups.

Action 1.4 – Independent Reading Support AR
Effectiveness Rating: 3
Metric: 1.1
Analysis Statement:
This action improved foundational reading skills through structured independent reading. CAASPP ELA scores demonstrated measurable gains for English learners (+10.5), socioeconomically disadvantaged students (+4.8), and students with disabilities (+7.9), indicating the positive impact of sustained literacy support.

Action 1.5 – iReady Assessment System
Effectiveness Rating: 3
Metrics: 1.1, 1.5, 1.7
Analysis Statement:
Teachers successfully implemented diagnostics, allowing for responsive instruction. Although iReady data showed that 69% of students in ELA and 76% in Math were below grade level, this clear identification enabled intentional grouping and targeted interventions. The system has laid a strong foundation for growth monitoring. The district used iReady to monitor student progress three times a year, ensuring mastery of grade-level standards for SBAC testing. The system has laid a strong foundation for growth monitoring.

Action 1.6 – Leadership and Accountability
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.5, 1.6, 1.7
Analysis Statement:
This action was somewhat effective due to a delayed start in implementation, as the Director began in November. Despite this, foundational work in curriculum alignment, assessment coordination, and leadership coaching was initiated. The degree of effectiveness is partially evidenced through gains in specific student outcomes tied to the identified metrics:

Metric 1.1 (CAASPP ELA): English Learners improved by +10.5 scale score points, and Students with Disabilities by +7.9, reflecting modest academic growth that aligns with the intended support focus of this action.
Metric 1.2 (CAASPP Math): English Learners (+8.8), Homeless Youth (+8.2), and Students with Disabilities (+63.0) showed gains, indicating that some early efforts in instructional leadership may be contributing to improved math outcomes, particularly among students with disabilities.
Metric 1.5–1.6 (Local ELA Assessments): Renaissance data indicated that only 25.9% of students were on grade level, with 69% one year or more below, highlighting a persistent challenge despite leadership inputs.
Metric 1.7 (Local Math Assessments): Similarly, 76% of students were one or more years below grade level in Math, indicating the need for stronger instructional alignment and deeper support across classrooms.

RED Indicator

Action 1.7 – Professional Development for Certificated Staff (Red Indicator)
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.5, 1.6, 1.7
Analysis Statement:
This action was somewhat effective. Professional development was aligned with district priorities, including the Science of Reading and math instructional strategies, supporting a systemwide focus on foundational literacy and numeracy. However, to minimize disruption to instructional time, most sessions were shifted to after-school hours. While this approach was more cost-effective, it reduced participation among staff unable to attend outside of contracted hours, potentially limiting the impact of PD on instructional consistency and student outcomes.

The metrics tied to this action highlight areas of growth while also identifying opportunities for continued improvement.
Metric 1.1 (CAASPP ELA) and 1.2 (CAASPP Math) showed improvement across key subgroups. Notably, Students with Disabilities gained +7.9 points in ELA and +63.0 points in Math; English Learners improved by +10.5 in ELA and +8.8 in Math—indicating some positive instructional shifts.
Metric 1.5 and 1.6 (Local ELA Assessments) revealed that only 25.9% of students were on grade level and 69% were one or more years below, suggesting limited overall impact on reading proficiency during the implementation year.
Metric 1.7 (Local Math Assessment) also showed that 76% of students were one or more years below grade level in Math, highlighting an urgent need for deeper implementation and follow-up on PD practices in mathematics.

RED Indicator
Action 1.8 – Math Professional Development and Support (Red Indicator)
Effectiveness Rating: 2
Metrics: 1.2, 1.7
Analysis Statement:
Despite the pivot to after-school sessions, the content was still disseminated to teachers. The Math TOSA's support in standards analysis and instructional planning played a role in the Math CAASPP gains: English learners (+8.8) and socioeconomically disadvantaged students (+5.5). However, broader participation and in-school access remain areas for growth.

RED Indicator
Action 1.9 – Instructional Coaches
Effectiveness Rating: 3
Metric: 1.1, 1.2, 1.4
Analysis Statement:
All schools were assigned instructional coaches, with 14 total, including SDC support. Ten impact cycles were completed, and coaches attended district PD. This sustained coaching model strengthened instructional consistency and supported the integration of new curricula and assessments. Impact Coaching Cycles will enhance the delivery of instruction, which will consequently lead to improved student outcomes on the CAASPP assessment. They are aimed at accelerating learning for socioeconomically disadvantaged students, English learners, and students with disabilities.

Action 1.10 – Curriculum and Instruction Support

Effectiveness Rating: 3
Metrics: 1.1, 1.2
Analysis Statement:
The C&I Director ensured delivery and use of district-adopted curriculum. PD focused on supporting diverse learners, including unduplicated groups. The implementation supported the academic gains seen in ELA and Math among ELs and SED students.

Action 1.11 – Additional Support Staff for TK and Kindergarten
Effectiveness Rating: 2
Metric: 1.5, 1.6, 1.7
Analysis Statement:
This action was somewhat effective. The district successfully staffed TK and Kindergarten classrooms with paraprofessionals, providing valuable support for young learners. However, to maximize their impact, both aides and teachers will benefit from additional training on collaboration and instructional strategies tailored to early learners.

Local assessment data show that 69% of students in ELA and 76% in Math are performing one or more years below grade level. These results highlight the need for continued training and implementation support to strengthen early intervention and improve foundational skills.

Action 1.12 – Additional Learning Opportunities for Students – Field Trips
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7
Analysis Statement:
Field trips offered hands-on learning experiences, contributing to engagement and enrichment. However, teacher participation was voluntary, and not all classes coordinated trips. Continued support and encouragement may increase access and consistency in implementation. The focus will be on accelerating learning for socioeconomically disadvantaged students, English learners, and students with disabilities.

Academic outcome data connected to this action show areas of promise and need:
CAASPP scores (Metrics 1.1 and 1.2) reflect growth among key student groups, including Students with Disabilities (+7.9 in ELA, +63.0 in Math), English Learners (+10.5 in ELA, +8.8 in Math), and Socioeconomically Disadvantaged students (up to +33.4 in ELA, +27.2 in Math). These gains show that enrichment activities can help support academic progress..
Metric 1.3 (CAST) outcomes remained low (EL: 1.2%, SED: 10.6%), indicating a continued need to connect experiential learning with science standards.
Metrics 1.5, 1.6, and 1.7 (Local Assessments) revealed that 69% of students were one or more years below grade level in ELA and 76% in Math, reinforcing the importance of aligning enrichment experiences with foundational academic support.
In 2025–26, the district plans to expand access to these opportunities and better connect them to instructional goals to enhance outcomes for target student groups.

Action 1.13 – Science Camp
Effectiveness Rating: 3
Metric: 1.3
Analysis Statement:

Science Camp was effective in supporting student learning beyond the classroom. Students gained academic knowledge as well as confidence, responsibility, and leadership skills, enhancing their overall engagement. In 2024, the California Dashboard has the California Science Test (CAST) for baseline data so there is no performance color until the current year in 25-26. This year, the district's score was 23.6 points below the standard, indicating that 1,011 fifth-grade students took the test.

Action 1.14 – Bilingual Teacher Stipend
Effectiveness Rating: 3
Metric: 2.1
Analysis Statement:
This action was effective in fully staffing all bilingual classrooms, which is essential for supporting English learner success. The stipend helped the district attract and keep qualified bilingual teachers, ensuring stability and continuity in EL programs despite a competitive hiring environment. While the overall district ELPI declined from 54.7% to 44.5%, Dr. Martin Luther King, Jr. Academy, where the action was directly applied, saw improvement from 40.8% to 45.3%, a +4.5 percentage point increase.

Action 1.15 – Lower Class Sizes in TK–3rd Grade
Effectiveness Rating: 3
Metric: 3.1
Analysis Statement:
All classrooms were fully staffed, and class sizes were reduced, which helped improve student engagement and allowed for more individual attention. This led to stronger attendance and academic progress, especially among our highest-need students. Chronic absenteeism dropped from 22.6% to 14.7% overall in 2023–24. English Learners decreased by 7%, socioeconomically disadvantaged students by 7.6%, students with disabilities by 11.4%, and homeless students by 5.6%.

Action 1.16 – Database Coordinator for Unduplicated Pupils
Effectiveness Rating: 3
Metric: 3.1
Analysis Statement:
This action was effective. The Database Coordinator provided essential cross-departmental data support that improved the district’s ability to monitor and respond to the needs of unduplicated student groups in real time. This enhanced responsiveness contributed to measurable improvements in chronic absenteeism (Metric 3.1), including a 7.9% overall reduction, with notable decreases among Students with Disabilities (-11.4%) and English Learners (-7%).
This initiative directly supports efforts to accelerate learning for socioeconomically disadvantaged students, English learners, and students with disabilities by ensuring data-informed, timely interventions.

Action(s): 1.17: Alisal Virtual Academy
Effectiveness of Action(s): 2
Metric(s): 1.5, 1.6
Analysis Statement:
This action was somewhat effective. The Alisal Virtual Academy provided academic and social-emotional support to enrolled students, including socioeconomically disadvantaged students, English learners, and students with disabilities. However, local assessment data show

continued academic challenges: 69% of students were one or more years below grade level in ELA (Metric 1.5) and 76% in Math (Metric 1.6). These results highlight the need for more targeted instructional supports to meet students' learning needs in a virtual environment.

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.

As a result of ongoing reflection and analysis of prior implementation, several adjustments have been made to Goal 1 to better align with current practices, tools, and identified student needs:

No changes were made to the overarching goal. Goal 1 continues to emphasize implementing a structured Professional Learning Community (PLC) model aligned with the Multi-Tiered System of Support (MTSS), particularly Tier 1 instruction, to eliminate inequities and provide a rigorous academic program for all students.

Goal 1 has been revised to now include State Priorities 5 (Pupil Engagement) and 6 (School Climate), in addition to its original academic focus. This change broadens the goal to emphasize overall student success and reflects the district's recognition of the critical role that engagement, attendance, and a positive school climate play in supporting academic growth and well-being.

No changes were made to the metric structure, though a refinement in the types of assessments used was implemented to provide more actionable and disaggregated data.

Metrics 1.6 and 1.7 have been updated to reflect the district's transition from Renaissance to iReady as the primary diagnostic and progress monitoring assessment. This ensures that the metrics are aligned with the tools currently used for measuring student academic growth and proficiency in ELA and math.

Metrics 1.11, 1.12, and 1.13 have been removed due to the discontinuation of the Developmental Reading Assessment (DRA). Since the district has adopted iReady as the comprehensive diagnostic tool, maintaining these DRA-based metrics was no longer applicable.

Metric 1.8 was removed as it was found to be redundant with the updated Metric 1.7. This consolidation helps streamline data tracking and reporting efforts while eliminating duplication.

Target Outcomes:
While the measurement tools (e.g., transition to iReady) have evolved, the target outcomes remain centered on improving student achievement and closing subgroup gaps, especially for English Learners, socioeconomically disadvantaged, and foster/homeless youth.

Actions 1.1, 1.6, 1.7, 1.18, 1.19 added more funding through the Learning Recovery Emergency Block Grant (LREBG) to support existing actions.

Action 1.17 Alisal Virtual Academy (AVA):
Change: Discontinued due to declining enrollment and program redundancy.

Action 1.18 Student Tutoring - Platform Paper: Newly added and funded through the Learning Recovery Emergency Block Grant (LREBG). This action focuses on embedded coaching and collaborative planning to accelerate ELA growth.

Action 1.19 Classroom Learning Environments - newly introduced and LREBG-funded, this action expands resources districtwide to support classroom 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
1.1	Professional Learning Community Release Program	The Professional Learning Community Release Program will provide 38 certificated substitute teachers to release grade-level teams at each site. Grade level teachers will collaborate and plan to strengthen the quality of standards-based (essential standards) instruction to meet the needs of English learners, low-income, and foster youth student groups. Grade-level team meeting notes and agenda actions will serve as the success criteria. Ultimately, the action will impact all the red, orange, and yellow indicators in ELA and Math at all the school sites that are in red on the California dashboard and the two schools that are in orange. Additionally, with the end-of-year LCAP survey questions. Learning Recovery Emergency Block Grant (LREBG) Action: Data from the 2024 CA School Dashboard highlights performance gaps in ELA and Math for English learners, low-income students, and foster youth. Several school sites show red and orange performance indicators in these areas. The district identified a critical need to improve the quality and consistency of instruction to accelerate learning recovery and promote equity. This action supports educator collaboration and instructional planning, which are allowable under the LREBG guidelines as they relate to professional development and strategies to close learning gaps among underserved student groups. Research on professional learning communities indicates that teacher collaboration leads to improved instructional practices and student outcomes. Studies have shown that when teachers have regular,	$2,226,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
		structured opportunities to analyze student data and co-plan instruction, it results in greater alignment to standards, differentiated supports, and increased academic achievement, especially for historically underserved populations. Metric being used to monitor the action: Metric 1.1 & 1.2 LREBG Funds supporting this action for 2025-26: $251,144		
1.2	Site Discretionary Funds to Support Students	Each school receives site discretionary funds based on their unduplicated student count to help support the site initiatives and needs to primarily support English learner, low-income, and foster youth student groups. There are thirteen school sites as follows: Alisal (97,172), Bardin (95,332), Chavez (105,534), Creekside (73,088), Frank Paul (100,350), Fremont (121,089), Loya (99,179), Monte Bella (128,280), Martin Luther King (97,172), Steinbeck (70,412), Sanchez (115,068), Virginia Rocca Barton (85,130), AVA (5,600). The equitable site allocations were based on the number of unduplicated students times $125.00 per pupil. Site funding is specific to increase or improve services for English learner, low-income, and foster youth student groups. The description of how these funds will increase services are located in the School Plans for Student Achievement. The link to school site SPSAs is here: bit.ly/4e6APWW. The links also describe the identified need, the action designed around the identified need, how the action will be measured for effectiveness, as well as the funding attached to the actions. Accountability for these funds and actions is documented in both the SPSA as well as LCAP.	$813,615.00	Yes
1.3	Educational Services Equity Department	Educational services Equity staff will support increased and improved services by collaborating with all educational partners and facilitating programs across all schools recognizing the unique needs of English learner, low income, and foster youth student groups and planning actions to ensure equity. Additionally, state and federal programs will be monitored by this department to follow the state and local requirements.	$136,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Independent Reading Support AR	The district will continue to use Renaissance for AR literacy independent support and Illuminate to gather data. Reading support will continue in 2024-27 through the use of digital resources and tools. The data will be used to disaggregate, and monitor academic progress for our English learner, low income, and foster youth student groups	$212,167.00	Yes
1.5	IReady; Assessment System (New Action)	District assessment system will continue supporting evidence-based decision making. Teachers will administer assessments to gauge progress in literacy, mathematics and ELD. Teachers will administer the Developmental Reading Assessment (DRA) and Wonders Phonics for grades K-2, IReady (K-6) in English or Spanish, based on language of instruction. Personnel will administer assessments, as well as, monitor and report academic progress for English learner, low income, and foster youth student groups.	$347,810.00	Yes
1.6	Leadership and Accountability	The Educational Services Leadership and Development Director will support the strategic direction for the elementary education program to best equitably serve English learners, low-income, and foster youth student groups by leading: curriculum, instruction, assessment, data analysis, and school improvement, supervision, and professional development for site leaders. Learning Recovery Emergency Block Grant (LREBG) Action: The needs assessment identified achievement gaps in ELA and Math for these student groups. This action directly supports school improvement efforts and builds leadership capacity to implement equitable instructional practices. It aligns with allowable uses of funds for professional development and instructional support. Studies have shown that strong instructional leadership and ongoing professional learning improve teaching quality and student achievement, especially among underserved student populations.	$794,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 1.1 & 1.2 LREBG Funds for 2025-26: $320,730		
1.7	Professional Development for Certificated Staff (Red Indicator)	Certificated staff will receive professional development to support English Language Arts, Spanish Language Arts, Science (STEM), and History in order to improve academic progress for all students, including English Learners, students with disabilities, socioeconomically disadvantaged, homeless, and Hispanic student groups, lowest performing and those in red as indicated on the California School Dashboard. Staff surveys and feedback forms will measure success criteria. Professional Development by the Professional Development Committee - New certificated staff will receive up to five days of professional development before the start of the school year at the New Teacher Academy. Professional development will include academics and social-emotional learning management. In addition, the Professional Development Committee will provide a one-day conference-style event. Sessions will be presented by teachers to teachers. Learning Recovery Emergency Block Grant (LREBG) Action: The needs assessment identified academic gaps for several student groups, including those in red on the CA School Dashboard. This action directly addresses the need to strengthen instruction and support for these students. It aligns with allowable uses of funds for professional development and instructional quality. Research shows that high-quality, targeted professional development improves teacher effectiveness and student achievement, especially when it includes both academic content and social-emotional learning strategies. Metric being used to monitor the action: Metric 1.1, 1.2 LREBG Funds supporting this action in 2025-26: $532,798 (Stem4Real and Teacher Clarity)	$874,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Math Professional Development and Support (Red Indicator)	The district Math TOSA will continue to provide professional development on math standards, the framework, and researched-based instructional practices to improve outcomes for English Learners, students with disabilities, socioeconomically disadvantaged, homeless, and Hispanic student groups. Additional professional development will be provided on the adopted curriculum, as well as benchmarks and formative assessments. Staff feedback forms will serve as the basis for measuring success criteria.	$222,840.00	Yes
1.9	Instructional Coaches (Red Indicator)	Each school will have an instructional coach to help build capacity for teachers. They will model lessons and help support teaching and learning in the classroom to focus on the academic progress of English learner, low-income, and foster youth student groups to accelerate CAASPP ELA outcomes for these students.	$1,499,877.00	Yes
1.10	Curriculum and Instruction Support	Ensure supplementary resources meet the needs of unduplicated students: Additional support will be provided by the curriculum and instruction department to ensure all core and supplementary resources, along with the professional development to meet the needs of English learners, low-income, and foster youth student groups. The district will provide a C&I Director to: * Provide PD for teachers to meet the diverse needs of students (English learners, low-income, and foster youth student groups) * Oversee curriculum and ensure supplementary resources are available for English learner, low-income, and foster youth student groups * Supervise the CI Support team member to organize and document progress	$362,982.00	Yes
1.11	Additional support staff for all TK and kindergarten program	The district will hire Early Learning Program Para-educators to support all full-day TK and kindergarten classes. The Early Learning ProgramPara-educators will support in differentiation to accelerate mastery of essential foundational literacy skills to meet needs of English learner, low income, and foster youth student groups.	$3,066,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Additional Learning Opportunities for Students- Field Trips	To support equity, access, and a well-rounded education for English Learners, Foster Youth, and Low-Income students, the district will provide funds for educational field trips for 5th-grade students. These field trips will ensure that these student groups have enhanced learning opportunities outside the classroom, that will lead to increased academic outcomes.	$202,200.00	Yes
1.13	Science Camp	The district will provide the Science Camp learning experience for all 5th-grade students, ensuring that English learner, low income, and foster youth student groups participate. This action will provide English learners, low income, and foster youth student groups the opportunity to attend Science Camp in order to expand access and engagement in science learning. This will support students' understanding of science content knowledge as well as the nature of the discipline of science.	$566,570.00	Yes
1.14	Bilingual Teacher Stipend	The district will provide a stipend to all teachers in bilingual settings (One-Way Developmental, Dual Immersion, Newcomer, or Bilingual) for the additional planning, training, and differentiated instruction needed to support all students, including English learners, as they learn in two languages. This will enable teachers to engage in specialized training and tailored instruction, ensuring they are well-prepared to create inclusive, effective learning environments that promote language development and academic success.	$819,167.00	Yes
1.15	Lower Class Sizes in TK-3rd grade	The district will provide additional teachers to support lower class size averages in TK-3rd grades, to allow teachers to better meet the individual academic needs of English learner, low income, and foster youth student groups.	$3,189,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Database Coordinator for unduplicated pupils	The Coordinator will help to support services for our unduplicated pupils by ensuring they are identified and tracked accurately for services related to assessment scores, interventions received, reclassification, free and reduced lunch program. This position will monitor so that data is properly reported to the State through CALPADS. It will also ensure that the information for our homeless students, foster youth, and alternative income forms are reported and secure the necessary financial resources to cover the cost for all of the services our unduplicated pupils receive through Title I, Title II, Title III, Title IV, Supplemental and Concentration, additional Federal and State funding.	$188,053.00	Yes
1.17	Alisal Virtual Academy	Alisal Virtual Academy (AVA) will provide unique and differentiated virtual instruction using Science-First as a guiding ELD and scheduling practice and Kolb's (hands-on) Experiential Learning as a central pedagogical practice. Teaching Staff are certified in the Online and Blended Impact (Instructors Magnifying Potential and Cultivating Transformation) program through Foothill College & Krause Center for Innovation to maintain best practices in this virtual teaching modality. AVA will be provided as an alternative school of choice for any students whose families choose not to attend school in person. In order to ensure an exemplary virtual school, Alisal's thirteenth school will have a team of teachers and support staff under the direction of the Creekside Principal. *This action has been discontinued for the 25-26 academic school year.		
1.18	Student Tutoring	Learning Recovery Emergency Block Grant (LREBG) Action: To support student learning and academic recovery, this action funds an online student tutoring platform that provides 24/7 one-on-one academic support in all subjects. Using Paper's Tutoring and Essay Review services, students receive unlimited, real-time assistance from live educators through a text- and image-based interface in English and Spanish.	$393,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Studies have shown timely and responsive academic support boosts student achievement and engagement, particularly for students who may not have access to tutoring outside of school. Metric Being Used to Monitor the Action: 1.1 & 1.2 LREBG Funds Supporting This Action for 2025-26: $393,000		
1.19	Classroom Learning Environments	Learning Recovery Emergency Block Grant (LREBG) Action: This action provides a reimbursement stipend to support returning and new teachers in creating engaging and supportive classroom learning environments. Returning teachers receive a stipend of $300, while new teachers receive $500 to help establish their classrooms. Research highlights the importance of the classroom environment in promoting student engagement, academic achievement, and socio-emotional development. Studies show that well-organized, visually stimulating, and resource-rich classrooms contribute to improved student behavior, stronger teacher-student relationships, and increased motivation to learn. For new teachers, access to classroom setup support helps reduce stress and enhances teacher retention by promoting a sense of preparedness and professional value. Providing stipends not only equips educators with necessary materials but also signals institutional support, which is linked to higher job satisfaction and effectiveness. Metric Being Used to Monitor the Action: 3.1 LREBG Funds Supporting This Action for 2025-26: $105,970 Here are the allocations by school sites: Alisal Community $8,700, Bardin $8,500, Fremont $10,700, Sanchez $9,900, Frank Paul $9,500, VRB 7,000, Steinbeck $6,700, Loya $9,400, Chavez $8,100, Creekside $8,670, MLK 9,000, Monte Bella $9,800	$105,970.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Success of English Learner Students (student group focus) Alisal will provide intentional (tier) support (s) to English Learners to ensure they develop high levels of language in their program of instruction to succeed across all content areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District developed Goal #2 with the purpose of restructuring protocols related to planning for consistent (daily) implementation of Designated and Integrated ELD practices. The actions here consider the core academic needs of English Learners based on instructional improvements (teacher level) as well as frequent monitoring of progress (student level). Metrics reviewed in this goal include evidence from teachers and parents related to the consistent implementation of English language development (ELD), rate of understanding of the District's reclassification criteria, as well as reclassification rates. For further information about our English Leaner programs visit the Alisal website under Educational Services at alisal.org.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percent of ELs who progress in English proficiency (ELPAC) Source: Dashboard Datafiles	2022–23 is 54.7% (ELPI) Dr. Martin Luther King, Jr. Academy 40.8%	2023–24 is 44.5% (ELPI) Dr. Martin Luther King, Jr. Academy 45.3%		75.7%	-10.2% Dr. Martin Luther King, Jr. Academy +4.5%
2.2	EL reclassification rate	2020-21 is 4.5%	11.4% students tested reclassified		25.5%	+6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CAASPP: SBAC Distance from Standard in English Language Learner (ELA) for English Learners	EL: -81.2 Year: 2022-23	EL: -70.7 Year: 2023-24		-60.2 distance from standard	+10.5
2.4	CAASPP: SBAC Distance from Standard in Math for English Learners	EL: -92.3 Year: 2022-23	EL: -83.5 Year: 2023-24		-71.3 distance from standard	+8.7
2.5	Parent Survey: % of parents who know what child needs to accomplish in order to be reclassified	2023-2024 85.6%	2024-2025 83.9%		100%	-1.7
2.6	Degree to which students have standards-aligned instructional materials to include ELD standards per Williams review/report	2023-2024 100%	2024-2025 100%		100%	Maintained

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 2.1: Newcomer Program: This year marked the expansion of the Newcomer Program to include a 3rd/4th grade combination class, based on the rationale to accelerate support for earlier integration into mainstream settings. Two teachers were hired to implement this action. The program emphasized foundational academic skills, culturally responsive materials, and social-emotional learning (SEL). Successes: Integrated primary language instruction with English development; collaboration with community-based organizations for wraparound services. Substantive change: Grade-level configuration was adjusted to optimize transition timelines.

Red Indicator - Action 2.2: All six planned EL specialists were hired and deployed to support English Learners. Their duties included site-based coaching, PD delivery, and progress monitoring for reclassification. The district fully implemented the Level Up PD and model lesson cycles for integrating ELD. Success: Strong alignment with the California English Learner Roadmap. No deviations from the planned action.

Action 2.3: This action was implemented as designed. Sustained PD and aligned instructional materials were delivered districtwide. Site-based coaching and standards-aligned resources helped deepen teacher application of ELD strategies. Success: Observable improvements in instructional planning and delivery. No substantive differences from the original plan.

Successes: High levels of teacher participation in ELD-specific trainings, Positive feedback from staff on the usefulness of materials, and clarity of strategies. Observable improvements in language objectives embedded within core content instruction.

Action 2.4 - The district fully implemented Ellevation as a data platform for Multilingual Learners. Training sessions enabled educators to track language proficiency, reclassification criteria, and instructional needs. Success: Increased capacity for data-driven decision-making and instructional alignment. No challenges or implementation differences noted.

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.

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

Action 2.1 – Newcomer Program:
Budgeted: $321,154.91; Actual: $338,779.35
No material difference.

Red Indicator Action 2.2: Instructional EL Specialist to Support English Learners Limited action to ELs
Action 2.2 – Instructional EL Specialist to Support English Learners (Red Indicator):
Budgeted: $905,634.35; Actual: $836,745.60
Difference due to three EL Specialists moving into a classroom starting late April.

Action 2.3 – Language Development Support:
Budgeted: $49,606; Actual: $8,958.22
The difference reflects lower-than-anticipated costs for supplemental instructional resources and materials to support differentiated English language development.

Action 2.4 – Elevation:
Budgeted: $57,375.00; Actual: $57,375.00
No material difference.

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

Alisal Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action(s): 2.1, Newcomer Program
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: Analysis statement: The Newcomer Program has demonstrated clear effectiveness in supporting English Learner (EL) students. 2.1 shows a decrease of -10.2% in 2024. In reviewing the newcomer ELPI data, it was found that the majority of students showed growth within their ELPI level, as indicated by their scale score.

Action(s): 2.2, Instructional EL Specialist to Support English Learners
Effectiveness of Action(s): 3
Metric(s): 2.1, 2.2
Analysis Statement: Due to these results, a new method of tracking real-time progress has been established in 2024-25. For Metric 2.3, the percentage of English Learners reading at grade level has shown consistent improvement, with notable gains in primary grades where targeted support was most concentrated. The integration of designated ELD instruction, bilingual staff support, and culturally responsive materials contributed to increased engagement and reading proficiency among newcomer students. Educational partner feedback from families and teachers corroborates these results, highlighting improved student confidence and classroom participation. The data suggest the action is effectively narrowing early achievement gaps for this subgroup, supporting a rating of "3 – Effective."

Action(s): 2.3, Language Development Support
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: The Language Development Support action has contributed to improved literacy outcomes for English Learners, particularly in the early grades. Metric 2.1 indicates decreases in ELPAC. However, as reflected in Metric 2.2, there has been a steady increase in the percentage of EL students reading at grade level. Feedback from classroom teachers and EL coordinators confirms that students receiving this support show improved decoding skills, comprehension, and oral language proficiency. Given the consistent data gains and positive stakeholder feedback, this action is rated "3 – Effective."

Action(s): 2.4, Elevation
Effectiveness of Action(s): 3
Metric(s): 2.1

Analysis Statement: The implementation of Elevation has proven effective in supporting teachers with timely and targeted instructional decisions for English Learners. Metric 2.1 indicates decreases in ELPAC. Elevation's real-time data dashboards and integrated language support tools have enhanced teachers' ability to monitor progress, differentiate instruction, and align interventions to student needs. Site-level feedback highlights improved instructional planning and increased collaboration among EL teams. As a result, EL students are demonstrating measurable growth in reading and language acquisition, justifying a rating of "3 – Effective."

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.

Goal 2 continues to focus on ensuring the success of English Learner (EL) students by providing intentional tiered supports to help them develop high levels of language and succeed across all content areas.

Action 2.2:
Change: A new EL specialist will be added to the team in 2025–26 to improve site-level support. Assignments will be adjusted for better service equity.

Action 2.5 was added to extend and intensify the supports provided in Action 2.2, with a focused emphasis on meeting the unique needs of Long-Term English Learners (LTELs).

Rationale: These refinements stem from reflection on implementation and feedback indicating a need for expanded capacity and site-specific responsiveness.

All Other Actions (2.1, 2.3, 2.4):
No substantive changes were made to the descriptions, implementation, or scope. These include:
2.1: Newcomer Program (expanded in 2024–25 and maintained)
2.3: Language Development PD and resources
2.4: Use of Ellevation platform to monitor multilingual learner progress

All actions showed continued effectiveness and alignment with identified student needs.

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	Newcomer Program	The district will develop a comprehensive 3rd-6th grade Newcomer Program for recently arrived students in order to support academic and social emotional skills needed in the regular classroom	$341,254.00	Yes
2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	The district will hire 6 EL specialists to support both English learners across all schools. These specialists will provide training for teachers on both designated and integrated ELD aligned with the ELA/ELD Framework, monitor student progress toward English language proficiency and reclassification, offer parent education on English Learner programs and services, and coach site teams to implement research-based ELD practices that strengthen classroom instruction and student outcomes. This action directly supports students by enhancing the quality of language acquisition instruction and ensuring teachers receive targeted professional development. It also builds EL instructional capacity across the district through coaching, monitoring, and instructional guidance tailored to EL student needs.	$476,752.50	Yes
2.3	Language Development Support	The district will continue to strengthen language development pedagogy for staff by providing professional development, training, materials, and resources needed.	$44,130.00	Yes
2.4	Elevation	The district will use the platform Ellevation, which provides the tools needed to lead and monitor Multilingual learners. The platform provides data and instructional strategies, enabling teams to access and make data-driven decisions that foster student success.	$69,750.00	Yes
2.5	Long-Term English Language Learners	To extend Action 2.2 with a laser focus, this action emphasizes support for Long-Term English Learners (LTELs). The same six (6) EL specialists will provide specialized services including:	$476,752.50	Yes

Action #	Title	Description	Total Funds	Contributing
		*Targeted professional development for teachers focused on ELPI growth expectations and academic language development in reading and writing *Coaching cycles for teachers of LTELs emphasizing scaffolding, academic vocabulary, and structured language practice *Regular progress monitoring of LTEL language proficiency and academic performance, with data shared during site-level meetings and post-assessment cycles *Creation of individualized learning plans for each LTEL, using ELPI data to guide instructional adjustments and student supports *Delivery of small-group or extended learning opportunities to help LTELs practice academic speaking, reading, listening, and writing This action ensures that LTELs receive data-informed, personalized support that advances both language proficiency and access to grade-level academic content.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Social Emotional Learning, Behavioral Supports and Active Engagement. Alisal will cultivate an environment through a comprehensive system of support that promotes social-emotional, behavioral, and physical wellness that advances student learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District developed Goal #3 with the purpose of implementing actions in support of students and families at the behavioral and social-emotional levels. As the District returns to in-person instruction, procedures will be reviewed to acknowledge new adversity factors stemming from the COVID-19 pandemic. Emphasis will be placed in securing wrap-around resources/services for students, families and staff. The metrics below will measure the effectiveness of the actions to ensure successful wrap-around services for students, families and staff to support behavioral and social emotional health.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Source: California Dashboard	2022–23 is 22.6% EL: 20% SED: 22.1% SWD: 31.1% Homeless: 19.1% Homeless Youth at Monte Bella Elementary: 25.9 Students with Disabilities at Frank Paul Elementary: 33.3	2023–24 is 14.7% EL: 13% SED: 14.5% SWD: 19.7% Homeless: 13.5% Homeless Youth at Monte Bella Elementary: 17.2 Students with Disabilities at		0	2023–24 is -7.9% EL: -7% SED: -7.6% SWD: -11.4% Homeless: -5.6% Homeless Youth at Monte Bella Elementary: -8.7 Students with Disabilities at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities at Jesse G. Sanchez Elementary: 40.8	Frank Paul Elementary: 20.0 Students with Disabilities at Jesse G. Sanchez Elementary: 23.6			Frank Paul Elementary: -13.3 Students with Disabilities at Jesse G. Sanchez Elementary: -17.2
3.2	Average Daily Attendance Source: Power School	95.04% August 7, 2023 June 5, 2024 (6952 students)	2024-2025 94.72%		99%	-0.32
3.3	Suspension Rate Source: California Dashboard	2022–23 is 1.8% SED: 1.9% SWD: 2.3% EL: 1.5% Homeless: 1.4% Alisal Community: All Students 3.2 Hispanic 3.2 Socioeconomically Disadvantaged 3.2 Bardin Elementary: All Students 4.5 English Learner 4.3 Hispanic 4 Homeless Youth 7.1 Multiple Races/Two or More 11.9 Socioeconomically Disadvantaged 4.5 Cesar E. Chavez Elementary:	2023–24 is 1.5% SED: 1.5% SWD: 2.9% EL: 1.1% Homeless: 1.7% Alisal Community: All Students 1.4 Hispanic 1.4 Socioeconomically Disadvantaged 1.5 Bardin Elementary: All Students 2.2 English Learner 1.7 Hispanic 1.9 Homeless Youth 2.7 Multiple Races/Two or More 14.3 Socioeconomically Disadvantaged 2.3		0	-0.3% SED: -0.4% SWD: +0.6% EL: -0.4% Homeless: +0.3% Alisal Community: All Students -1.8 Hispanic -1.8 Socioeconomically Disadvantaged -1.7 Bardin Elementary: All Students -2.3 English Learner -2.6 Hispanic -2.1 Homeless Youth -4.4 Multiple Races/Two or More +2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 6.4 Creekside Elementary: English Learner 3.8	Cesar E. Chavez Elementary: Students with Disabilities 3.4 Creekside Elementary: English Learner 2.3			Socioeconomically Disadvantaged - 2.2 Cesar E. Chavez Elementary: Students with Disabilities -3.0 Creekside Elementary: English Learner - 1.5
3.4	Expulsion Rates Source: Data Quest	2022–23 is 0	2023–24 is 0		0	Maintained at 0
3.5	A trusted adult Do you feel safe coming to school? 23-24 My school is a safe and welcoming school? 24-25 local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	71.9% 2023-2024	91.2%		100%	+19.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	The students have access and are enrolled in programs and services developed and provided to students with disabilities	12 psychologists, one per site 2023-2024	12 psychologists, one per site, 2024-2025		12 psychologists, one per site	Maintained
3.7	All schools have functioning school site councils, who are the decision-making body and include parent representative of English Language learners and Students with disabilities	12 School Site Councils 2023-2024	12 School Site Councils 2024-2025		12 school site councils at each site	Maintained
3.8	The School facilities are in “Good Repair” per CDE’s Facility Inspection Tool (FIT)	2023-2024 How to report data # of findings 0 findings	2024-2025 # of findings 0 findings		0 findings	Maintained
3.9	Migrants meeting/exceeding % on ELA	16.1% ELA 17.7% Math	23-24 20.73% ELA 14.71% Math		37.1% ELA 38.7% Math	ELA +4.63% Math -2.99%

Goal Analysis [2024-25]

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.

Alisal Union made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

RED Indicator Action 3.1: School Psychologists: This action was fully implemented. Each site had a dedicated psychologist who supported IEPs, behavior plans, and mental health services. Psychologists collaborated with staff and families to address student needs and provided training on learning and behavior issues. One LCAP-funded behavior analyst supported up to seven sites, created Behavior Intervention Plans, supervised technicians, and led SCIA and district-wide consultations.

A significant focus is placed on supporting the most vulnerable student populations, including: English Learners, Low-Income students, Foster Youth

Action 3.2: This action was fully implemented. Harmony at Home provided socio-emotional support across all 13 sites. Counselor-led COST meetings and Tier II interventions were strengthened, despite staffing limitations due to intern roles.

Action 3.3: This action was fully implemented. All sites received PBIS funding and participated in restorative practice training, although funding was reduced from $5,000 to $3,000 due to underutilization.

RED Indicator Action 3.4: This action was fully implemented. Each school had a full-time counselor who led wellness teams and delivered Tier I and Tier II socio-emotional services, including suicide and threat risk screenings.

Action 3.5: Health Services for Students: This action was fully implemented. A district nurse, four vocational nurses, and an audiometrist provided services, including hearing screenings and health plan participation for IEP/504 students.

Action 3.6: Family Resource Centers: This action was fully implemented. Three centers provided wraparound services, including ESL classes, literacy programs, and basic needs support, for Homeless and Foster Youth families.

Action 3.7: Social Workers: This action was fully implemented. Four district social workers provided targeted supports, coordinated services for over 1,400 referrals, and led trauma-informed professional development.

Action 3.8: Pupil Personal Department Director/Secretary: This action was fully implemented. The director oversaw MTSS, managed coordination meetings, and ensured implementation of protocols supporting student wellness and district-wide goals.

Action 3.9: This action was fully implemented. Services included staffing, summer stipends, and material support at sites with high migrant enrollment. Additional funding needs were identified.

Action: 3.10 Robotics: This action was fully implemented. Saturday sessions introduced students to advanced STEAM concepts, including coding and 3D printing, culminating in a field trip to Hartnell College.

Action 3.11: Nasa Semma: This action was fully implemented. Eight-week STEAM instruction was provided to all sites, ending in family presentations and a field trip to Hartnell College.

Action: 3.12 Visual Arts and Performing Arts (VAPA): This action was fully implemented. VAPA sessions were provided on Saturdays and in after-school programs, including Mariachi, Folklorico, and Cheer, with regional performances and competitions.

Action: 3.13 Sports Program: This action was fully implemented. Students in grades 3–6 participated in seasonal sports including soccer, football, basketball, and volleyball throughout the academic year.

Action: 3.14 This action was fully implemented. Each school had an assigned assistant principal or temporary replacement, maintaining site-level MTSS leadership and support.

Action: 3.15 This action was not implemented. Planning and preparation progressed for the district's Performing Arts/Community Center to support student recognition and family engagement.

Action: 3.16 This action was implemented. Sites received discretionary funds to support social-emotional learning (SEL) and behavioral interventions, with usage tailored to site-specific student needs.

Action: 3.17 This action was not implemented. The position remained vacant, and hiring efforts are ongoing to fill the critical role.

Action: 3.18 This action was fully implemented. The FACE Director led engagement efforts, coordinated community fairs, and provided professional development aligned with family support strategies.

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.

RED Indicator Action 3.1 Special Education - School Psychologists: Budgeted $958,268.67; Actual $1,010,891.42. Minor difference due to staffing and benefit adjustments throughout the year.

Action 3.2 MTSS/SST: Budgeted $750,000; Actual $176,909.92. Difference due to some Harmony at Home counselors being interns with lower compensation costs.

Action 3.3 Budgeted $72,500.00; Actual $52,795.65. Difference due to underutilization of PBIS site-based allocations; some schools did not fully expend their $3,000 allocations.

RED Indicator Action 3.4: Budgeted $1,592,611.19; Actual $1,701,984.85. No material difference.

Action 3.5. Nurse Contracts: Budgeted $200,000; Actual $73,054.72. No material difference.

Action 3.6 Family Resource Centers AFRC: Budgeted $2,333,167.48; Actual $1,882,721.40. Difference due to some delayed or unbilled partner services and reduced material costs.

RED Indicator Action 3.7 Social Workers: Budgeted $729,983.08; Actual $765,459.30. Minor difference due to salary adjustments and lower-than-projected benefit costs.

Action 3.8 Budgeted $293,068.37; Actual $303,249.39. No material differences.

Action 3.9 Migrant Education Program: Budgeted $20,000.00; Actual $30,867.23. Actual exceeded budget due to increased demand for materials and services at high-need migrant sites.

Action 3.10 Robotics Program: Budgeted $290,270.86; Actual $196,497.91. Material difference due to higher-than-anticipated robotics equipment.

Action 3.11 NASA Semaa Program: Budgeted $175,000; Actual $283,786.96. No material difference.

Action 3.12 Visual Performing Arts Program (VAPA): Budgeted $200,000; Actual $173,436.57. No material difference.

Action 3.13 Sports Program: Budgeted $239,885.36; Actual $216,170.15. Difference due to fewer sports transportation and uniform replacement costs than projected.

Action 3.14 School Assistant Principals: Budgeted $1,895,353.83; Actual $2,102,681.64. The difference reflects a higher-than-expected salary cost.

Action 3.15 District Performing Arts/Community: Budgeted $872,880; Actual $0.00. No expenditures planned or made; project remains in planning stage.

Action 3.16 SPSA SEL: Budgeted $0.00; Actual $0.00. Site-based discretionary funds were not allocated during this period.

Action 3.17 District Translator: Budgeted $96,017.60; Actual $0. Position remained open all year.

Action 3.18 Family and Community Engagement: Budgeted $151,452.14; Actual $0.00. No expenditures were made as the action was implemented through reallocation of staff time and existing resources.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA’s goal:

Red Indicator
Action(s): 3.1 School Psychologists
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 3.6

Analysis Statement: This action was effective. Psychologists supported site-based mental health and behavior interventions. Academic progress under Metric 1.1 showed a +10.5 gain in ELA DFS for English Learners. Under Metric 1.2, a +13.2 gain in Math DFS at Fremont Elementary validates that psychological supports helped reduce barriers to learning.

Action(s): 3.2 Multi Tiered System of Supports
Effectiveness of Action(s): 2
Metric(s): 3.1
Analysis Statement: This action was somewhat effective. Chronic absenteeism decreased from 22.6% to 14.7% districtwide (a -7.9% change), supporting improved engagement. However, site-level service inconsistencies due to intern-only counselors limited impact.

Action(s): 3.3 Positive Behavioral Interventions and Supports (PBIS) Program
Effectiveness of Action(s): 2
Metric(s): 3.3
Analysis Statement: This action was somewhat effective. Suspension rates dropped from 1.8% to 1.5% districtwide, but increases in rates for Students with Disabilities (+0.6%) and Homeless (+0.3%) indicate varied outcomes across student groups.

Red Indicator
Action(s): 3.4 School Counselors
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was effective. Chronic absenteeism improved by over 7% for English Learners, SED, and SWD students. Counselors' SEL services and COST coordination directly supported these gains.

Action(s): 3.5 Health Services for Students (Nurse Contracts)
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was effective. Health screenings and 504/IEP supports helped mitigate absenteeism, aligning with the district's -11.4% reduction in chronic absenteeism for SWDs.

Action(s): 3.6 Family Resource Centers
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was effective. A decrease in chronic absenteeism for Homeless Youth (-5.6%) suggests that the centers' support with food, shelter, and referrals contributed to improved engagement.

Red Indicator
Action(s): 3.7 Social Workers
Effectiveness of Action(s): 3
Metric(s): 3.3

Analysis Statement: This action was effective. Suspension reductions for most student groups and over 1,400 COST referrals managed highlight the effectiveness of social workers' case management and Tier II/III services.

Action(s): 3.8 Pupil Personal Department Director/Secretary
Effectiveness of Action(s): 3
Metric(s): 3.3
Analysis Statement: This action was effective. Coordinated leadership led to improved MTSS alignment and supported reductions in suspension rates among students with special education needs (SWD) and English language learners (EL).

Action(s): 3.9 Migrant Education Program
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was effective. Migrant student achievement improved—ELA scores rose from 16.1% to 37.1% and Math from 17.7% to 38.7%, demonstrating the impact of targeted academic support.

Action(s): 3.10 Robotics
Effectiveness of Action(s): 3
Metric(s): 1.2
Analysis Statement: This action was effective. Math DFS improved significantly for SED students (+27.2), likely reflecting increased access to hands-on, STEM-focused learning experiences through robotics.

Action(s): 3.11 Nasa Semma
Effectiveness of Action(s): 3
Metric(s): 1.3
Analysis Statement: This action was somewhat effective. Although science CAST scores declined districtwide (-3.4%), the program promoted STEAM awareness. Continued refinement is needed to boost achievement outcomes.

Action(s): 3.12 Visual Arts and Performing Arts (VAPA)
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was effective. VAPA activities promoted engagement and contributed to decreased absenteeism and increased student participation in extracurricular learning.

Action(s): 3.13 Sports Program
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was effective. Athletic involvement helped foster connection and reduced absenteeism, aligning with districtwide engagement gains (chronic absenteeism fell by -7.9%).

Action(s): 3.14 Assistant Principals to Support MTSS Implementation
Effectiveness of Action(s): 3
Metric(s): 3.3
Analysis Statement: This action was effective. Assistant Principals helped implement MTSS and behavior protocols, supporting a reduction in suspensions among most subgroups, including a -2.3% drop at Bardin Elementary.

Action(s): 3.15 District Performing Arts/Community
Effectiveness of Action(s): N/A
Metric(s): 3.1
Analysis Statement: This action was somewhat effective. Planning continued, but the lack of active services limited its current contribution to engagement metrics like absenteeism or climate.

Action(s): 3.16 Site Discretionary Funds to Support Students in SEL/Behavior
Effectiveness of Action(s): 3
Analysis Statement: This action was rated effective. Site discretionary funds were used to support students' social-emotional and behavioral needs through site-specific strategies documented in each school's SPSA. The action is connected to Goal 3 and supported improvement in academic performance. Data from Metric 1.1 (ELA) and 1.2 (Math) show significant gains for key student groups, including Students with Disabilities (+7.9 ELA, +63.0 Math), English Learners (+10.5 ELA, +8.8 Math), and Socioeconomically Disadvantaged students (up to +33.4 ELA, +27.2 Math), highlighting that SEL and behavioral supports contributed to improved academic outcomes.

Action(s): 3.17 District Translator/Interpreter
Effectiveness of Action(s): 1
Metric(s): 2.1
Analysis Statement: This action was not effective. The position remained unfilled, limiting communication and access for families with limited English proficiency.

Action(s): 3.18 Family and Community Engagement
Effectiveness of Action(s): 3
Metric(s): 3.2
Analysis Statement: This action was effective. Average daily attendance increased to 94.72%, reflecting the success of engagement strategies and partnerships with families across all sites.

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.

For the 2025–26 school year, the Alisal Union School District reflected on the effectiveness of implementation, metric outcomes, and partner feedback to adjust Goal 3. The following changes were made in response to prior year practice:

RED Indicator Action 3.1 Special Education: A change to this action will be the addition of two SPED program managers ($716,212.00 carryover). The structure, which includes five LCAP-funded psychologists and one behavior analyst, remains unchanged because these professionals are effective in supporting high-need students. Reflections noted their success in proactive interventions and collaboration.

Action 3.2 MTSS/SST: No structural change, but the district will continue contracting with Harmony at Home while acknowledging ongoing concerns about limited service delivery from intern-level counselors. Targeted improvements will aim to address limitations in Tier II services such as grief and trauma support.

Action 3.3 PBIS 5000 Per School: While funding remained at $3,000 per site, the district will focus on increasing PBIS usage and visibility through expanded staff professional development and improved implementation accountability at sites that previously underutilized resources.

Action 3.9 Migrant Education Program: Funding will increase. Due to the rising participation of migrant students and the resulting need, additional funds will be allocated. This reflects higher-than-expected attendance in supplemental after-school and summer learning programs.

Actions 3.10 & 3.11 (Robotics and NASA SEMAA):
Both actions reduced the number of Saturday sessions—Robotics from 6 to 5 sessions, and NASA from 8 to 5 sessions—in response to declining attendance. The district plans to incorporate Attendance Recovery incentives to increase participation.

Action 3.12 Visual Performing Arts Program (VAPA) The popularity of the VAPA programs has increased during the school year. Therefore, we anticipate continuing the growth of these amazing opportunities.

Action 3.13 Sports Program: Due to high interest, the district will expand eligibility to 1st–2nd grade students and increase the number of teams per season. This change directly responds to community input and increased student engagement data.

Changes to Funding
Several actions (e.g., 3.4 School Counselors, 3.7 Social Workers, 3.14 Assistant Principals) saw increased funding allocations to reflect actual staffing costs and expanding service demands. For example, the Assistant Principals' budget grew from $1.8M to $ 2.8 M.

Actions 3.7, 3.20, 3.21 added more funding through the Learning Recovery Emergency Block Grant (LREBG).

In contrast, Action 3.11 (NASA SEMAA) had its funding reduced from $290K to $100K due to a program scale-back.

No Changes, Continued Implementation
Some actions showed consistent success and will continue unchanged, including:
3.4 School Counselors – Maintaining full-time counselors at all sites.

3.5 Health Services – Continued nursing services and audiometric screenings.

3.6 Family Resource Centers – No changes due to their substantial impact.

3.7 Social Workers – Maintain current staffing model but monitor caseload equity.

3.8 PPS Director, 3.15 Performing Arts/Community ($749,142.20 carryover), 3.18 FACE Director – Continued as planned with no structural shifts.

Changes to Metrics and Monitoring
While the goal statement and core metrics remained unchanged, improvements were made in how outcomes are tracked:
Attendance incentive plans were added under new Action 3.21 to combat chronic absenteeism (Metric 3.1).

Additional monitoring metrics were tied to LREBG-funded actions, including the disaggregation of suspension and absenteeism data by subgroup.

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	SPED Staff (Red Indicator)	The district will provide 5 psychologists, one behavioral analyst, and two program managers to support student assessments and services needed for the most at-risk students, that include English learners, low-income, and foster youth student groups. Additionally, this action includes two special education program managers.	$1,765,839.00	Yes
3.2	Multi Tiered System of Supports (MTSS)	MTSS (Multi-Tiered System of Support) offers personalized assistance and interventions to unduplicated students, ensuring that their unique academic and social-emotional needs are met at every level of support. This action includes provisions (materials/supplies, and non-personnel) for targeted and intensive mental health support.	$0.00	Yes
3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Ongoing professional development for teachers and site leaders in the area of positive behavior supports for students, planning and collaboration with the Monterey County Office of Education in interconnected systems frameworks, and provision of resources for schools. ($5,000 per school)	$58,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	School Counselors (Red Indicators)	The district will provide one counselor for each school to support the social-emotional learning program for all students. Professional development will be provided for both certificated and classified staff, along with parent education and training. Additionally, targeted and intensive mental health support will be offered to students at all sites. The goal is to enhance the overall well-being and mental health of the entire school community.	$1,758,868.00	Yes
3.5	Health Services for Students	The district will provide Health Aids, Licensed Vocational Nurses (LVNs), and Registered Nurses (RN) through contracted agencies, as needed to support the health needs of English learner, low-income, and foster youth student groups.	$167,000.00	Yes
3.6	Family Resource Centers	The three family resource centers (MLK FRC, FP FRC, AFRC) will provide comprehensive wrap-around services specifically to low-income, English learners, and foster students, their parents, and families to enhance their overall well-being and support their educational and social-emotional needs. • Parenting courses (Positive Discipline, Strengthening Families, Cara y Corazon, Abriendo Puertas) • Parent education (English classes, computer literacy classes, Plaza Comunitaria, GED preparation) • Wrap around support (housing referrals, unemployment, medical, disability, and legal resources) • McKinney Vento/ Foster support (uniforms, tutoring, transportation, school supplies) • Community Referrals (mobile health clinic, behavioral health support).	$1,825,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Social workers will be hired to support students social-emotional and behavioral needs. Social workers play a vital role in supporting the wellness of unduplicated students by providing counseling, resources, and a safe space to address their unique emotional and social needs, ultimately fostering their overall well-being and success. Learning Recovery Emergency Block Grant (LREBG) Action: Studies show that school-based social workers significantly contribute to improved attendance, reduced behavioral incidents, and increased academic success, particularly among high-need student populations. Their role is critical in addressing the non-academic barriers that often prevent unduplicated students from thriving in school. Metric being used to monitor the action: Metric 3.3 (Suspensions) LREBG Funds supporting this action in 2025–26: $878,700	$1,644,071.00	Yes
3.8	Pupil Personal Department Director/Secretary	The district will have a director who oversees and supports the multitiered support system for Alisal. A multi-tiered system of support encompasses academic, behavioral, and social-emotional learning for all students, specifically English learners, low-income students, and foster youth.	$296,982.00	Yes
3.9	Migrant Education Program English Learners-Migrant Students	The district will increase the number of personnel, materials, and supplies for Migrant Programs, to ensure all migrant students (low income, or English learner) have access to these learning opportunities beyond the regular school day students.	$20,000.00	Yes
3.10	Robotics	Through a partnership with the Hartnell College Foundation, the goal is to provide the STEAM-Robotics curriculum to all students. This initiative will build students' interest, skills, and knowledge necessary for pursuing STEAM careers. By engaging students in hands-on, project-based, and collaborative experiences in science, engineering, and math, we will create fun and exciting learning opportunities. Alisal strives to inspire students to consider careers in STEAM fields. This program will be available district-	$257,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
		wide, ensuring all students have access to cutting-edge technology and STEAM education and strengthening the STEAM pipeline for underrepresented youth throughout the school district.		
3.11	Nasa Semma	The district will provide an extended learning program (NASASEMMA) supporting unduplicated students through social emotion learning through STEM offered on Saturdays. STEM education empowers students by nurturing their critical thinking skills through hands-on problem-solving and real-world application of science, technology, engineering, and mathematics concepts.	$100,000.00	Yes
3.12	Visual Arts and Performing Arts (VAPA)	To increase engagement and attendance, the district will develop and implement VAPA program that seeks to foster a love for the arts, supports diverse interests, and promotes cultural literacy.	$171,000.00	Yes
3.13	Sports Program	Implement a district-wide sports program designed for unduplicated students aimed at enhancing student health through physical and emotional wellness initiatives.	$257,038.00	Yes
3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	To address the needs of the whole child, the district will hire 12 assistant principals at each site to support the implementation of the MTSS framework. They will oversee Tier 2 and Tier 3 services, including all tiers of PBIS, and lead additional projects to ensure comprehensive student support. This initiative specifically benefits all students, with a focus on low-income students, English learners, and foster youth, by providing targeted interventions and resources to address their unique challenges and promote their overall well-being and academic success	$2,842,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	District Performing Arts/Community	The district will design and build a Performing Arts/Community Center for the families of the Alisal School District to provide a space that encourages family engagement, celebration, and recognition, ultimately creating a sense of belonging for all students. This center will particularly support low-income and foster youth families by fostering an inclusive environment where they can connect, participate in community activities, and feel valued within the school community.	$749,142.20	Yes
3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	All funding was placed in Goal 1 Action 2. For details on allocations and funding, the School Plan for Student Achievement (SPSA) are outlined and details with actions and measurement of the action. Each school receives site discretionary funds based on their unduplicated student count to help support the site initiatives and needs to primarily support English learner, low-income, and foster youth student groups. There are thirteen school sites as follows: Alisal (97,172), Bardin (95,332), Chavez (105,534), Creekside (73,088), Frank Paul (100,350), Fremont (121,089), Loya (99,179), Monte Bella (128,280), Martin Luther King (97,172), Steinbeck (70,412), Sanchez (115,068), Virginia Rocca Barton (85,130), AVA (5,600). The equitable site allocations were based on the number of unduplicated students times $125.00 per pupil. Site funding is specific to increase or improve services for English learner, low-income, and foster youth student groups. The description of how these funds will increase services is located in the School Plans for Student Achievement. The link to school site SPSAs is here: bit.ly/4e6APWW. The links also describe the identified need, the action designed around the identified need, how the action will be measured for effectiveness, as well as the funding attached to the actions. Accountability for these funds and actions is documented in both the SPSA and the LCAP.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	District Translator/Interpreter (New Action)	To ensure all families in Alisal have access, the district will provide a translator/interpreter to assist families who speak languages other than English with the following services: Translate written documents, including a variety of District correspondence, parent/student handbooks, reports, parent letters, and other material. Provide interpretation and translation services at District and school site meetings, workshops, and trainings. Assist in the preparation, design, and distribution of a variety of print and/or electronic communication formats.	$100,695.00	Yes
3.18	Family and Community Engagement	To support EL, low income and foster youth, Alisal will provide a Family and Community Engagement Director to engage the community in school wide events, education classes, and provide access to supports and resources.	$0.00	Yes
3.19	Independent Study	Provide personnel and instructional materials to support the implementation and maintenance of the Independent Study program. Staff will be responsible for monitoring student progress, correcting assignments, and ensuring instructional alignment with grade-level standards.	$6,952.00	Yes
3.20	Easter Seals	Learning Recovery Emergency Block Grant (LREBG) Action: The District will contract with Easter Seals to provide professional consulting services to support student development, mental health, and inclusive educational practices districtwide. These services will include staff training, consultation on behavioral and social-emotional supports,	$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and strategies to increase inclusive access for students with disabilities and unduplicated pupil groups. Research shows that partnerships with professional organizations like Easter Seals can significantly improve outcomes for students with disabilities and other high-need populations by increasing staff capacity, promoting inclusive practices, and addressing student behavioral and emotional challenges proactively. Metric being used to monitor the action: Metric 3.1 (Chronic Absenteeism Rate) LREBG Funds supporting this action in 2025–26: $135,000		
3.21	Student Engagement/Attendance	Learning Recovery Emergency Block Grant (LREBG) Action: Each school site will receive a $20,000 allocation to implement a site-based attendance incentive plan targeted at reducing chronic absenteeism. These plans will be tailored to the unique needs of each school community and may include recognition events, student rewards, parent outreach, and peer mentorship efforts. The goal is to create a positive school culture that motivates students to attend regularly and engage in learning. Research shows that attendance incentive programs, when paired with data-driven interventions, can lead to measurable reductions in chronic absenteeism, particularly for low-income students, English learners, and foster youth. Incentive plans promote a sense of belonging and motivation, which are critical to reversing disengagement and boosting student success. Metric being used to monitor the action: Metric 1.3 (Chronic Absenteeism Rate) LREBG Funds supporting this action in 2025–26: $240,000	$240,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal 4: Building Capacity for the Recruitment and Retention of High-Quality Staff Alisal will build and sustain a culture of learning, refine systems that guarantee access to high quality-teaching and learning, and facilitate adult learning focused on continuous improvement towards educational equity and social justice.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District developed Goal #4 with the purpose of implementing actions in support of students, parents, staff and the community. As the District returns to in-person instruction, emphasis will be placed on re-engagement strategies and capacity building so that all educational partners become active participants in decision-making processes. The metrics below will help to gather qualitative data regarding connectedness, as well as qualitative measures through attendance and participation, and will monitor effectiveness of actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teaching Assignments are 'Clear' for credentialing and appropriately assigned	2021–22 is 86.2% 2022–23 is 83.9%	2023-2024 is 90.6%		100%	+6.7%
4.2	All students have access to and are enrolled in a broad course of study (Social Science, Health, VAPA, Science, PE, and World Language) including services provided to low-income, English learners and foster youth pupils	2023-2024 100%	2024-2025 100%		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Alisal Instructional Minutes					
4.3	The number of classroom teachers and the classroom teacher retention rate.	# of classroom teachers: 328 Teacher Resignations 23–24: Total: 26 teachers Retirees: 7 12 due to credential status 7 due to other reasons	2024-2025 # of classroom teachers: 325 Teacher Resignations 24–25: Total: 27 teachers Retirees: 6 2 due to credential status 25 due to other reasons		# of classroom teachers: 326 (5% of total teachers) Teacher Resignations: Total: 15 Teachers Retirees: 5 teachers total 0 due to credential status 10 due to other reasons	# of classroom teachers: -3 Teacher Resignations: Total: -1 Retirees: +1 teachers total +10 due to credential status -18 due to other reasons
4.4	Students survey about college visit Did this visit change my perspective on wanting to go to college?	2023-2024 0%	2024-2025 67.3% 222/330		90%	+67.3%

Goal Analysis [2024-25]

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.

Alisal Union made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 4.1 – Special Education:
This action was fully implemented. A TOSA supported new teachers through targeted professional development on IEP compliance, alternate curriculum strategies, and data-informed instruction. Special education-focused sessions were also held during districtwide GATC events. A key success was the strengthened capacity of teachers to meet legal and instructional expectations, promoting equitable access for students with disabilities. No major challenges were reported.

Action 4.2 – Additional Professional Development Days for Certificated Staff:
This action was fully implemented. All 352 certificated staff members benefited from five additional PD days. These sessions reinforced instructional quality and alignment with LCAP goals. The action was successful in reaching all planned participants.

Action 4.3 – Recruitment and Retention of Highly Qualified Staff:
This action was fully implemented. The district's competitive compensation plan successfully supported recruitment and retention. This helped maintain staffing consistency, especially critical for serving high-needs student populations.

Action 4.4 – Building Capacity for Site and District Leaders (Red Indicator):
This action was fully implemented. Four schools received intensive support through WestEd's VITAL network. This collaboration enhanced professional learning communities by introducing coaching and structured protocols. A success noted was the increased leadership capacity at high-priority sites.

Action 4.5 – Technology Support:
This action was fully implemented. Each of the 12 school sites had an assigned technology support staff member. This allowed for efficient resolution of technical issues and improved classroom operations.

Action 4.6 – College Readiness:
This action was partially implemented. Nine out of twelve schools completed college visits, giving students firsthand exposure to university campuses and college expectations. A challenge was that three schools did not complete paperwork in time and will reschedule their visits for Fall 2025. A success was the collaborative support from social workers, counselors, and community staff, ensuring a safe and meaningful experience for students.

Action 4.7 – New Teacher Support Services:
This action was fully implemented. The New Teacher TOSA organized three pre-service PD days and two additional trainings focused on classroom design and culture. Ongoing monthly sessions and peer mentor support further strengthened new teacher onboarding. A key success was the TOSA's classroom visits and modeled lessons, which were well received by novice teachers.

Action 4.8 – Tech TOSA:
This action was fully implemented. Two Ed Tech TOSAs provided direct training and support to teachers, boosting the integration of digital tools and instructional technology practices across classrooms.

Action 4.9 – Educational Technology Teachers:

This action was partially implemented due to a vacant Innovative Design and Learning Director position, which limited the strategic leadership originally planned for expanding districtwide Ed Tech programs. While core support continued through a shared secretary and school-based ETLs, some centralized training sessions and planned rollouts were delayed. Recruitment for the director position remains a priority in the coming year to restore full implementation capacity.

Action 4.10 – Educational Technology:
This action was fully implemented. Sixteen Ed Tech Liaisons (ETLs) were trained to provide after-school workshops and individualized teacher coaching. This peer-led model successfully built capacity for digital instruction districtwide.

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.

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

Action 4.1: Budgeted $115,649.33; Actual $106,333.27. No material difference.

Action 4.2: Budgeted $1,242,480.83; Actual $1,287,903.87. No material difference.

Action 4.3: Budgeted $1,474,773.28; Actual $1,526,290.47. No material difference.

Action 4.4: Budgeted $370,000.00; Actual $258,100.19. No material difference.

Action 4.5: Budgeted $1,344,165.22; Actual $2,097,652.68. Higher cost due to the higher cost of staffing and increased need district-wide.

Action 4.6: Budgeted $72,000.00; Actual $43,877.26. Difference due to 3 of 12 schools not completing field trip paperwork on time; trips will occur in Fall 2025.

Action 4.7: Budgeted $253,386.24; Actual $257,121.98. Difference due to $5,000 reallocated to school libraries; remaining difference attributed to cost adjustments.

Action 4.8: Budgeted $325,764.73; Actual $341,878.81. No material difference.

Action 4.9: Budgeted $149,549.91; Actual $52,633.41. Difference due to the Director of Innovation position remaining vacant; partial funds used for shared secretary.

Action 4.10: Budgeted $599,273.38; Actual $494,374.86. No material difference.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal:

Action(s): 4.1 Special Education
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: This action has been effective, contributing to a +19.8-point gain in Distance from Standard (DFS) on the CAASPP ELA for students with disabilities at Frank Paul Elementary, and +29.4 at Fremont Elementary. The TOSA supported new teachers in developing instructional strategies aligned with students' individualized needs, promoting equity and inclusion across the district.

Action(s): 4.2 Additional Professional Development Days for Certificated Staff
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: The five added PD days were effective in supporting ELA and Math instruction, reflected in districtwide DFS gains such as +27.7 in ELA for English Learners and +27.2 in Math for Socioeconomically Disadvantaged students. Teachers reported increased preparedness to deliver high-quality, standards-aligned lessons.

Action(s): 4.3 Recruitment and Retention of Highly Qualified Staff
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was effective, maintaining a stable teaching force that directly impacted learning outcomes. For example, CAASPP Math results improved for English Learners (+13.2 at Fremont and +21.3 at Steinbeck), suggesting consistency in staffing supports instructional coherence.

Red Indicator
Action(s): 4.4 Building Capacity for Site and District Leaders
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: Coaching through WestEd enhanced site-level PLCs and data-driven instruction. For instance, Dr. Martin Luther King Jr. Academy saw DFS gains of +14.1 in ELA for English Learners and +10.2 in Math for Homeless Youth, illustrating the action's contribution to subgroup performance.

Action(s): 4.5 Technology Support
Effectiveness of Action(s): 3

Metric(s): 1.1, 1.2
Analysis Statement: Site-based tech support facilitated the use of instructional technology, contributing to gains such as +8.8 in Math and +8.8 in ELA DFS for English Learners across the district, improving digital engagement and instructional delivery.

Action(s): 4.6 College Readiness
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: College campus visits helped expand college and career readiness awareness, particularly among 4th- and 6th-grade students. While not directly tied to CAASPP metrics, this exposure supports long-term student aspirations that underpin sustained academic motivation seen in improving ELA and Math outcomes.

Action(s): 4.7 New Teacher Support Services
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 4.3
Analysis Statement: Coaching and in-class modeling for new teachers contributed to growth on key metrics such as the +11.3 gain in ELA DFS for English Learners at Frank Paul and +7.8 in Math for Socioeconomically Disadvantaged students at Fremont, affirming the action's impact on early-career teacher effectiveness.

Action(s): 4.8 Tech TOSA
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: Tech TOSAs enhanced digital instruction through PD and classroom support, contributing to DFS gains such as +15.3 in ELA for English Learners at Oscar F. Loya and +7.6 in Math for all students at Fremont, demonstrating broader integration of instructional technology.

Action(s): 4.9 Educational Technology Teachers
Effectiveness of Action(s): 1
Metric(s): 1.1
Analysis Statement: This action was not effective due to the director vacancy. The lack of centralized leadership limited the strategic development of EdTech, despite DFS growth in some areas (e.g., +27.7 ELA gain for English Learners districtwide), which likely stemmed from other actions.

Action(s): 4.10 Educational Technology
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: This action was effective. Sixteen trained teacher leaders provided peer coaching and support, reinforcing classroom tech use. Gains such as +27.2 in Math DFS for Socioeconomically Disadvantaged students suggest that instructional tech contributed to student growth.

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.

Action 4.1 – Special Education Support (No Change, Clarified Description)
There are no changes to the planned implementation of this action; however, the description has been updated for clarity to better reflect its purpose and scope. One of the two special education Teachers on Special Assignment (TOSAs) is funded through LCAP to provide targeted support for enhancing instruction and inclusive practices for students with disabilities. This TOSA role focuses on delivering professional development, coaching general education teachers, and helping implement specialized instructional strategies across several school sites. Although the AVA site will close in the upcoming year, students previously served there will be redistributed to other schools and continue to receive appropriate support. The service will remain districtwide, with particular attention to new teachers' capacity to support unduplicated students, including English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students.

Action 4.2 – Professional Development DaysThis action will remain unchanged. It continues to provide staff with targeted professional learning to improve instructional practices.

Action 4.3 – Recruitment and Retention
No changes are planned. The district will continue implementing this action as initially designed.

Action 4.4 – Building Capacity for Site and District Leaders (Red Indicator Focus)
This action has been expanded to include up to four additional schools. The expansion is informed by the district's reflection on leadership impact in existing participating schools and is intended to deepen instructional leadership. This expansion will be funded through Supplemental, Concentration, and LREBG resources.

Actions 4.5 – 4.10 (Technology, College Readiness, New Teacher Support, and Educational Technology)
There are no planned changes to these actions. Each continues to align with district priorities and partner input. These actions provide essential infrastructure and capacity-building supports that benefit unduplicated students and the broader student population.

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	Special Education	This action provides targeted support to enhance the educational experience for students with special needs. This role allows for focused attention on the development and implementation of specialized instructional strategies, professional development for staff, and collaboration with general education teachers. By addressing the unique learning needs of these students, this action promotes equity and	$132,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
		inclusion, ensuring that all students receive the support necessary to succeed academically and socially. To maximize the impact of this action in increasing academic outcomes for EL, FY, and SED students, this action is being provided on an LEA-wide basis to ensure that all new teachers across the district are equipped with the skills and resources necessary to effectively support and enhance the learning of diverse student groups.		
4.2	Additional Professional Development Days for Certificated Staff	The district will provide five additional Professional Development days for Certificated Staff to build staff capacity to support students in academic and social emotional curricular areas, and best meet the needs and challenges of the unduplicated students (English learners, low-income, and foster youth) to accelerate math and ELA outcomes.	$1,371,513.00	Yes
4.3	Recruitment and Retention of Highly Qualified Staff	The district will provide an increase in compensation for certificated staff to recruit and retain high-quality educators. By offering a competitive salary, we aim to attract talented professionals and ensure consistency in our teaching workforce. This is particularly crucial for supporting our high population of English learners, low-income students, and foster youth.	$1,656,237.00	Yes
4.4	Building Capacity for Site and District Leaders (Red indicator)	The district will build capacity with site and district leaders (principals, assistant principals, directors, and program managers) to increase parent/community engagement and communication, best practices with instructional leadership and social-emotional learning in order to address the specific needs of the school community. (Professional Development) Learning Recovery Emergency Block Grant (LREBG) Action: Research show that building leadership capacity is a key lever for visibly improving teaching, learning, and student well-being. Leaders equipped with evidence-based practices are better positioned to foster inclusive school environments, implement MTSS frameworks, and elevate family partnerships, all of which contribute to improved outcomes for unduplicated students. Metric being used to monitor the action: Metric 1.1 & 1.2	$1,092,729.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action for 2025-26: $776,300		
4.5	Technology Support	To ensure seamless operations across sites, the objective is to maintain high-quality technical support and efficient assistance to staff, students, and families. For technicians, the focus is on achieving optimal uptime through swift ticket resolution, high first-call resolution rates, and maintaining high levels of customer satisfaction. Meanwhile, the secretary will streamline supports by minimizing document turnaround time, prompt email responses, and consistently meeting task completion targets. By achieving these goals, Alisal will enhances productivity, improve service quality, and fosters smooth operations across all sites for English learners, foster youth and low income students.	$1,465,020.00	Yes
4.6	College Readiness	The District will continue its partnership with local colleges and universities to introduce college and career opportunities to students in 4th-6th grade, focusing specifically on English learners, low-income students, and foster youth, to ultimately increase their college and career success.	$72,000.00	Yes
4.7	New Teacher Support Services	The district will provide new teachers with support services, including a teacher on special assignment and clerical support, to ensure they receive the professional development and guidance needed to ensure classroom success for themselves and their students, especially English learner, low income, and foster youth.	$267,170.00	Yes
4.8	Tech TOSA	Alisal will provide professional development for educational technology to enhance educator pedagogy and to impact and accelerate ELA/ELPI and Math Dashboard outcomes for our English learners, low income, and foster youth. This will be led and supported by the director and two teachers on special assignment (TOSA), who are responsible for training and professional development, educator and administrator outreach and support, direct support of the Educational Technology Liaison program, and providing teacher workshops that include district-adopted core digital	$338,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning platforms (for example: Google Workspace Education, Seesaw for Schools, Paper ESS, ViewSonic interactive classroom display and lesson software), as well as new and emerging technologies.		
4.9	Educational Technology Teachers	The two educational technology teachers on special assessment are responsible for training and professional development, staff outreach, and community outreach. As we move into the new normal of 21st century instruction, the demand for ongoing and constantly updated professional development has increased. This action will support teachers' skill development.	$158,909.00	Yes
4.10	Educational Technology	Alisal will provide professional training in educational technology to improve instructional strategies for educators and accelerate ELA/ELPI and Math Dashboard outcomes for our English learners, low-income, and foster youth. This will be led and supported by the director and two teachers on special assignment (TOSA), who are responsible for training and professional development, educator and administrator outreach and support, direct support of the Educational Technology Liaison program, providing teacher workshops that include district-adopted core digital learning platforms (for example: Google Workspace Education, Seesaw for Schools, Paper ESS, ViewSonic interactive classroom display and lesson software), as well as new and emerging technologies.	$388,215.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5: Best First Early Literacy Instruction All Alisal students will develop foundational literacy skills necessary to read at grade level by the end of third grade, aligned to the California Comprehensive State Literacy Plan.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Alisal developed Goal 5, focusing on providing the best early literacy instruction to address the critical need for ensuring that all Alisal students develop foundational literacy skills essential for reading at grade level by the end of third grade. Research consistently shows that early literacy proficiency is a strong predictor of academic success and future educational outcomes. By aligning this goal with the California Comprehensive State Literacy Plan, Alisal acknowledges the importance of evidence-based practices and strategies in promoting literacy achievement among students. This goal reflects Alisal's commitment to ensuring equitable access to high-quality literacy instruction for all students, thereby laying the foundation for their long-term academic success and advancement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	The State CAASPP assessments (ELA % met and exceeded) for 3rd grade	Year: 2022-2023 22.7% EL: 11.98% SWD: 12.96% SED: 21.77%	Year: 2023-2024 24.3% EL: 14.5% SWD: 8.6% SED: 23.57%		43.7%	+1.6% EL: +2.5% SWD: -4.36% SED: +1.8%
5.2	Desired Results Developmental Profile (DRDP)	Baseline in 25-26 Preschool and TK	Baseline in 25-26		85% students making progress	Implemented in 25-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students moving in continuum in Language and Literacy Development: Phonological Awareness			from their continuum	
5.3	Local Assessment for ELA English	Year: 2023-2024 Renaissance: DATA 21%	Kinder-2nd iReady Baseline Data K 47% 1st 30% 2nd 32%		42%	Baseline 24–25
5.4	Local Assessment for ELA Spanish	Year: 2023-2024 Renaissance: DATA 59%	Kinder-2nd iReady Baseline Data Spanish Launch in 25-26		80%	Implemented in 25-26

Goal Analysis [2024-25]

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.

Alisal Union made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 5.1: Alisal Union successfully added early learning staff to California State Preschool Programs to increase equitable access for unduplicated students. The action was implemented as planned. Success: Increased capacity allowed for more targeted, inclusive instruction for English Learners, foster youth, and low-income children. No deviations from the original plan.

Action 5.2: The Early Literacy Program was implemented across TK–2 classrooms. Through Raising a Reader, the district distributed home literacy materials and facilitated parent education. Success: Strengthened family engagement and literacy support at home, aligned with the needs of English learners, low-income, and foster youth students. No implementation challenges reported.

Action 5.3: This action was led by the Early Learning Director and TOSA, focusing on aligning instructional practices between PK and TK and extending support through early grade levels. Success: Strengthened foundational literacy and academic readiness across early learning settings. No substantive differences from planned implementation.

Red Indicator Action 5.4: Eleven full-time Reading Specialists were hired and deployed across school sites to provide small-group interventions. Successes included accelerated reading progress among targeted student groups and professional development provided to all specialists. Challenges: One specialist position remained unfilled. Adaptation: Reallocated $50,000 toward school library improvements, ensuring continued access to high-quality reading materials. Full staffing is anticipated for next year.

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

Action 5.1: Budgeted $541,721.34; Actual $246,745.95. Difference due to delays in hiring additional early learning staff for CSPP, resulting in salary savings.

Action 5.2: Budgeted $145,000.00; Actual $142,875.60. No material difference. Minor variance due to lower-than-anticipated professional development vendor costs.

Action 5.3: Budgeted $497,034.03; Actual $403,791.63. Difference due to lower costs for instructional materials and partial-year staffing for program support roles.

Red Indicator - Action 5.4: Budgeted $1,689,762.38; Actual $1,722,693.90. Difference due to one Reading Specialist position remaining unfilled; $50,000 reallocated to enhance school library literacy resources.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Five helped make progress towards the LEA’s goal:

Action(s): 5.1 Preschool Support Program
Effectiveness of Action(s): 3
Metric(s): 1.1 (3rd grade) and Preschool Assessments at the end of the year, 5.1 (CAASPP ELA for 3rd Grade)
Analysis Statement: This action was effective. The baseline for 3rd grade ELA in 2022–2023 was 22.7% met or exceeded standards, and improved to 24.3% in 2023–2024, reflecting a +1.6% gain. English Learners increased from 11.98% to 14.5% (+2.5%), and

socioeconomically disadvantaged students improved from 21.77% to 23.57% (+1.8%). The Preschool Support Program enabled 1:8 staffing ratios and more intentional early intervention, contributing to academic readiness in early grades.

Action(s): 5.2 Early Learning Professional Development
Effectiveness of Action(s): 3
Metric(s): 1.1 (3rd) and sign in and agendas, 5.2
Analysis Statement: This action was effective. The literacy coaches and TOSA-led training supported foundational literacy practices across multiple sites. The observed ELA improvement of +1.6% overall, including subgroup gains, indicates the impact of PD on instructional quality and consistency in TK–2 classrooms.

Action(s): 5.3 Early Learning Program Support Director/Teacher PLC Support
Effectiveness of Action(s): 3
Metric(s): 1.1 (3rd grade) and language arts assessments, 5.1
Analysis Statement: This action was effective in promoting instructional coherence across PK and TK. Training in SEL and literacy strategies was implemented consistently. Improvements in ELA outcomes, particularly among English Learners (+2.5%) and socioeconomically disadvantaged students (+1.8%), support the effectiveness of this action in preparing students to succeed by 3rd grade. These gains are reflected in Metric 5.1 (ELA met/exceeded in 3rd grade) and align with progress seen in Metric 1.1, which tracks ELA performance across grade levels through CAASPP Distance from Standard.

Red Indicator Action
Action(s): 5.4 Ed Services Reading Support
Effectiveness of Action(s): 3
Metric(s): 5.1, 5.3
Analysis Statement: This action was effective in 11 of 12 schools, with the final Reading Specialist to be hired in 2025–2026. ELA outcomes increased overall by +1.6%, with notable gains for English Learners (+2.5%) and socioeconomically disadvantaged students (+1.8%). While Students with Disabilities decreased from 12.96% to 8.6% (–4.36%), targeted reading intervention and expanded library resources lay the groundwork for continued subgroup improvement. Local assessments through iReady showed a positive increase.

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.

Action 5.1: Change: The district will add an additional Preschool Teacher and two Associates to strengthen instructional support. Additionally, a newly added Early Learning Secretary will provide logistical and coordination support to ensure staff access to high-quality professional development, developmentally appropriate assessments, early learning curriculum, and resources. Additionally, the district will hire an Early Learning Program Manager to provide leadership, alignment, and oversight across early childhood initiatives. To maintain clean, safe, and developmentally appropriate learning environments for our youngest learners, we will also assign a custodian position of 1.5 ($700,000.00 carryover)

Rationale: These enhancements reflect a deepened commitment to equitable access and continuity in early childhood education for English learners, low-income students, and foster youth. By expanding instructional, operational, and leadership capacity, the district ensures that its early learning programs are high-quality, inclusive, and sustainable.

Action 5.2: No changes

Action 5.3: Change: The Early Learning Director will now be joined by two Teachers on Special Assignment to lead the Universal PreKindergarten (UPK) Initiative. This expanded team will support both preschool and transitional kindergarten teachers, and extend services to 1st through 3rd grade classrooms to reinforce foundational literacy and social-emotional learning.
Rationale: This expansion was informed by a district-wide need for stronger vertical articulation and support across early grade levels.

Red Indicator Action 5.4: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Metric 5.2 was revised from a districtwide professional development survey to the Desired Results Developmental Profile (DRDP). This change was made to shift the focus from staff input to direct measurement of student developmental outcomes, allowing the district to gather more meaningful data on early learning progress and better inform instructional supports.

Metric 5.3 and 5.4 These metrics were changed from Renaissance to iReady to collect more accurate data on student progress via skill and growth reports.

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	Preschool Support Program	The district will provide additional Paraeducators II (four), ET (two) and Associates (two) to preschool programs to ensure equitable access for English learner, low income, and foster youth student groups. This will also support the salary for the program manager of Early Learning, plus a 1.5 custodian.	$954,257.00	Yes
5.2	Early Learning Professional Development	The Early Literacy Program will support balanced literacy and fundamental skills across all school sites TK-2nd grade. The district will provide books and supplies for balanced literacy, Raising a reader (parent education and	$118,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
		home literacy) in order to meet the needs of English learner, low income, and foster youth student groups		
5.3	Early Learning Program Support Director/Teacher PLC Support	The Early Learning Director and Teacher on Special Assignment will support the collaboration for TK teachers and provide support to other early grades related to foundational literacy and focus on academic progress for English learner, low income, and foster youth student groups	$563,881.00	Yes
5.4	Ed Services Reading Support	The district will provide twelve full-time Reading Specialists to support English learners, students with disabilities, socioeconomically disadvantaged students, homeless students, and Hispanic students at each school site. This specialized reading support will lead to accelerated outcomes for student groups who are not yet meeting or exceeding standards in English Language Arts.	$1,878,520.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$34,484,960	$4,605,264

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
44.574%	2.008%	$1,530,817.70	46.582%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning Community Release Program **Need:** On the 2023 California State dashboard in English Language Arts (ELA), four schools—Bardin, Chavez, Fremont, and MLK—are in	This action will address Tier I instruction for English learners, homeless, low-income, and foster students. Professional Learning Communities (PLCs) are groups of educators who come together to collaborate, learn, and improve their teaching practices in order to enhance student learning outcomes. The primary purpose of PLCs is to create a supportive environment where teachers can engage in ongoing, job-embedded professional development. In addition,	CAASPP: Distance from Standard on SBAC in English Language Learner (ELA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the red indicator for all students. There are nine schools, Bardin, Chavez, Creekside, Frank Paul, Fremont, Loya, MLK, Sanchez, and Steinbeck, in the red for English Learners (ELLs) as well as Districtwide. For our homeless indicator, Districtwide and these schools were in the red: Bardin, Chavez, Loya, MLK, and Sanchez. For the socio-economic disadvantage indicator, the schools that were in the red were Bardin, Chavez, Fremont, and MLK. The reds for the students with disabilities were Districtwide, Frank Paul, Fremont, and Monte Bella Steinbeck. Lastly, with the Hispanic Indicator, four schools were in the red indicator: Bardin Chavez, Fremont, and MLK. District wide for homeless, EL, and SWD. **Scope:** LEA-wide	we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring a supportive and enriching environment for the entire student body.	
1.2	**Action:** Site Discretionary Funds to Support Students **Need:** The 2023 CAASPP data shows achievement gaps in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard	The actions address the needs of English learners, low-income, and foster youth student groups by providing targeted support and resources through site discretionary funds. These funds are allocated based on the unduplicated student count, ensuring that schools with a higher number of these students receive more resources to meet their specific needs. The allocation formula is $125 per pupil, which ensures an equitable distribution of funds across the thirteen school sites. 1-Equitable Resource Distribution: By allocating funds based on the number of unduplicated students, the district ensures that resources are	CAASPP: Distance from Standard on SBAC in English Language Learner (ELA)

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
	Socioeconomically Disadvantaged: 63.2 points below standard **Scope:** LEA-wide	distributed equitably, addressing the varying levels of need across different schools. 2-Site-Specific Initiatives: Each school develops its own School Plan for Student Achievement (SPSA), which includes specific actions designed to address the identified needs of its student population. This allows for tailored approaches that are more effective in addressing local challenges. 3-Accountability and Effectiveness: The SPSA outlines how the funds will be used, the actions to be taken, and the measures of effectiveness. This transparency and accountability ensure that the funds are used efficiently and that the impact on student achievement can be monitored and evaluated. The allocation of site discretionary funds and the corresponding actions are designed to meet the specific needs of English learners, low-income students, and foster youth by providing equitable, targeted support across all school sites, with clear accountability measures in place.	
1.3	**Action:** Educational Services Equity Department **Need:** There is a need to provide equitable educational services by developing and implementing programs tailored to the unique needs of English learners, low-income, and foster youth student groups. The 2023 CA Dashboard ELPI scores indicate that 54.7% of English learners are making	The 2023 CA Dashboard shows that only 54.7% of English Learners made progress on the English Language Progress Indicator (ELPI). CAASPP 2023 data in ELA reveals that English Learners (-81.2 points), Homeless students (-77.3), Students with Disabilities (-124.3), and Socioeconomically Disadvantaged students (-63.2) significantly underperform compared to the standard. These data points highlight persistent equity gaps requiring coordinated districtwide intervention.	English Language Progress Indicator (ELPI) scores

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
	progress toward English language proficiency. Additionally, the 2023 CAASPP data in English Language Arts reveals significant achievement gaps: All students: 60.4 points below standard English Learners: 81.2 points below standard Homeless students: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard These disparities highlight the need for targeted support and intervention to close these achievement gaps and ensure that all students have the opportunity to succeed. **Scope:** LEA-wide	This action is principally directed toward improving outcomes for unduplicated student groups. The Educational Services Equity Department provides centralized oversight, monitoring, and support of bilingual education, federal programs, and targeted equity services. The department ensures that services are data-informed and tailored to the unique needs of English Learners, low-income students, and foster youth. It facilitates cross-site consistency in program quality and ensures compliance with state and federal mandates. Because unduplicated students are served at every school, the action is provided on an LEA-wide basis to maximize reach and coherence across the district.	
1.4	**Action:** Independent Reading Support AR **Need:** The 2023 CAASPP data shows achievement gaps in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard	To address the identified need for continued literacy support and data monitoring for English learners, low-income, and foster youth student groups, the district will continue to implement the following action and provide access district-wide to ensure comprehensive and equitable support. Renaissance for AR will provide independent reading support. This tool helps motivate students to read more and improve their reading skills by offering personalized reading practices and quizzes to monitor progress. Illuminate will be used to gather and analyze academic data. This platform allows for efficient data collection and	CAASPP: Distance from Standard on SBAC in English Language Learner (ELA)

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
	Socioeconomically Disadvantaged: 63.2 points below standard **Scope:** LEA-wide	provides insights into student performance across various metrics, enabling educators to make informed decisions. Providing these actions on an LEA-wide basis ensures that all students across the district, regardless of their school, have access to the same high-quality literacy support and data monitoring tools. This approach guarantees that resources are distributed equitably, addressing disparities in access to educational support.	
1.5	**Action:** IReady; Assessment System (New Action) **Need:** The identified need for this action is to monitor student learning district-wide. For accountability purposes, the district is switching to Iready as it is an adaptive assessment that adjust questions based on student responses and gauges students learning. Iready assesses students' reading skills to the standards by grade level and will build a common trimester test that can gather students growth or needs. This standardized assessments testing will provide feedback to sites and district on student performance across the district. **Scope:** LEA-wide	There is a districtwide need for a reliable, adaptive assessment system that can provide timely data to monitor academic progress and address learning gaps. CAASPP 2023 results show significant underperformance for unduplicated student groups—English Learners, low-income students, and foster youth—highlighting an urgent need for actionable data to inform instruction. This action is principally directed toward unduplicated pupils, as it equips educators with subgroup-specific academic data to guide targeted interventions in literacy and mathematics. The i-Ready platform delivers adaptive diagnostics and trimester benchmarks, with disaggregated data that help identify and respond to the needs of English Learners, low-income students, and foster youth. However, the district recognizes that the need for monitoring academic progress applies to all students to ensure equity and continuous improvement. Therefore, the action is implemented on an LEA-wide basis to maintain	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics. Once in place, IReady scores will also be reported and segregated.

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
		consistent assessment practices and equitable access to student performance data across all school sites.	
1.6	**Action:** Leadership and Accountability **Need:** Data shows achievement gaps in English Language Arts and Math. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	The Director of Leadership Development and Accountability, under the direction of the Associate Superintendent of Educational Services and in cooperation with other District administrators, is tasked with addressing several identified needs. This role is essential in providing leadership, vision, and strategic direction for various aspects of the elementary educational program, including curriculum, instruction, assessment, data analysis, school improvement, supervision, and professional development for site leaders. This action is to support elementary principals in meeting instructional goals to support English Language Learners, Foster Youth and Socio-economically disadvantaged. The Director will foster a collaborative culture of continuous improvement across all elementary schools within the LEA. This collaborative approach enables schools to leverage collective expertise, share resources, and collectively address challenges, ultimately leading to improved outcomes for all students within the district. Thus, providing this action LEA-wide will ensure that all schools have access to the support and resources needed to address identified needs and improve overall educational quality.	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics. Once in place, IReady scores will also be reported and segregated.
1.7	**Action:**	This action is principally directed toward improving outcomes for unduplicated student groups by	Distance from Standard on SBAC in English

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
	Professional Development for Certificated Staff (Red Indicator) **Need:** Due to the State dashboard data, there is a need for on-going professional development in CCSS and core content areas, specifically ELA/SLA, Science and Social Studies. While the learning gaps of all students will be addressed during PD sessions, particular focus will be provided for English Learners, Foster Youth, and Low Income students. Four schools, Bardin Elementary, Cesar E. Chavez Elementary, Dr. Martin Luther King, Jr. Academy, Fremont Elementary, will address the red indicator for all students in English Language Arts. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard	strengthening Tier 1 instruction. The district will provide professional development in English Language Arts, Science, Social Studies, and the California Common Core State Standards (CCSS), with a particular focus on evidence-based strategies that support English Learners, low-income students, and foster youth. Although all students benefit from improved instruction, the professional learning is designed in direct response to performance disparities for unduplicated pupils. Because the need for instructional improvement spans the entire district, the action is implemented on an LEA-wide basis to ensure all teachers receive equitable access to professional learning and support.	Language Learner (ELA) and Mathematics. Once in place, IReady scores will also be reported and segregated.

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		
1.8	**Action:** Math Professional Development and Support (Red Indicator) **Need:** Due to the State dashboard data, there is a need for on-going professional development in CCSS, specifically Math. To support Math development, a Teacher On Special Assignment (TOSA) develops and provides professional development. While the learning gaps of all students will be addressed during PD sessions, particular focus will be provided for English Learners, Foster Youth, and Low Income students including Bardin and Fremont Elementary which are in the red indicator for all students in Math. 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard Bardin Elementary All Students: 90.2 points below standard EL: 104.3 points below standard	This action is principally directed toward English Learners, low-income students, and foster youth. It provides districtwide support through a Teacher on Special Assignment (TOSA) who leads professional development aligned with the Math CCSS and state frameworks. The action addresses systemic Tier 1 instructional needs across the district and equips teachers to meet the specific learning gaps of unduplicated pupils identified in Dashboard and local data. Although all students benefit from improved instruction, this action is designed in response to disparities affecting targeted groups. It is implemented on an LEA-wide basis to ensure equitable professional development access and instructional consistency at all sites.	Distance from Standard on SBAC in Mathematics. Once in place, IReady scores will also be reported and segregated.

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
	Foster Youth: NA (data is suppressed because fewer than 11 students tested) Low-Income: 92.6 points below standard Hispanic Homeless Students with disabilities Fremont Elementary All Students: 77.3 points below standard EL: 97 points below standard Low-Income: 77.8 points below standard Foster Youth: NA (data is suppressed because fewer than 11 students tested) Hispanic and SWD MLK: Homeless Frank Paul: SWD Jesse Sanchez: EL Steinbeck: EL **Scope:** LEA-wide		
1.9	**Action:** Instructional Coaches (Red Indicator) **Need:** 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard	This action is principally directed toward improving outcomes for unduplicated pupils and students with disabilities. Instructional coaches are assigned to every site and include additional coaches dedicated to supporting Special Education teachers. Coaches will provide job-embedded support through modeling, co-teaching, and feedback to build teachers' instructional capacity in ELA, Math, and other core areas.	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics.

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 with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	Because the academic disparities and instructional development needs affect all campuses, the action is implemented on an LEA-wide basis to ensure consistent, equity-focused support that addresses the diverse learning needs of ELs, low-income students, foster youth, and SWD.	
1.10	**Action:** Curriculum and Instruction Support **Need:** There is a need to provide equitable educational services by developing and implementing programs tailored to the unique needs of English learners, low-income, and foster youth student groups. The 2023 CAASPP data in English Language Arts highlights this need, with all students scoring 60.4 points below standard, English Learners 81.2 points below standard, Homeless students 77.3 points below standard, Students with Disabilities 124.3 points below standard,	The Curriculum and Instruction Director plays a critical role in ensuring District adopted curriculum is ordered and dispersed. They also are responsible for developing a well-designed professional development plan for Alisal Union School District educators. To address the academic gaps in math and science as indicated on the CA dashboard, math and language arts is a focus, prioritizing English Language Learners to address the unique needs of this student population group. As the leader and developer of this team, the Curriculum and Instruction Director oversees professional development for all Alisal teachers, which ultimately benefits all students. This action will provide the necessary funding to ensure all aspects of the District's curriculum and instruction programs are monitored for all	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics.

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
	and Socioeconomically Disadvantaged students 63.2 points below standard. **Scope:** LEA-wide	students, including English Learners, Foster Youth and Low Income students. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring tailored support and resources to meet the diverse educational requirements of each student demographic.	
1.11	**Action:** Additional support staff for all TK and kindergarten program **Need:** DRA benchmark data shows a need for early intervention with our students: DRA ELA Data EL: Low-income: Foster Youth: DRA Math Data EL: Low-income: Foster Youth: **Scope:** Schoolwide	One para-educator for each Tk/K classroom. One para-educator for each Tk/K classroom addresses the critical need for personalized support and guidance in early childhood education, especially benefiting ELs, low-income, and foster youth students. By assigning a dedicated para-educator to every TK and Kinder classroom, we ensure that young learners receive individualized attention and assistance tailored to their developmental stages and learning styles. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring consistent and enhanced support for early childhood education.	DRA ELA Data EL Low-income Foster Youth DRA Math Data EL Low-income Foster Youth
1.12	**Action:** Additional Learning Opportunities for	This resource will provide funding for transportation or field trip expenses. Each teacher will receive $600. The opportunity is for all	Distance from Standard on SBAC in English Language Learner (ELA),

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- Field Trips **Need:** Certificated staff has expressed the need to integrate hands on experience for all students through field trips. The 2023 CAASPP data also shows achievement gaps in English Language Arts and Math. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	students. This action addresses the needs of low-income and foster youth students by removing financial barriers to educational experiences such as transportation and field trips. By providing $600 per teacher for these expenses, it ensures that all students, regardless of economic background, can participate fully in enriching educational activities outside the classroom. This opportunity not only enhances learning through hands-on experiences but also promotes equity by ensuring that financial constraints do not hinder educational opportunities for students from disadvantaged backgrounds. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring that every student, regardless of socioeconomic status, has equal access to enriching educational opportunities.	Mathematics and (CAST % met/exceeded). Once in place, IReady scores will also be reported and segregated.
1.13	**Action:** Science Camp	This action will provide the necessary funding to permit students to pay for registration, lodging, and	CAST state testing.

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	Need: Certificated staff has expressed the need to integrate hands on experience for 5th or 6th grade through Science Camp. Students will have the opportunity to stay at the science school for 4-5 days. **Scope:** LEA-wide	all its amenities at Science Camp. This action specifically addresses the needs of low-income students by ensuring they have equitable access to educational experiences, which might otherwise be financially out of reach. By removing financial barriers and providing all students the opportunity to engage in hands-on, experiential learning, we foster an inclusive and equitable educational environment that promotes academic success and personal growth for every student across our district. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring that every student has equal access to enriching educational experiences	
1.14	**Action:** Bilingual Teacher Stipend **Need:** Educational partners have emphasized the need to retain highly effective teachers who can support bilingual settings by planning core instruction in two languages. The 2023 CA Dashboard ELPI scores indicate that 54.7% of English learners are progressing toward English language proficiency, highlighting the importance of this support. **Scope:** LEA-wide	This action is in response to a parent's preference for the language of learning for their child(ren). This action addresses the needs of English learners by supporting teachers who plan core instruction in two languages. By providing a stipend, it incentivizes teachers to invest the necessary time and effort into creating comprehensive bilingual lesson plans that cater to the diverse linguistic needs of their students. This ensures that English learners receive a high-quality, accessible education in both their native language and English, promoting better understanding, language development, and academic success. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring that bilingual instruction is consistently supported and accessible across the district.	ELPI data

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1.15	**Action:** Lower Class Sizes in TK-3rd grade **Need:** The community and staff have asked for smaller class size. **Scope:** Schoolwide	Adding more teachers will help reduce average class sizes in TK–3rd grade. This action addresses the needs of English learners, low-income students, and foster youth by reducing class sizes, allowing for more individualized attention and targeted support. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring equitable access to smaller class sizes and enhancing educational outcomes across the district.	Chronic Absenteeism
1.16	**Action:** Database Coordinator for unduplicated pupils **Need:** There is a need to ensure the proper reporting of information for homeless students, foster youth, and those eligible for alternative income programs. 2023 Chronic Absenteeism Rates All Students: 22.6 chronically absent EL: 20% chronically absent Homeless: 19.1% chronically absent Low Income: 22.1% chronically absent Foster Youth: NA (data is suppressed because fewer than 11 students tested) **Scope:** LEA-wide	The identified need underscores the critical role of the Database Coordinator in supporting services for unduplicated pupils within the educational system. By meticulously ensuring the accurate identification and tracking of these students, the Databade Coordinator addresses various aspects crucial for their academic success and well-being. This includes overseeing processes related to assessment scores, interventions received, reclassification, and participation in programs like the free and reduced lunch program. Additionally, the Database Coordinator is tasked with monitoring data reporting to the State through CALPADS, ensuring that information regarding unduplicated pupils is accurately reported and complies with state regulations. The actions outlined for the Database Coordinator directly address the identified need by providing comprehensive support for unduplicated students, both district-wide and disaggregated by school site. By ensuring accurate identification and tracking of unduplicated students for various	Chronic Absenteeism

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		services, the Database Coordinator effectively addresses pulling the necessary data to provide information to target support tailored to the unique needs of these student groups. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring consistent and equitable data-driven decision-making that enhances educational outcomes for every student across the district.	
3.1	**Action:** SPED Staff (Red Indicator) **Need:** All students with disabilities in the Alisal Union School District are performing at the lowest performance indicator on the California dashboard. 2023 CA Dashboard ELA All students: 60.4 points below standard Students with Disabilities: 124.3 points below standard Math All students: 79.9 points below standard Students with Disabilities: 132.6 points below standard **Scope:**	School Psychologist and behavior analyst will provide inclusive and positive interactions, positive communicaiton and connections with parents to maintain a home-to-school connection. This connection will facilitate instruction and allow students to access classroom instruction and access to after school and Saturday school activities via the IEP process. The school psychologist and behavioral analyst will address critical needs by enhancing support for at-risk students, specifically English learners, low-income students, and foster youth. These professionals will conduct assessments and provide targeted services that cater to the unique challenges these student groups face, such as academic struggles, social-emotional issues, and behavioral concerns. Implementing these resources LEA-wide ensures that all schools within the district have access to the expertise and support necessary to address the diverse needs of at-risk students consistently and comprehensively.	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics.

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	LEA-wide		
3.2	**Action:** Multi Tiered System of Supports (MTSS) **Need:** There is a need to address chronic absenteeism rates within Alisal USD. 2023 Chronic Absenteeism Rates All Students: 22.6 chronically absent EL: 20% chronically absent Homeless: 19.1% chronically absent Low Income: 22.1% chronically absent Foster Youth: NA (data is suppressed because fewer than 11 students tested) **Scope:** LEA-wide	This action is principally directed toward unduplicated pupils who are disproportionately impacted by chronic absenteeism. Through the Coordination of Services Team model, MTSS brings together mental health specialists, family resource center (FRC) staff, administrators, and support providers to assess needs, develop individualized plans, and refer students to targeted services. These supports address root causes such as trauma, instability, and disengagement that often affect ELs, low-income students, and foster youth. Because absenteeism affects all school sites, implementation is LEA-wide to ensure every school can deliver consistent and equitable support systems for student well-being and academic access.	Chronic Absenteeism
3.3	**Action:** Positive Behavioral Interventions and Supports (PBIS) Program **Need:** The Alisal Union School District will offer continuous professional development for staff, support staff, and site administration in the areas of positive behavior interventions. Tier I	The Alisal Union School District will offer continuous professional development for staff, support staff, and site administration in the areas of positive behavior interventions, Tier I supports, which include restorative practices, such as class meetings, restorative circles, and circle keepers. School counselors, district social workers, parent education specialists, and PBIS site teams at all schools, specifically at Bardin, Alisal, and Creekside will monitor the school wide implementation of Tier I supports. In addition, we recognize that all students may benefit from these	Suspension Rate Source: California Dashboard

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	supports all schools, but primarily to Bardin, Alisal, and Creekside due to the high number of suspension data as identified in the California Dashboard. Districtwide suspension rates: All students: 1.8% suspended at least one day Bardin Elementary: All Students, English Learners, Hispanic, Homeless Youth, Multiple Races/Two or More, Socioeconomically Disadvantaged, All students: 4.5% suspended at least one day Alisal Elementary: All Students, Hispanic, Socioeconomically Disadvantaged All students: 3.2% suspended at least one day Creekside Elementary: English Learner Cesar Chavez: SWD All students: 3.9% suspended at least one day **Scope:** LEA-wide	services, so they are being implemented LEA-wide, ensuring consistent and effective implementation of positive behavior interventions and Tier I supports across all schools	
3.4	**Action:** School Counselors (Red Indicators)	This action is principally directed toward supporting unduplicated pupils by addressing the socio-emotional and mental health barriers that	Chronic Absenteeism

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	Need: In 2023-2024, COST referral data demonstrated a large need for Tier 1-3 support services needed school-wide to support students' socio-emotional learning and mental health needs, especially students identified as homeless and foster youth, and English Learners. COST Referral data indicated Bardin, Alisal Community, Jesse G. Sanchez, and John E. Steinbeck Schools as the schools with the most referrals in the areas of anxiety/depression, separation and divorce, and behavior needs. This addresses the red indicators for chronic absenteeism for homeless youth at Monte Bella and SWD at Frank Paul and Jesse Sanchez. **Scope:** LEA-wide	often drive chronic absenteeism and academic disengagement. Each school will have a dedicated school counselor providing individual and group counseling, referrals to external providers, and Tier 1 supports like SEL lessons and restorative practices. Counselors also provide parent education and professional development to staff, ensuring a supportive environment for high-need students. While unduplicated pupils experience the most acute needs, these services support all learners and are implemented LEA-wide to maintain equitable access across the district.	
3.5	**Action:** Health Services for Students **Need:** Alisal Union School District is required to provide annual hearing screenings for students in TK/kindergarten or first grade, second, and fifth grades, students entering the California Public School System, and students with Individual Education Plans (IEPs). According to Section 540 Plans, a health aide must support students' medical conditions, such as diabetes, toileting, and/or other needs	The Alisal Union School District will provide health aids, licensed vocational nurses (LVNs), Audiometrist, and registered nurses (RNs) through contracted agencies as needed to support individual student health needs. Alisal will provide health aides, licensed vocational nurses (LVNs), audiometrists, and registered nurses (RNs) through contracted agencies as needed to support individual student health needs. This initiative directly supports low-income students by ensuring they have access to essential healthcare services regardless of their financial circumstances. By providing these resources, the district will address	Chronic Absenteeism

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	as specified by the 504 plan. The district does not currently have trained staff members that can be dedicated to providing auditory screening or health aides (1:1) to support students' medical needs. **Scope:** LEA-wide	health disparities that may affect academic performance and overall well-being, thereby promoting equitable access to education and enhancing opportunities for success among all students, especially those from economically disadvantaged backgrounds. In addition, we recognize that all students, especially low-income students, may benefit from these services, so they are being implemented LEA-wide, ensuring access to essential health supports.	
3.6	**Action:** Family Resource Centers **Need:** The Alisal Union School District has over 1,750 students identified as Mckinney Vento. The California Dashboard identified 92.1% of Alisal Union School District students as socio-economically disadvantaged. These groups require support services from the family resource centers. Parent surveys identified a need for push-in site services. **Scope:** LEA-wide	The Alisal Union School District has three family resource centers (MLK FRC, Frank Paul FRC, and Alisal FRC) that provide comprehensive wrap-around services to students, parents, and families. The FRCs collaborate with all 12 school sites, school counselors, district social workers and the community school coordinator to push in services and plan school-wide activities that support the District's PBIS, Socio-emotional Health programs, school climate, family and student engagement. FRC Parent Education participates in Coordination of Services Team Meetings to support students' individual well being needs, and perform home visits as needed. The Alisal Union School District has three family resource centers (MLK FRC, Frank Paul FRC, and Alisal FRC) that provides comprehensive wrap-around services to students, parents, and families and addresses the needs of low-income students and families by providing essential support such as food assistance, clothing, and access to social services. They offer parenting education.	Chronic Absenteeism

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		In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, to promote a supportive environment where every student, regardless of background or economic status, can access essential services that enhance their academic success, well-being, and overall educational experience.	
3.7	**Action:** Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator) **Need:** An increase in suspension rates from 1.1% in 2022 to 1.8% in 2023, as demonstrated in the California Dashboard, has raised concern, especially at Bardin, Alisal Community, and Creekside Elementary, since they had the highest suspension rates district-wide. The number of COST referrals for 2023 and 2024 were the highest for Bardin and Alisal communities, raising the questions of what is the root cause for these behaviors, which lead to suspensions. Staff surveys identified a need for Tier 1 supports. **Scope:** LEA-wide	This action is principally directed toward unduplicated pupils who are overrepresented in suspensions and COST referrals. The addition of one full-time social worker specifically at Bardin—where ELs, low-income, and homeless students are most impacted—demonstrates a targeted design focused on high-need campuses. Districtwide, social workers are embedded in a multi-tiered support model: they lead Tier 3 group interventions (e.g., Joven Noble, Girasol), collaborate with COST teams to triage referrals, and coordinate with site staff and the Family Resource Center for home visits and wraparound supports. Their services are designed to promote behavioral equity, reduce suspensions, and enhance engagement for unduplicated pupils. While tailored toward targeted needs, implementation is LEA-wide to ensure that every site has access to consistent, culturally responsive, and trauma-informed support systems that promote student well-being and success.	Suspensions
3.8	**Action:** Pupil Personal Department Director/Secretary	This action is principally directed toward improving services for unduplicated pupils who face systemic barriers to engagement and well-being. The Director of Pupil Personnel Services ensures	Suspension Rate Source: California Dashboard

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	Need: The need to provide student support services for socio-emotional learning was determined through parent surveys. Staff surveys also identified the need for Positive behavior intervention support. Alisal Union School District is determined to provide every student with specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs – especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction. **Scope:** LEA-wide	alignment, oversight, and coherence across programs serving English Learners, socioeconomically disadvantaged students, foster youth, and homeless students. The director leads districtwide efforts to embed Tier 1–3 behavioral supports, coordinates MTSS implementation, oversees staff training in social-emotional learning (SEL), and ensures compliance with wellness and behavior-related initiatives. With the support of a department secretary, this leadership capacity ensures that school sites consistently identify and respond to the needs of vulnerable students. While unduplicated students benefit most from targeted improvements, implementation is LEA-wide to promote equitable access and system-wide fidelity across all schools.	
3.9	**Action:** Migrant Education Program English Learners- Migrant Students **Need:** The CAASPP Dashboard indicates that migrant students perform below the district average in all academic areas, with significant	This action is principally directed toward English Learners and low-income students who are identified as migrant. Through after-school and weekend programs, the district provides supplemental academic interventions and enrichment for migrant students to address instructional gaps. The program also includes family literacy workshops and culturally responsive parent education, supporting parents as partners in learning. By integrating family engagement and	CAASPP ELA Indicator for Migrant CAASPP English Language Proficiency CAASPP Math Language Proficiency

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	disparities between school sites. These funds support focusing on students and families from sites with higher needs. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	academic assistance, the action builds continuity in learning despite student transiency. While the services are tailored to the needs of migrant pupils, implementation is LEA-wide to ensure equity and continuity for eligible students regardless of their school of attendance.	
3.10	**Action:** Robotics **Need:** Data shows achievement gaps in Math. There is a need to engage students in authentic, hands-on, project-based, and collaborative experiences through a science, engineering, and math curriculum that is both fun and exciting.	The STEAM-Robotics curriculum partnership with Hartnell College Foundation addresses the need for enhanced STEAM education by engaging students in hands-on, project-based learning that fosters interest and skills in science, engineering, and math. Providing this program district-wide ensures all students have equitable access to advanced technology and STEAM knowledge, particularly benefiting underrepresented youth. This inclusivity supports diverse career pathways	CASSAP Mathematics

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
	Our 2023 CAASPP Math scores show: All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard Through a partnership with the Hartnell College Foundation, we aim to provide the STEAM-Robotics curriculum to all students. This will help build their interest, skills, and knowledge necessary to pursue STEAM careers in the future. **Scope:** LEA-wide	in STEAM fields, strengthening the district's overall educational and career readiness efforts. Implementing robotics programs LEA-wide addresses the needs of English learners, foster youth, and low-income students by providing equitable access to STEM education opportunities that foster critical skills and engagement. This approach ensures all students can benefit from hands-on learning experiences that prepare them for future academic and career success in a technology-driven world.	
3.11	**Action:** Nasa Semma **Need:** Through a partnership with the Hartnell College Foundation, we aim to provide the NASA curriculum to all students. This will help build their interest, skills, and knowledge necessary to pursue STEAM careers. We plan to engage students in authentic experiences based on the NASA curriculum that are fun and exciting. Our ultimate goal is to encourage students to consider a career in a related field. This program is available district-wide to ensure that all students have access to new	This action is principally directed toward unduplicated students by eliminating barriers to participation in high-quality STEAM enrichment experiences. Through a district partnership with the Hartnell College Foundation, the NASA SEMAA program provides hands-on, culturally relevant STEAM curriculum to inspire and equip students—especially those from underserved backgrounds—for future careers in science, technology, engineering, and math. The program is designed with equitable access in mind and intentionally provides opportunities beyond the regular school day. Implementation is LEA-wide to ensure that all schools and student	CAST 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
	technology, knowledge related to STEAM, and the opportunity to explore and discover new approaches in this field. We hope to strengthen the STEAM pipeline for underrepresented youth throughout the school district. **Scope:** LEA-wide	populations, particularly English Learners and low-income students, benefit from consistent, rigorous, and engaging STEAM instruction.	
3.12	**Action:** Visual Arts and Performing Arts (VAPA) **Need:** There is a need to address chronic absenteeism within the district. Insights from LCAP surveys and community meetings reveal that parents are interested in exposing their children to Visual and Performing Arts (VAPA) to foster a love for the arts, support diverse interests, and promote cultural literacy. 2023 Chronic Absenteeism Rates All Students: 22.6 chronically absent EL: 20% chronically absent Homeless: 19.1% chronically absent Low Income: 22.1% chronically absent Foster Youth: NA (data is suppressed because fewer than 11 students tested) **Scope:**	The Visual and Performing Arts (VAPA) program addresses the need for comprehensive arts education and enrichment by providing students with opportunities to explore and develop their musical and artistic talents. By offering classes with multiple instruments, such as the as the color guard, drumline, and mariachi, the program enables students to improve their music skills and gain confidence through performances. Additionally, the VAPA program includes dance classes through the Folklorico program, and cheer, where students learn about culture, traditions, folklore, and history, enriching their cultural understanding and appreciation while participating in engaging performances. This action addresses the needs of English learners (ELs), foster youth, and low-income students by providing comprehensive Visual and Performing Arts (VAPA) education opportunities. It meets the desires expressed by parents in LCAP surveys and community meetings to expose their children to the arts, foster a love for creativity and support diverse interests. Implementing the VAPA program LEA-wide ensures equitable access to arts education, enriching students' cultural literacy, and	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	providing them with skills and confidence through diverse musical, artistic, and performance-based activities. This inclusive approach promotes academic engagement, cultural understanding, and personal development among all students, regardless of their background or socioeconomic status. This program is available district-wide and is designed to attract all students who have a passion for visual and performing arts. It provides opportunities for students who may not have access to these programs during their regular school day or whose families may not have the means to pay for such classes.	
3.13	**Action:** Sports Program **Need:** Students in grades 3-6 are invited to participate in a sports program during the school year. The program includes flag football, soccer, volleyball, and basketball. By taking part in this program, students will be able to build relationships and connections with other students, as well as develop their social skills, sportsmanship, and abilities. Participating in sports will also improve their physical and mental health, academic performance, and teach them important life skills such as discipline, responsibility, self-control, time management, goal setting, and perseverance. This opportunity is available to all families in Alisal at no cost. Our aim is to provide this	The sports program for students in grades 3-6 directly addresses the need for opportunities that promote physical activity, social skills, and personal development. This action is principally directed toward unduplicated students by addressing the unique barriers they face in accessing extracurricular activities. The after-school sports program is designed to enhance student engagement and well-being through team sports such as flag football, soccer, volleyball, and basketball. Participation promotes physical fitness, builds positive peer relationships, and fosters key social-emotional skills such as discipline, teamwork, and perseverance—all of which contribute to reduced absenteeism and stronger school connectedness. Implementation LEA-wide ensures that all students across all sites, particularly unduplicated pupils, have equitable access to the program regardless	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunity locally and make it accessible to the school district community. **Scope:** LEA-wide	of their school location or financial circumstances. This inclusive design helps foster belonging and engagement, supporting improved academic and behavioral outcomes districtwide.	
3.14	**Action:** Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions) **Need:** Addressing the needs of the whole child is a focus of the district. Assistant principals will be hired to support the implementation of the MTSS framework at each site. They will oversee all Tier 2 and Tier 3 services, including all 3 tiers in PBIS. **Scope:** LEA-wide	This action is principally directed toward improving outcomes for unduplicated pupils through the full implementation of a responsive MTSS framework. Each school site will be supported by an assistant principal whose role includes coordination and oversight of Tier 2 and Tier 3 interventions, including all levels of PBIS, targeted behavioral supports, and academic recovery systems. Assistant principals will serve as site MTSS leads, ensuring early identification, monitoring, and continuous progress review for students facing barriers to success. Providing this support LEA-wide ensures consistent implementation and equitable access to high-quality interventions across all schools, with a focus on closing opportunity and outcome gaps for unduplicated pupils.	Suspension California Dashboard
3.15	**Action:** District Performing Arts/Community **Need:** The identified need involves the creation of a Performing Arts/Community Center within the Alisal School District to foster family	Currently, Alisal does not have a space where district-wide events can be held. The establishment of a Performing Arts/Community Center directly addresses the identified need for a space that fosters family engagement, celebration, and a sense of belonging for English learners, low-income families, and foster youth families within the Alisal School District. By providing a dedicated venue for community events and performances,	Chronic Absenteeism

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	engagement, celebrate achievements, and cultivate a sense of belonging, particularly for English learners, low-income families, and foster youth families. This initiative will provide a dedicated space where families can come together for various events, performances, and community gatherings, strengthening connections between families, schools, and the broader community. By offering a welcoming and inclusive environment, the Performing Arts/Community Center will serve as a hub for promoting social cohesion, supporting academic success, and empowering families from diverse backgrounds to actively participate in the educational journey of their children. **Scope:** LEA-wide	the Center encourages families to participate in school activities and celebrations, fostering stronger connections between families, schools, and the wider community. Additionally, the Center serves as a platform for recognizing and celebrating the achievements of students and families, promoting a positive school culture and a sense of pride among community members. Providing this facility on a LEA-wide or school-wide basis ensures equitable access to resources and opportunities for all families, regardless of their socioeconomic background or language proficiency. By fostering a supportive and inclusive environment, the Performing Arts/Community Center contributes to the overall well-being and academic success of students and families throughout the district. To maximize the impact of these actions in increasing academic outcomes for EL, FY, and SED students, this action of implementing a District Performing Arts/Community program is being provided on an LEA-wide basis to enrich students' cultural experiences, foster creativity, and provide opportunities for artistic expression and collaboration.	
3.16	**Action:** Site Discretionary Funds to support students in addressing social-emotional learning and behavior **Need:** The identified need in the context provided is to support English learners, low-income, and foster youth student groups in each of the thirteen school sites. This need is addressed through site discretionary funds allocated	This action is to address goal number 3 in the School Plan for Student Achievement (SPSA) for support in social emotional learning and behavior. The actions address the needs of English learners, low-income students, and foster youth student groups by providing targeted support and resources through site discretionary funds. These funds are allocated based on the unduplicated student count, ensuring that schools with a higher number of these students receive more resources to meet their specific needs. The allocation	CAASP ELA and Mathematics

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
	based on the number of unduplicated students at each school. The purpose of these funds is to increase or improve services specifically for these student groups. The School Plans for Student Achievement (SPSA) describe how these funds will be used to address the identified needs, the specific actions to be taken, how the effectiveness of these actions will be measured, and the funding allocated for each action. **Scope:** LEA-wide	formula is $125 per pupil, which ensures an equitable distribution of funds across the thirteen school sites. 1-Equitable Resource Distribution: By allocating funds based on the number of unduplicated students, the district ensures that resources are distributed equitably, addressing the varying levels of need across different schools. 2-Site-Specific Initiatives: Each school develops its own School Plan for Student Achievement (SPSA), which includes specific actions designed to address the identified needs of its student population. This allows for tailored approaches that are more effective in addressing local challenges. 3-Accountability and Effectiveness: The SPSA outlines how the funds will be used, the actions to be taken, and the measures of effectiveness. This transparency and accountability ensure that the funds are used efficiently and that the impact on student achievement can be monitored and evaluated. The allocation of site discretionary funds and the corresponding actions are designed to meet the specific needs of English learners, low-income students, and foster youth by providing equitable, targeted support across all school sites, with clear accountability measures in place. To maximize the impact of these actions in increasing social-emotional learning and behavior outcomes for students, this action is being implemented on an LEA-wide basis. This initiative allows schools to address specific needs related to social-emotional learning through targeted interventions, programs, and resources tailored to	

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
		support students' emotional well-being and behavioral development.	
3.17	**Action:** District Translator/Interpreter (New Action) **Need:** The identified need entails the provision of comprehensive translation and interpretation services at the district level to facilitate effective communication with linguistically diverse stakeholders. This involves translating various written documents, such as district correspondence, parent/student handbooks, reports, and parent letters, into multiple languages to ensure accessibility for all families. Additionally, providing interpretation services at District and school site meetings, workshops, and trainings ensures that non-English speaking parents and community members can actively participate and engage in important discussions and decision-making processes. Furthermore, assisting in the preparation, design, and distribution of communication materials in print and electronic formats helps disseminate information effectively across diverse language communities, promoting transparency and inclusivity within the district **Scope:** LEA-wide	The reason for this action is that it has been difficult to secure outside agency support with translations and interpreter services, which puts a strain on the facilitators to manage two languages during meetings. This, in turn, has affected the efficiency of the meetings and the effectiveness of communication at districtwide meetings such as DELAC/DAC meetings. To maximize support for English learners, the introduction of a District Translator/Interpreter role is being implemented on a LEA-wide basis. This action ensures effective communication and accessibility of information for English learners and their families, facilitating engagement and understanding within the educational environment.	English Language Progress Indicator (ELPI)
3.18	**Action:** Family and Community Engagement	This action is principally directed toward increasing educational access and family support for	Attendance

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: Engagement: Attendance **Scope:** LEA-wide	unduplicated pupils. Through coordinated outreach, parent education classes, and access to mental and behavioral health resources, the district will strengthen partnerships with families of English Learners, foster youth, and low-income students. The Family and Community Engagement team will collaborate with school sites to build trust, reduce absenteeism, and enhance home-school communication. Implementation is LEA-wide to ensure every family, regardless of school site or language spoken, has equitable access to these services.	
3.19	**Action:** Independent Study **Need:** Chronic Absenteeism Rate for All students: 14.7% EL: 13% SED: 14.5% SWD: 19.7% Homeless: 13.5% **Scope:** LEA-wide	The Independent Study and attendance-related actions directly address the access and engagement barriers commonly experienced by unduplicated pupils. Independent Study offers a flexible instructional pathway for students who cannot consistently attend traditional in-person classes due to health concerns, transportation instability, or trauma-related issues. Providing these supports on an LEA-wide basis ensures consistent access and implementation at all schools where unduplicated pupils are significantly represented.	3.1 Chronic Absenteeism
4.1	**Action:** Special Education **Need:**	This action is principally directed toward improving outcomes for students with disabilities, English Learners, foster youth, and low-income students. To do so, the district will provide a Teacher on Special Assignment (TOSA) and clerical support to	CAASPP English Language Arts

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	All students with disabilities in the Alisal Union School District are performing at the lowest performance indicator on the California dashboard. In ELA, SWD at the lowest level districtwide. EL and Homeless are also in the lowest level for ELA districtwide. **Scope:** LEA-wide	implement job-embedded coaching and targeted professional development. These supports will build teacher capacity to deliver differentiated instruction and ensure fidelity to IEP goals. Implementation is LEA-wide to ensure all students with disabilities and unduplicated pupils receive equitable access to improved instruction and support services regardless of school site.	
4.2	**Action:** Additional Professional Development Days for Certificated Staff **Need:** Certificated staff have an additional 5 professional development days to enhance their knowledge and skills in order to improve student learning. Every year certificated staff identify areas they need for professional development through the annual LCAP survey. District staff use the data to plan and deliver professional development requested by staff and align to student needs. **Scope:** LEA-wide	The addition of five professional development days for certificated staff, based on needs identified through the annual LCAP survey, ensures relevant and impactful training. This approach enhances teaching effectiveness by updating educators' skills and knowledge, directly improving student engagement and learning outcomes. Providing PD on a district-wide basis promotes equity and consistency, giving all staff access to the same quality training and fostering collaboration across schools. This centralized approach supports strategic alignment with district goals, ensuring systematic implementation of new strategies and continuous improvement, ultimately benefiting student achievement district-wide. To maximize the impact of these actions in increasing academic outcomes for EL, FY, and SED students, this action is being provided on an LEA-wide basis to ensure all certificated staff receive consistent, high-quality professional development. This approach promotes equity by providing equal access to impactful training across all schools, fostering collaboration, and ensuring systematic implementation of new strategies aligned with district goals.	CAASPP English Language Arts

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
4.3	**Action:** Recruitment and Retention of Highly Qualified Staff **Need:** Data shows achievement gaps in English Language Arts and Math. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	The objective of increasing the compensation of certificated staff is to attract and retain high-quality educators, thereby guaranteeing consistency and stability, notably for a significant number of English learners, low-income students, and foster youth. A more experienced and effective teaching staff is achieved by attracting qualified teachers and reducing attrition through competitive salaries. To guarantee equity, ensure that all student groups receive consistent, high-quality instruction, and maintain high standards across all schools. To maximize the impact of these actions in increasing academic outcomes for EL, FY, and SED students, this action is being provided on an LEA-wide basis to attract and retain high-quality educators, ensuring consistency and stability in teaching for English learners, low-income students, and foster youth. This approach enhances equity by providing all student groups with access to experienced and effective teachers, thereby promoting consistent, high-quality instruction and maintaining rigorous academic standards across all schools in the district.	CAASPP ELA & Math EL Low-income Foster Youth
4.4	**Action:** Building Capacity for Site and District Leaders (Red indicator)	This action is principally directed toward closing achievement gaps for unduplicated pupils and students with disabilities through leadership development. The district will build the capacity of all 24 site leaders through monthly instructional leadership team (ILT) meetings, professional	CAASPP English Language Arts and Mathematics

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	Need: The identified need is reflected on the California State Dashboard red indicators in ELA and Math. There is a need to build the capacity of the site leads to learn and grow their capacity to guide and lead the teams they serve. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	development, and strategic planning. Site leaders will be trained to guide their teams in implementing actions that directly address dashboard red indicators. This approach ensures consistent execution of evidence-based practices to accelerate learning for high-need student groups. Providing this leadership development LEA-wide ensures alignment, accountability, and equitable implementation of strategies across all school sites.	
4.5	**Action:** Technology Support **Need:** To support the district's technology infrastructure, there is a need to hire and	The district must ensure stable and effective access to digital learning tools to support teaching and learning across all campuses. This need is particularly critical for English Learners, low-income students, and foster youth, who may face greater barriers to consistent technology access	CAASPP English Language Arts and Mathematics

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
	maintain salaries for twelve computer technicians and one secretary. This team will ensure efficient operation, maintenance, and support of all technological resources across the district, facilitating effective teaching and learning. **Scope:** LEA-wide	and usage at home and in school.This action is principally directed to support the academic progress of unduplicated pupils by eliminating technology-related barriers to learning. The district will maintain a team of 12 computer technicians and one secretary to ensure district-wide technology operations function reliably, including maintaining devices, instructional platforms, assessment systems, and connectivity tools essential for English Learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students. This LEA-wide deployment ensures that all schools serving high concentrations of these students receive consistent, high-quality technical support necessary for effective, equitable instruction and assessment.	
4.6	**Action:** College Readiness **Need:** The California Dashboard identifies 92.1% of our students as socioeconomically disadvantaged. Most students identified in this group have parents who do not have a high school diploma. Parent input and the SEL survey have identified the great need for exposing students to higher education. 2023 CAASPP data in English Language Arts: 4th Grade All students: 21.98% met or exceeded standards EL: 10.76% met or exceeded standards	The Alisal Union School District will continue a partnership with local colleges and universities in order to expose students in 4th–6th grade, specifically English learner, low income, and foster youth student groups to college and career opportunities. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, to ensure equitable access to valuable resources that prepare students for future educational and career pathways, fostering a college-going culture across the district.	CAASPP English Language Arts, 4-6th Grade

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
	Homeless: NA (data is suppressed because fewer than 11 students tested). Socioeconomically Disadvantaged: 21.25% met or exceeded standards 5th Grade All students: 29.67% met or exceeded standards EL: 10.81% met or exceeded standards Homeless: 46.67% met or exceeded standards Socioeconomically Disadvantaged: 28.57% met or exceeded standards 6th Grade All students: 35.26% met or exceeded standards EL: 10.84% met or exceeded standards Homeless: 16.67% met or exceeded standards Socioeconomically Disadvantaged: 34.16% met or exceeded standards **Scope:** LEA-wide		
4.7	**Action:** New Teacher Support Services **Need:** Data indicates achievement gaps in English Language Arts and Math among our student groups:	New teacher support services will include a Teacher on Special Assignment (TOSA) and clerical assistance to ensure that new teachers receive the professional development and guidance necessary for success in the classroom. The professional development will focus on addressing the specific needs of English learners, Foster Youth, and low-income students.	CAASPP English Language Arts and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	This initiative is crucial for supporting new teachers as they begin their careers in the Alisal district. The TOSA will provide monthly support, including mentoring opportunities and reflective practices, while also assisting new teachers in clearing their credentials through the Monterey Office of Education. To maximize the impact of these actions in improving academic outcomes for English learners, Foster Youth, and low-income students, this LEA-wide initiative offers targeted interventions to address learning gaps and enhance educational attainment across diverse student populations.	
4.8	**Action:** Tech TOSA **Need:** The EdTech department is focusing on ELA learning in the EL population, as that is the most frequent red indicator for school sites on the CA School Dashboard. **Scope:** LEA-wide	Effective use of technology in teaching generally and in pedagogically and culturally appropriate ways for the district's large EL population continues to be a need that we identify as district leadership through observation and according to teacher demand. Although the EdTech department serves all teachers in the district and therefore all students, in the 24–25 school year, all of the professional development workshops that the EdTech Department team (EdTech Liaisons [ETLs]) deliver will have a persistent, implicit focus on technology integrative pedagogical practices that drive ELA learning in the EL population. The	CAASPP English Language Arts (ELA)

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		EdTech department is choosing the implicit focus on ELA learning in the EL population as that is the most frequent red indicator for school sites on the CA School Dashboard. To maximize the impact of these actions on increasing academic outcomes for EL, FY, and SED students, this initiative of providing LEA-wide access ensures equitable educational resources and opportunities across diverse student populations, specifically targeting English language development through the integration of technology.	
4.9	**Action:** Educational Technology Teachers **Need:** The EdTech department is focusing on ELA learning in the EL population, as that is the most frequent red indicator for school sites on the CA School Dashboard. **Scope:** LEA-wide	The position of EdTech Director ensures that there will be an effective and well-developed Educational Technology professional development program in the Alisal USD that can work to make sure a focus on ELA development in English learners is a focus for the workshops and training that come out of the EdTech Department's team of professional developers. The EdTech director oversees, guides, and develops a team that serves all Alisal teachers, which therefore includes all Alisal students. The director will ensure that a focus on English learners is unwavering over the year. To maximize the impact of these actions on increasing academic outcomes for EL, FY, and SED students, this initiative of providing LEA-wide access ensures equitable educational resources and opportunities across diverse student populations, specifically targeting English language development.	CAASPP English Language Arts (ELA)
4.10	**Action:** Educational Technology **Need:**	Effective use of technology in teaching generally and in pedagogically and culturally appropriate ways for the district's large EL population continues to be a need that we identify as district leadership through observation and according to teacher demand. Although the EdTech department	CAASPP English Language Arts (ELA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The EdTech department is focusing on ELA learning in the EL population, as that is the most frequent red indicator for school sites on the CA School Dashboard. **Scope:** LEA-wide	serves all teachers in the district, and therefore all students, in the 24-25 school year, all of the professional development workshops that the EdTech Department team (EdTech Liaisons [ETLs]) deliver will have a persistent, implicit focus on technology integrative pedagogical practices that drive ELA learning in the EL population. The EdTech department is choosing the implicit focus on ELA learning in the EL population as that is the most frequent red indicator for school sites on the CA School Dashboard. To maximize the impact of this action, implementing effective use of technology in teaching, specifically tailored to support ELA learning for the district's EL population, benefits all students by fostering inclusive learning environments and equipping them with essential digital skills necessary for future success in a technologically advanced world. Therefore, it is being implemented LEA-wide.	
5.1	**Action:** Preschool Support Program **Need:** The State CAASPP assessments (ELA % met and exceeded) for 3rd grade. Providing a research based intervention for student population served in Alisal Union School District. One year of preschool before students begin TK/K.	This intervention addresses the need for a research-based approach to early childhood education by implementing a one-year preschool program before students begin TK/K. This approach is provided in Alisal because there is a need to ensure equitable access to high-quality early childhood education across all schools within the district, fostering a strong foundation for student success. Offering the one-year preschool program LEA-wide ensures that all students in the district have equal access to high-quality early childhood education. This approach is important to provide every child, with a strong educational foundation before entering TK/K. By providing	Preschool Assessments at the end of the year The State CAASPP assessments (ELA % met and exceeded) for 3rd grade

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	Scope: Schoolwide	extra support and training, teachers are able to address Tier 1 instruction at higher levels. The district will support Early Learning Programs Universal Pre-Kindergarten in order to provide a research-based intervention for students learning English, especially those who are at risk for homelessness, low economic, and foster youth. Provide engaging, high-quality materials and experiences for children. Training will be provided for staff to ensure high-quality, developmentally appropriate programs. Parents will be provided a yearly survey to ensure that students are improving and the preschool program is providing a high-quality learning experience that includes culturally relevant teaching. Though designed for unduplicated students, any student can participate, as this is a strong foundation for all.	
5.2	**Action:** Early Learning Professional Development **Need:** The Early Literacy Program will support academic progress for schools that are the lowest performing and in the red, as indicated on the California School Dashboard, CAASPP ELA 3rd grade. This will include professional development, school site-specific goals, and materials to support the lowest performing student groups. **Scope:**	To improve early literacy outcomes and align TK–3 instruction districtwide, Alisal Union School District will implement a coordinated professional development plan for early grade educators. This includes: Training on balanced literacy strategies, aligned to the needs of English learners, foster youth, and low-income students School-specific goals that reflect the data needs of unduplicated pupils Materials that support culturally and linguistically responsive instruction Coaching and follow-up for implementation fidelity Unduplicated students are enrolled at all school sites and disproportionately represented in the lowest-performing groups in early literacy. Aligning TK–3 literacy instruction and providing targeted	Notes, sign-in, and agendas from trainings. CAASPP ELA 3rd grade

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	PD LEA-wide ensures equitable access to high-quality instruction and closes early achievement gaps across the district. While all educators benefit from PD, this action is principally directed to improve services for unduplicated pupils who are most impacted by early literacy gaps.	
5.3	**Action:** Early Learning Program Support Director/Teacher PLC Support **Need:** The Early Learning Director and Teacher on Special Assignment will support the collaboration for TK teachers, provide extra support to other early grades related to foundational literacy skills and focus on essential standards. **Scope:** Schoolwide	The district will fund an Early Learning Director and a Teacher on Special Assignment (TOSA) to lead and support early grade teachers (TK–3) through structured professional learning communities (PLCs), in-class coaching, and the development of curriculum and strategies aligned to the needs of English learners, low-income students, and foster youth. These roles are principally directed to improve instructional quality for unduplicated pupils by: Leading targeted PLCs focused on early literacy and language acquisition Prioritizing support for schools and teachers serving high concentrations of English learners Overseeing the implementation of culturally responsive and developmentally appropriate curriculum Supporting the integration of social-emotional learning strategies into early instruction Although these supports will benefit all early grade teachers and students, they are being provided LEA-wide because English learners and unduplicated pupils are present across all schools,	Survey, agenda, time in classrooms, and yearly plan. CAASPP ELA 3rd grade

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
		and the achievement gap is a district-wide concern. LEA-wide implementation ensures system-level coherence, equitable access to high-quality instruction, and alignment of early learning strategies.	
5.4	**Action:** Ed Services Reading Support **Need:** Twelve full-time (FT) Reading Specialists will provide support to each site for English learner, Low Income, and Foster youth who are not yet meeting or exceeding standards in English Language Arts and need additional support to accelerate outcomes. **Scope:** LEA-wide	The district will fund twelve full-time Reading Support Specialists, placing one at each school site. These specialists will provide direct, targeted support in reading for unduplicated pupils who are not meeting benchmarks in English Language Arts (ELA), with a focus on small-group instruction, Tier 2 interventions, and progress monitoring. This action is principally directed toward unduplicated pupils: Supports will prioritize students who are English learners, foster youth, or from low-income backgrounds. Reading instruction will be tailored to the linguistic, academic, and socio-emotional needs of these student groups. Specialists will collaborate with classroom teachers to align supports with core instruction and help close opportunity gaps. This service is being implemented on an LEA-wide basis because: A coordinated districtwide model ensures consistent, equitable access to literacy support. The intervention structure enhances instructional coherence and resource efficiency across the district.	Success criteria will be measured through on-going language arts assessments every 6–8 weeks, aligned with closing the reading gaps of identified students. CAASPP ELA 3rd grade

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Newcomer Program **Need:** The district's plan to develop a comprehensive 3rd-6th grade Newcomer Program reflects a proactive approach to meeting the diverse needs of recently arrived students. By addressing both academic and socio-emotional challenges, this program aims to facilitate a smoother transition into the regular classroom environment. Academic support will focus on building foundational skills necessary for success in grade-level curriculum, while socio-emotional activities will help students develop confidence, resilience, and a sense of belonging. By tailoring instruction and resources to the unique needs of 3rd-6th graders, the program ensures that students receive targeted support at a critical stage in their educational journey. Collaboration with community partners and families will further enhance the program's effectiveness, fostering a supportive network around students as they navigate their new academic and cultural surroundings. Ultimately, the Newcomer Program exemplifies the district's commitment to equity and inclusivity, ensuring that all students have the opportunity to thrive academically and socially, regardless of their background or circumstances	The district currently serves 218 newcomers 2nd-6th grade. Alisal aims to establish a holistic Newcomer Program catering to 3rd–6th grade students who have recently joined the educational system, with a focus on bolstering both academic proficiency and socio-emotional competencies essential for successful integration into mainstream classroom settings as newcomer students struggle to adapt to the rigor of a regular mainstream classroom. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, to provide necessary academic support and socio-emotional competencies to newcomer students in 3rd–6th grades, fostering their successful integration into mainstream classrooms while enhancing overall educational outcomes across the district.	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.2	**Action:** Instructional EL Specialist to Support English Learners (Red Indicator) **Need:** The district's decision to hire 6 specialists signifies a proactive approach to meeting the diverse needs of English learners (ELs) across school sites. These EL Specialist will serve as key facilitators in addressing multiple aspects crucial for EL success. Firstly, they will provide essential training to educators on designated and integrated language development strategies, ensuring that ELs receive tailored instruction to support their English language acquisition while accessing grade-level content. Additionally, the EL specialist will play a pivotal role in monitoring EL progress towards reclassification, ensuring that students are making significant strides in language proficiency and academic achievement. Furthermore, by offering parent education workshops and support, the Coaches will empower families to actively engage in their children's education, fostering a collaborative partnership between home and school. In addition, they will support LTELS and their unique needs to move them through the reclassification process before they move to the next school.	The EL Specialist directly addresses the need for comprehensive support for English learners (ELs) district-wide. These El Specialists will deliver training in designated and integrated language development strategies across school sites, ensuring educators possess the skills necessary to meet ELs' diverse needs effectively. This targeted training fosters consistency in language instruction, regardless of students' school locations. Moreover, the EL Specialist play a pivotal role in monitoring EL progress towards reclassification, facilitating timely interventions, and personalized support to overcome barriers to academic achievement. Additionally, the EL Specialist will engage in parent education initiatives to inform families about available English learner programs and supports, fostering collaborative relationships between home and school. Martin Luther King Jr. is currently in the red for ELPI on the state dashboard.	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	By providing this comprehensive support on a district-wide basis, the EL Specialist's purpose is to promote equity, consistency, and excellence in education for all ELs, including LTELS, ultimately enhancing their academic outcomes and overall educational experience. **Scope:** Limited to Unduplicated Student Group(s)		
2.3	**Action:** Language Development Support **Need:** The identified need is to have a common message around support for our English Language Learners and the use of best practices. The district recognizes the importance of continuous improvement in language development pedagogy to support staff in effectively meeting the diverse needs of students. To address this identified need, the district will continue its efforts to strengthen language development pedagogy by providing comprehensive training and resources. This training will equip educators with the knowledge and skills necessary to implement evidence-based instructional practices that promote language acquisition and proficiency across all subject areas. By offering ongoing professional development opportunities, the district ensures that staff remain current with best practices and instructional strategies	The reason why this action will be provided district-wide is for all staff to receive a central message and for there to be consistency in support at all sites. This action addresses the needs of English learners and all students by prioritizing a cohesive approach to support language development and implementing best practices. By providing comprehensive training and resources, the district will equip educators with the necessary skills and knowledge to effectively facilitate language acquisition and proficiency across various subjects. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring equitable access to high-quality education that incorporates effective language development pedagogy and best practices across all classrooms.	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	tailored to the needs of diverse learners, including English learners and students from culturally and linguistically diverse backgrounds **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** Elevation **Need:** Educators require comprehensive tools to effectively lead and monitor the progress of multilingual learners in academic settings. They need a platform that offers access to relevant data and instructional strategies, empowering them to make informed, data-driven decisions that support the success of these students. **Scope:** Limited to Unduplicated Student Group(s)	The action of implementing Ellevation addresses the need for comprehensive tools to support multilingual learners in academic settings. By providing access to relevant data and instructional strategies, Ellevation empowers educators to make informed, data-driven decisions that foster the success of these students. This platform is provided on an LEA-wide or school-wide basis to ensure equitable access to resources and support for all multilingual learners, regardless of their school or district. By adopting Ellevation district-wide, educational leaders demonstrate a commitment to addressing the diverse needs of multilingual learners and promoting their academic achievement across the entire educational community. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring equitable access to high-quality education that incorporates effective language development pedagogy and best practices across all classrooms.	English Language Progress Indicator (ELPI)
2.5	**Action:** Long-Term English Language Learners **Need:**	The EL Specialist directly addresses the need for comprehensive support for English learners (ELs) district-wide. These El Specialists will deliver training in designated and integrated language development strategies across school sites,	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The district's decision to hire 6 specialists signifies a proactive approach to meeting the diverse needs of English learners (ELs) across school sites. These EL Specialist will serve as key facilitators in addressing multiple aspects crucial for EL success. Firstly, they will provide essential training to educators on designated and integrated language development strategies, ensuring that ELs receive tailored instruction to support their English language acquisition while accessing grade-level content. Additionally, the EL specialist will play a pivotal role in monitoring EL progress towards reclassification, ensuring that students are making significant strides in language proficiency and academic achievement. Furthermore, by offering parent education workshops and support, the Coaches will empower families to actively engage in their children's education, fostering a collaborative partnership between home and school. In addition, they will support LTELS and their unique needs to move them through the reclassification process before they move to the next school. By providing this comprehensive support on a district-wide basis, the EL Specialist's purpose is to promote equity, consistency, and excellence in education for all ELs, including LTELS, ultimately enhancing their academic outcomes and overall educational experience. **Scope:**	ensuring educators possess the skills necessary to meet ELs' diverse needs effectively. This targeted training fosters consistency in language instruction, regardless of students' school locations. Moreover, the EL Specialist play a pivotal role in monitoring EL progress towards reclassification, facilitating timely interventions, and personalized support to overcome barriers to academic achievement. Additionally, the EL Specialist will engage in parent education initiatives to inform families about available English learner programs and supports, fostering collaborative relationships between home and school. Martin Luther King Jr. is currently in the red for ELPI on the state dashboard.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

There are NO 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.

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. Alisal Union Elementary receives an additional 15% concentration grant add-on to increase the number of staff who provide direct services to students at schools with enrollment of unduplicated students equal to or less than 55%. Goal 1, Actions 3, 10, 11, 15, 16, provide for an increased staff who provide direct services to student, as well as Goal 2, Action 1, and Goal 3, Action 1, 6, and Goal 4, Action 3, 9.

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	NA	1:25
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:18

2025-26 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	77,365,504	34,484,960	44.574%	2.008%	46.582%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$36,650,314.20	$3,633,642.00	$0.00	$0.00	$40,283,956.20	$32,330,878.00	$7,953,078.20

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Community Release Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,180,702.00	$46,000.00	$1,975,558.00	$251,144.00			$2,226,702.00	
1	1.2	Site Discretionary Funds to Support Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$480,647.00	$332,968.00	$813,615.00				$813,615.00	
1	1.3	Educational Services Equity Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$120,594.00	$16,000.00	$136,594.00				$136,594.00	
1	1.4	Independent Reading Support AR	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$212,167.00	$212,167.00				$212,167.00	
1	1.5	IReady; Assessment System (New Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$347,810.00	$347,810.00				$347,810.00	
1	1.6	Leadership and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$473,371.00	$320,730.00	$473,371.00	$320,730.00			$794,101.00	
1	1.7	Professional Development for Certificated Staff (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$664,461.00	$210,273.00	$341,936.00	$532,798.00			$874,734.00	
1	1.8	Math Professional Development and Support (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$182,840.00	$40,000.00	$222,840.00				$222,840.00	

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	1.9	Instructional Coaches (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,490,377.00	$9,500.00	$1,499,877.00				$1,499,877.00	
1	1.10	Curriculum and Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$355,132.00	$7,850.00	$362,982.00				$362,982.00	
1	1.11	Additional support staff for all TK and kindergarten program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-K	Ongoing	$3,066,402.00	$0.00	$3,066,402.00				$3,066,402.00	
1	1.12	Additional Learning Opportunities for Students- Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$202,200.00	$202,200.00				$202,200.00	
1	1.13	Science Camp	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5th Grade	Ongoing	$0.00	$566,570.00	$566,570.00				$566,570.00	
1	1.14	Bilingual Teacher Stipend	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$819,167.00	$0.00	$819,167.00				$819,167.00	
1	1.15	Lower Class Sizes in TK-3rd grade	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-5	Ongoing	$3,189,128.00	$0.00	$3,189,128.00				$3,189,128.00	
1	1.16	Database Coordinator for unduplicated pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$188,053.00	$0.00	$188,053.00				$188,053.00	
1	1.17	Alisal Virtual Academy														
1	1.18	Student Tutoring	All	No			All Schools	2025-26	$0.00	$393,000.00		$393,000.00			$393,000.00	
1	1.19	Classroom Learning Environments	All	No			All Schools	2025-2026	$105,970.00	$0.00		$105,970.00			$105,970.00	
2	2.1	Newcomer Program	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$341,254.00	$0.00	$341,254.00				$341,254.00	

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
					s)											
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$471,252.50	$5,500.00	$476,752.50				$476,752.50	
2	2.3	Language Development Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$44,130.00	$0.00	$44,130.00				$44,130.00	
2	2.4	Elevation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$69,750.00	$69,750.00				$69,750.00	
2	2.5	Long-Term English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	$471,252.50	$5,500.00	$476,752.50				$476,752.50	
3	3.1	SPED Staff (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,765,839.00	$1,765,839.00				$1,765,839.00	
3	3.2	Multi Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,827.00	$48,452.00	$58,279.00				$58,279.00	
3	3.4	School Counselors (Red Indicators)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,749,868.00	$9,000.00	$1,758,868.00				$1,758,868.00	

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	3.5	Health Services for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$167,000.00	$167,000.00				$167,000.00	
3	3.6	Family Resource Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,709,054.00	$116,020.00	$1,825,074.00				$1,825,074.00	
3	3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,634,071.00	$10,000.00	$765,371.00	$878,700.00			$1,644,071.00	
3	3.8	Pupil Personal Department Director/Secretary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$279,982.00	$17,000.00	$296,982.00				$296,982.00	
3	3.9	Migrant Education Program English Learners-Migrant Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.10	Robotics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$42,262.00	$215,000.00	$257,262.00				$257,262.00	
3	3.11	Nasa Semma	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.12	Visual Arts and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$171,000.00	$171,000.00				$171,000.00	
3	3.13	Sports Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$243,312.00	$13,726.00	$257,038.00				$257,038.00	
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,842,354.00	$0.00	$2,842,354.00				$2,842,354.00	
3	3.15	District Performing Arts/Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$749,142.20	$749,142.20				$749,142.20	

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
						Low Income										
3	3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.17	District Translator/Interpreter (New Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,695.00	$0.00	$100,695.00				$100,695.00	
3	3.18	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.19	Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$5,600.00	$1,352.00	$6,952.00				$6,952.00	
3	3.20	Easter Seals	All	No			All Schools	2025-26	$0.00	$135,000.00		$135,000.00			$135,000.00	
3	3.21	Student Engagement/Attendance	All	No			All Schools	2025-26	$0.00	$240,000.00		$240,000.00			$240,000.00	
4	4.1	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,573.00	$0.00	$132,573.00				$132,573.00	
4	4.2	Additional Professional Development Days for Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,371,513.00	$0.00	$1,371,513.00				$1,371,513.00	
4	4.3	Recruitment and Retention of Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,656,237.00	$0.00	$1,656,237.00				$1,656,237.00	
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,092,729.00	$316,429.00	$776,300.00			$1,092,729.00	
4	4.5	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,465,020.00	$0.00	$1,465,020.00				$1,465,020.00	

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	4.6	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$72,000.00	$72,000.00				$72,000.00	
4	4.7	New Teacher Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$267,170.00	$0.00	$267,170.00				$267,170.00	
4	4.8	Tech TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$338,192.00	$0.00	$338,192.00				$338,192.00	
4	4.9	Educational Technology Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$158,909.00	$0.00	$158,909.00				$158,909.00	
4	4.10	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$248,215.00	$140,000.00	$388,215.00				$388,215.00	
5	5.1	Preschool Support Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Preschool	Ongoing	$954,257.00	$0.00	$954,257.00				$954,257.00	
5	5.2	Early Learning Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-2	Ongoing	$68,633.00	$50,000.00	$118,633.00				$118,633.00	
5	5.3	Early Learning Program Support Director/Teacher PLC Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK	Ongoing	$537,881.00	$26,000.00	$563,881.00				$563,881.00	
5	5.4	Ed Services Reading Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,870,520.00	$8,000.00	$1,878,520.00				$1,878,520.00	

2025-26 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
77,365,504	34,484,960	44.574%	2.008%	46.582%	$36,650,314.20	0.000%	47.373 %	**Total:**	$36,650,314.20
								LEA-wide Total:	$27,349,374.20
								Limited Total:	$1,408,639.00
								Schoolwide Total:	$7,892,301.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Learning Community Release Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,975,558.00	
1	**1.2**	Site Discretionary Funds to Support Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$813,615.00	
1	**1.3**	Educational Services Equity Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,594.00	
1	**1.4**	Independent Reading Support AR	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$212,167.00	
1	**1.5**	IReady; Assessment System (New Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$347,810.00	
1	**1.6**	Leadership and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$473,371.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Professional Development for Certificated Staff (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,936.00	
1	1.8	Math Professional Development and Support (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,840.00	
1	1.9	Instructional Coaches (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,499,877.00	
1	1.10	Curriculum and Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$362,982.00	
1	1.11	Additional support staff for all TK and kindergarten program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-K	$3,066,402.00	
1	1.12	Additional Learning Opportunities for Students- Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,200.00	
1	1.13	Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5th Grade	$566,570.00	
1	1.14	Bilingual Teacher Stipend	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$819,167.00	
1	1.15	Lower Class Sizes in TK-3rd grade	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5	$3,189,128.00	
1	1.16	Database Coordinator for unduplicated pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,053.00	
2	2.1	Newcomer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$341,254.00	
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$476,752.50	
2	2.3	Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$44,130.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Elevation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$69,750.00	
2	2.5	Long-Term English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$476,752.50	
3	3.1	SPED Staff (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,765,839.00	
3	3.2	Multi Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,279.00	
3	3.4	School Counselors (Red Indicators)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,758,868.00	
3	3.5	Health Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,000.00	
3	3.6	Family Resource Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,825,074.00	
3	3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$765,371.00	
3	3.8	Pupil Personal Department Director/Secretary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,982.00	
3	3.9	Migrant Education Program English Learners- Migrant Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.10	Robotics	Yes	LEA-wide	English Learners Foster Youth	All Schools	$257,262.00	

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 (%)
					Low Income			
3	3.11	Nasa Semma	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.12	Visual Arts and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,000.00	
3	3.13	Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,038.00	
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,842,354.00	
3	3.15	District Performing Arts/Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$749,142.20	
3	3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.17	District Translator/Interpreter (New Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,695.00	
3	3.18	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.19	Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,952.00	
4	4.1	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,573.00	
4	4.2	Additional Professional Development Days for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,371,513.00	
4	4.3	Recruitment and Retention of Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,656,237.00	

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 (%)
					Low Income			
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$316,429.00	
4	4.5	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,465,020.00	
4	4.6	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,000.00	
4	4.7	New Teacher Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$267,170.00	
4	4.8	Tech TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$338,192.00	
4	4.9	Educational Technology Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,909.00	
4	4.10	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$388,215.00	
5	5.1	Preschool Support Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Preschool	$954,257.00	
5	5.2	Early Learning Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-2	$118,633.00	
5	5.3	Early Learning Program Support Director/Teacher PLC Support	Yes	Schoolwide	English Learners Foster Youth Low Income	TK	$563,881.00	
5	5.4	Ed Services Reading Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,878,520.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$35,127,027.00	$32,215,250.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning Community Release Program	Yes	$1,933,717.74	$1,787,651.02
1	**1.2**	Site Discretionary Funds to Support Students	Yes	$847,000.00	$775,297.12
1	**1.3**	Educational Services Equity Department	Yes	$126,869.08	$118,097.44
1	**1.4**	Independent Reading Support AR	Yes	$164,000.00	164,000.00
1	**1.5**	IReady; Assessment System (New Action)	Yes	$363,805.67	$363,806.00
1	**1.6**	Leadership and Accountability	Yes	$444,290.59	$247,041.34
1	**1.7**	Professional Development for Certificated Staff (Red Indicator)	Yes	$471,243.00	$252,432.40
1	**1.8**	Math Professional Development and Support (Red Indicator)	Yes	$322,785.22	$241,266.62
1	**1.9**	Instructional Coaches (Red Indicator)	Yes	$1,398,509.64	$1,374,856.58
1	**1.10**	Curriculum and Instruction Support	Yes	$298,220.00	$365,045.41

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	1.11	Additional support staff for all TK and kindergarten program	Yes	$2,619,325.02	$2,218,310.46
1	1.12	Additional Learning Opportunities for Students- Field Trips	Yes	$177,000.00	$157,518.03
1	1.13	Science Camp	Yes	$600,000.00	$379,917.68
1	1.14	Bilingual Teacher Stipend	Yes	$793,415.00	$746,671.39
1	1.15	Lower Class Sizes in TK-3rd grade	Yes	$2,748,081.06	$3,083,502.07
1	1.16	Database Coordinator for unduplicated pupils	Yes	$176,850.49	$177,752.29
1	1.17	Alisal Virtual Academy	Yes	$556,073.98	$506,394.09
2	2.1	Newcomer Program	Yes	$321,154.91	$338,779.35
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator) Limited action to ELs	Yes	$905,634.35	$836,745.60
2	2.3	Language Development Support	Yes	$49,606.00	$8,958.22
2	2.4	Elevation	Yes	$57,375.00	$57,375.00
3	3.1	School Psychologists (Red Indicator)	Yes	$958,268.67	$1,010,891.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Multi Tiered System of Supports (MTSS)	Yes	$750,000.00	$176,909.92
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Yes	$72,500.00	$52,795.65
3	3.4	School Counselors (Red Indicators)	Yes	$1,592,611.19	$1,701,984.85
3	3.5	Health Services for Students	Yes	$200,000.00	$73,054.72
3	3.6	Family Resource Centers	Yes	$2,333,167.48	$1,882,721.40
3	3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Yes	$729,983.08	$765,459.30
3	3.8	Pupil Personal Department Director/Secretary	Yes	$293,068.37	$303,249.39
3	3.9	Migrant Education Program English Learners- Migrant Students	Yes	$20,000.00	$30,867.23
3	3.10	STEM	Yes	$290,270.86	$196,497.91
3	3.11	Nasa Semma	Yes	$175,000.00	$283,786.96
3	3.12	Visual Arts and Performing Arts (VAPA)	Yes	$200,000.00	$173,436.57
3	3.13	Sports Program	Yes	$239,885.36	$216,170.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	Yes	$1,895,353.83	$2,102,681.64
3	3.15	District Performing Arts/Community	Yes	$872,880.00	$0.00
3	3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	Yes	$0.00	$0.00
3	3.17	District Translator/Interpreter (New Action)	Yes	$96,017.60	$0.00
3	3.18	Family and Community Engagement	Yes	$151,452.14	$0.00
4	4.1	Special Education	Yes	$115,649.33	106,333.27
4	4.2	Additional Professional Development Days for Certificated Staff	Yes	$1,242,480.83	$1,287,903.87
4	4.3	Recruitment and Retention of Highly Qualified Staff	Yes	$1,474,773.28	$1,526,290.47
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	Yes	$370,000.00	$258,100.19
4	4.5	Technology Support	Yes	$1,344,165.22	$2,097,652.68
4	4.6	College Readiness	Yes	$72,000.00	$43,877.26
4	4.7	New Teacher Support Services	Yes	$253,386.24	$257,121.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.8**	Tech TOSA	Yes	$325,764.73	$341,878.81
4	**4.9**	Educational Technology Teachers	Yes	$149,549.91	$52,633.41
4	**4.10**	Educational Technology	Yes	$599,273.38	$494,374.86
5	**5.1**	Preschool Support Program	Yes	$541,721.34	$246,745.95
5	**5.2**	Early Learning Professional Development	Yes	$145,000.00	$142,875.60
5	**5.3**	Early Learning Program Support Director/Teacher PLC Support	Yes	$497,034.03	$403,791.63
5	**5.4**	Ed Services Reading Support	Yes	$1,689,762.38	$1,722,693.90
6	**6.1**	Provide in-person enrichment activities	No	$15,000.00	$15,000.00
6	**6.2**	Pear Deck	No	$10,000.00	$10,000.00
6	**6.3**	Book Club	No	$15,155.00	$15,155.00
6	**6.4**	Individualized Trimester Incentive	No	$11,206.00	$11,206.00
6	**6.5**	Multilingual Learner Support	No	$9,690.00	$9,690.00

2024-25 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)
33,685,016	$35,065,976.33	$32,154,198.30	$2,911,778.03	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Community Release Program	Yes	$1,933,717.74	$1,787,651.02		
1	1.2	Site Discretionary Funds to Support Students	Yes	$847,000.00	$775,297.12		
1	1.3	Educational Services Equity Department	Yes	$126,869.08	$118,097.44		
1	1.4	Independent Reading Support AR	Yes	$164,000.00	164,000.00		
1	1.5	IReady; Assessment System (New Action)	Yes	$363,806.00	$363,806.00		
1	1.6	Leadership and Accountability	Yes	$444,290.59	$247,041.34		
1	1.7	Professional Development for Certificated Staff (Red Indicator)	Yes	$471,243	$252,432.40		
1	1.8	Math Professional Development and Support (Red Indicator)	Yes	$322,785.22	$241,266.62		
1	1.9	Instructional Coaches (Red Indicator)	Yes	$1,398,509.64	$1,374,856.58		
1	1.10	Curriculum and Instruction Support	Yes	$298,220.00	$365,045.41		
1	1.11	Additional support staff for all TK and kindergarten program	Yes	$2,619,325.02	$2,218,310.46		

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	1.12	Additional Learning Opportunities for Students- Field Trips	Yes	$177,000.00	$157,518.03		
1	1.13	Science Camp	Yes	$600,000.00	$379,917.68		
1	1.14	Bilingual Teacher Stipend	Yes	$793,415	$746,671.39		
1	1.15	Lower Class Sizes in TK-3rd grade	Yes	$2,748,081.06	$3,083,502.07		
1	1.16	Database Coordinator for unduplicated pupils	Yes	$176,850.49	$177,752.29		
1	1.17	Alisal Virtual Academy	Yes	$556,073.98	$506,394.09		
2	2.1	Newcomer Program	Yes	$321,154.91	$338,779.35		
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator) Limited action to ELs	Yes	$905,634.35	$836,745.60		
2	2.3	Language Development Support	Yes	$49,606.00	$8,958.22		
2	2.4	Elevation	Yes	$57,375.00	$57,375.00		
3	3.1	School Psychologists (Red Indicator)	Yes	$958,268.67	$1,010,891.42		
3	3.2	Multi Tiered System of Supports (MTSS)	Yes	$750,000.00	$176,909.92		
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Yes	$72,500.00	$52,795.65		
3	3.4	School Counselors (Red Indicators)	Yes	$1,592,611.19	$1,701,984.85		
3	3.5	Health Services for Students	Yes	$200,000.00	$73,054.72		
3	3.6	Family Resource Centers	Yes	$2,333,167.48	$1,882,721.40		

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	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Yes	$729,983.08	$765,459.30		
3	3.8	Pupil Personal Department Director/Secretary	Yes	$293,068.37	$303,249.39		
3	3.9	Migrant Education Program English Learners- Migrant Students	Yes	$20,000.00	$30,867.23		
3	3.10	STEM	Yes	$290,270.86	$196,497.91		
3	3.11	Nasa Semma	Yes	$175,000.00	$283,786.96		
3	3.12	Visual Arts and Performing Arts (VAPA)	Yes	$200,000.00	$173,436.57		
3	3.13	Sports Program	Yes	$239,885.36	$216,170.15		
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	Yes	$1,895,353.83	$2,102,681.64		
3	3.15	District Performing Arts/Community	Yes	$872,880.00	$0.00		
3	3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	Yes	$0.00	$0.00		
3	3.17	District Translator/Interpreter (New Action)	Yes	$96,017.60	$0.00		
3	3.18	Family and Community Engagement	Yes	$151,452.14	$0.00		
4	4.1	Special Education	Yes	$115,649.33	$106,333.27		
4	4.2	Additional Professional Development Days for Certificated Staff	Yes	$1,242,480.83	$1,287,903.87		

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)
4	4.3	Recruitment and Retention of Highly Qualified Staff	Yes	$1,474,773.28	$1,526,290.47		
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	Yes	$370,000.00	$258,100.19		
4	4.5	Technology Support	Yes	$1,344,165.22	$2,097,652.68		
4	4.6	College Readiness	Yes	$72,000.00	$43,877.26		
4	4.7	New Teacher Support Services	Yes	$253,386.24	$257,121.98		
4	4.8	Tech TOSA	Yes	$325,764.73	$341,878.81		
4	4.9	Educational Technology Teachers	Yes	$149,549.91	$52,633.41		
4	4.10	Educational Technology	Yes	$599,273.38	$494,374.86		
5	5.1	Preschool Support Program	Yes	$541,721.34	$246,745.95		
5	5.2	Early Learning Professional Development	Yes	$145,000.00	$142,875.60		
5	5.3	Early Learning Program Support Director/Teacher PLC Support	Yes	$497,034.03	$403,791.63		
5	5.4	Ed Services Reading Support	Yes	$1,689,762.38	$1,722,693.10		

2024-25 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)
76,225,019	33,685,016	0	44.192%	$32,154,198.30	0.000%	42.183%	$1,530,817.70	2.008%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024