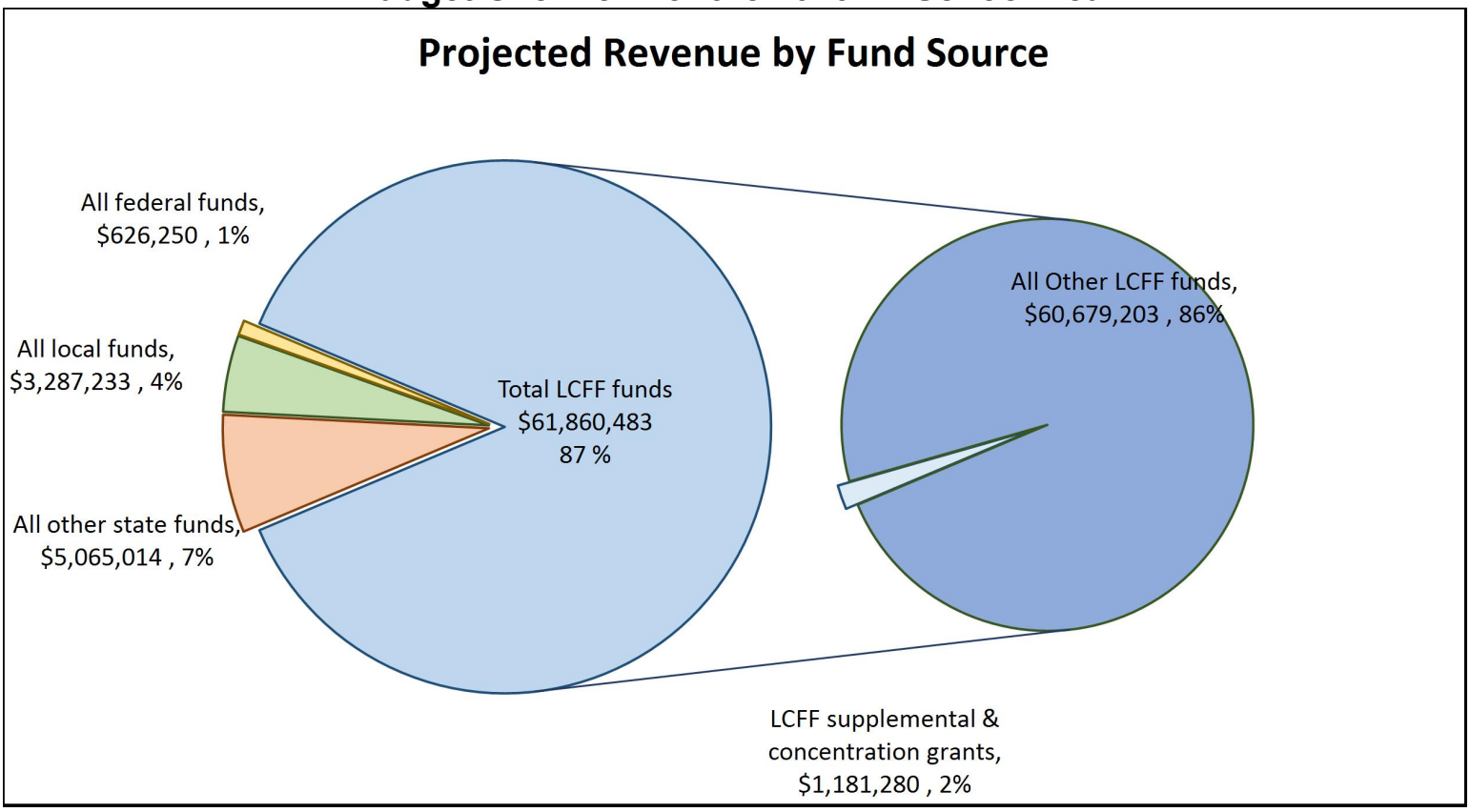
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solana Beach School District
CDS Code: 37-68387 0000000
School Year: 2026-27
LEA contact information:
Sabrina Lee
Associate Superintendent, Instructional Services
sabrinalee@sbsd.net
858-794-7138

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

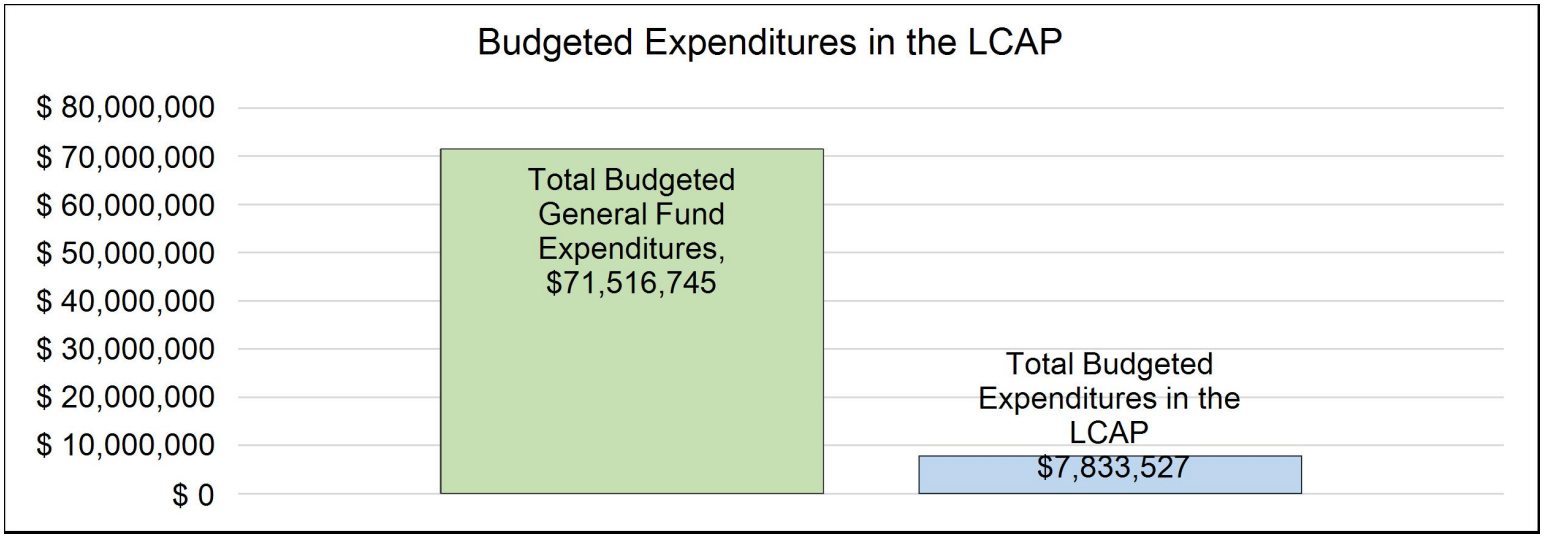


This chart shows the total general purpose revenue Solana Beach School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solana Beach School District is $70,838,980, of which $61,860,483 is Local Control Funding Formula (LCFF), $5,065,014 is other state funds, $3,287,233 is local funds, and $626,250 is federal funds. Of the $61,860,483 in LCFF Funds, $1,181,280 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 Solana Beach School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solana Beach School District plans to spend $71,516,745 for the 2026-27 school year. Of that amount, $7,833,527 is tied to actions/services in the LCAP and $63,683,218 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

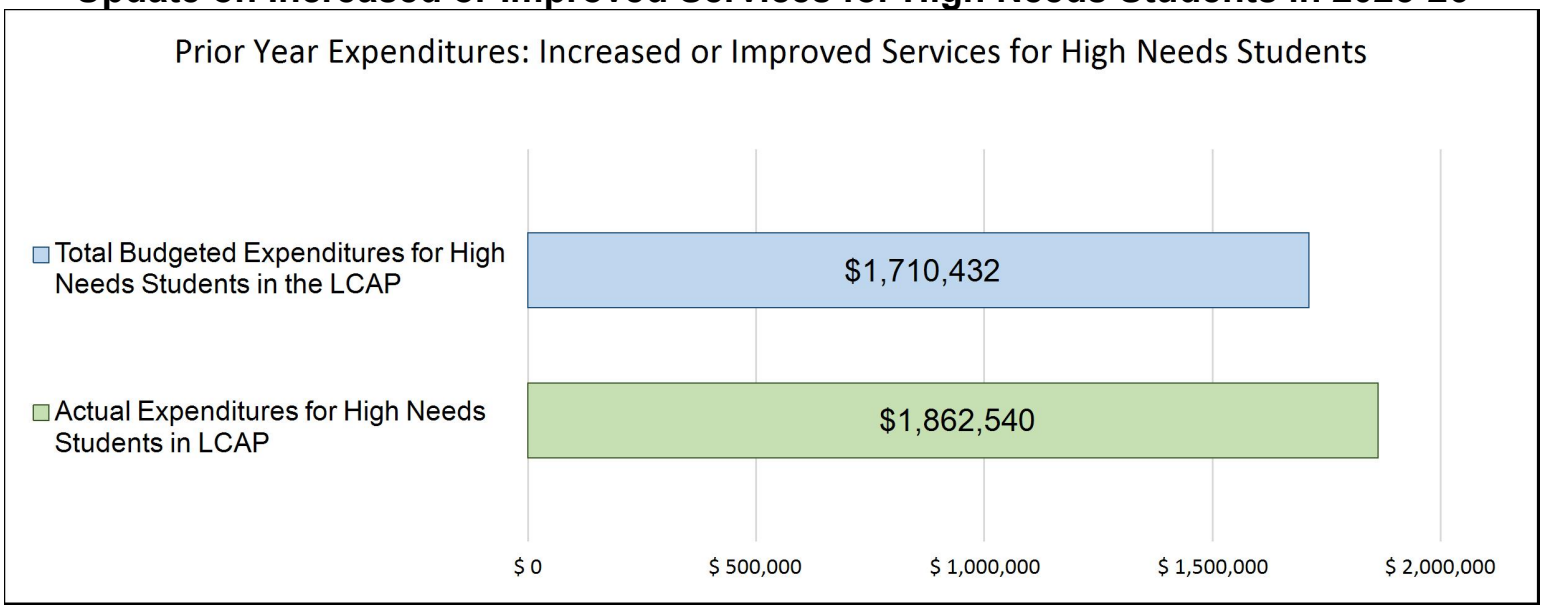
The $63,683,218 in General Fund budgeted expenditures not included in the Local Control and Accountability Plan represents the District's Base Program, which includes salary and benefits for general education, special education programs, other certificated staff, classified and administrative staff, materials and supplies, maintenance and operations, facilities, and all other costs associated with carrying out the goals and actions described in the Local Control and Accountability Plan.

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

In 2026-27, Solana Beach School District is projecting it will receive $1,181,280 based on the enrollment of Foster Youth, English learner, and low-income students. Solana Beach School District must describe how it intends to increase or improve services for high needs students in the LCAP. Solana Beach School District plans to spend $1,606,866 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Solana Beach 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 Solana Beach School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Solana Beach School District's LCAP budgeted $1,710,432 for planned actions to increase or improve services for high needs students. Solana Beach School District actually spent $1,862,540 for actions to increase or improve services for high needs students 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
Solana Beach School District	Sabrina Lee Associate Superintendent, Instructional Services	sabrinalee@sbsd.net 858-794-7138

Plan Summary [2026-27]

General Information

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

The Solana Beach School District (SBSD), nestled on the north coast of San Diego County, serves approximately 2,500 students. Instruction is designed to support learners in finding their voice, building their skills, and applying those skills to support positive environments. Students engage in a comprehensive learning program and positive learning environments. The emphasis is on core standards instruction, provided through a continuous progressive curriculum. State and local assessments provide evidence that student needs are being met. District schools consistently rank at or near the top in district, county, and state accountability measures. SBSD students and schools have received numerous awards and have been recognized at county, state, and national levels for a variety of accomplishments. SBSD is committed to achieving its district mission, "Where learners find their voice, share their gifts, and advance the world." Coupled alongside is the district vision of "Inspiring wonder and discovery in learning and life." The Solana Beach School District Equity Statement: “Solana Beach School District is committed to providing equitable opportunities through inclusive learning environments where each person is valued, connected, and treated with dignity and respect in order to achieve their greatest potential” enhances and sharpens the actualization of the mission and vision. Additionally, District students are supported in their ongoing development of six Student Promotion Profile Descriptors. The Solana Beach Student Promotion Profile is a set of six dispositions or attributes identifying what all students will be able to do to demonstrate they are ready for success in middle school, high school, college, career, and life: Acting Resourcefully, Practicing Civic Mindedness, Thinking Interdependently, Learning Endlessly, Living Adventurously, and Leading Boldly. Guided by the District Mission, Vision, Equity Statement, and Student Promotion Profile, the goals and actions identified will continue to equip and support the overall achievement and well-being of students while at SBSD and beyond.
Solana Beach School District is comprised of seven elementary schools: Solana Vista (Grades K-3), Skyline (Grades 4-6 and a K-6 Global Education Program), Solana Santa Fe (Grades K-6), Solana Highlands (Grades K-6), Carmel Creek (Grades K-3), Solana Pacific (Grades 4-

6), and Solana Ranch (Grades K-6), along with a Special Education Preschool program and a Child Development Center (toddler, preschool, before and after school support and services).
SBSD's demographic breakdown includes 14.4% Socioeconomically Disadvantaged students, 9.3% English Learners, 0.7% Homeless Youth and less than 1% Foster Youth. 11.7% of SBSD students are Students with Disabilities being supported by an Individualized Education Program (IEP). Of the 370 students in the Socioeconomically Disadvantaged student group during the 2025-2026 school year, 40% attended either Solana Vista or Skyline Elementary, with each of the other SBSD campuses housing, on average, 12% of the students in the Socioeconomically Disadvantaged student group.
The Solana Beach School District English learner population varies by community. Over 95% of the English learners at Solana Vista (Grades K-3) and Skyline Elementary (Grades 4-6 and a K-6 Global Education Program), both situated within the boundaries of the city of Solana Beach, have a home language of Spanish. Four SBSD campuses - Solana Highlands (Grades K-6), Carmel Creek (Grades K-3), Solana Pacific (Grades 4-6), and Solana Ranch (Grades K-6) - are geographically located in the city of San Diego, in the Carmel Valley community, and the majority of English learners at these sites have a home language of Korean or Mandarin. SBSD's seventh campus, Solana Santa Fe (Grades K-6), is in the city of Rancho Santa Fe. The most common home language of Solana Santa Fe's English learner population is Spanish (36% of English learners), with 14% of the English learner students speaking a home language of Mandarin.

Reflections: Annual Performance

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

Students in the Solana Beach School District (SBSD) continue to exhibit high levels of academic achievement in both English language arts/literacy (ELA) and Mathematics. The 2025 California School Dashboard Academic Indicators show the Solana Beach School District as a whole to be in the Blue (highest) performance level in mathematics and ELA. All seven elementary schools within the District placed within either the Blue or Green performance levels in ELA and mathematics. All student groups placed within the Blue or Green performance levels in ELA and Mathematics, with the exception of the Students with Disabilities student group (yellow performance level for ELA). This represents an improvement from the prior school year when the performance level for the Students with Disabilities student group was orange for both ELA and Mathematics.
The SBSD Suspension Rate performance level is Blue. During the 2024-2025 school year, SBSD decreased chronic absenteeism rates districtwide by 0.8% from the previous year, yielding a green performance level. All district wide student groups similarly placed within the Green performance level for Chronic Absenteeism in 2025, with the exceptions of English Learners, students of Two or More Races, and the Homeless student group. 5.7% of English Learners were chronically absent, an increase of 1.6% from the prior school year. 4.8% of students of Two or More Races were chronically absent, an increase of 0.8% from the prior school year. And homeless students' rate of chronic absenteeism after having improved by 12.8% from 2023 to 2024, increased again by 4.1 % in 2025 to 17.2% chronically absent.
While the district made significant improvements in chronic absenteeism since the 2023-2024 baseline, we continue to monitor and support student groups and schools that received a Red performance level in 2023. These include Solana Santa Fe Elementary (All Students, White, and Students with Disabilities), Solana Pacific Elementary (White Students), and Carmel Creek Elementary (English Learners and Hispanic Students) for Chronic Absenteeism.
At the start of the 2025-2026 school year, additional Learning Recovery Emergency Block Grant (LREBG) funds were allocated to school districts to address learning recovery and academic, behavioral, and social-emotional needs that have emerged or intensified due to the COVID-19 pandemic. Solana Beach School District engaged in a needs assessment process, drawing from multiple sources to determine the most impactful use of these funds. Data sources used included the 2025 School Climate and LCAP Survey, academic performance data, including CAASPP and local assessments, local Social-Emotional Learning (SEL) screener results, and chronic absenteeism rates as

reported annually on the California Schools Dashboard. Based on key findings distilled from these sources, the district identified a priority need for systematic, data-informed coordination of wraparound supports for students demonstrating risk factors across multiple domains, including ongoing streamlined access to mental health and social-emotional supports for students and families. To meet the identified need, LREBG funds ($57,677) were allocated to support the maintenance of a Licensed Clinical Social Worker (LCSW) position. The LCSW continued to support students and families in 2025-2026 with coordinated services around behavioral health, alongside school site Social Emotional Learning (SEL) teams and School Social Work Interns. Implementation of this position was expected to enhance continued measurable improvements in:

- Academic performance, as students' social-emotional and behavioral needs are addressed.
- Chronic absenteeism rates, through proactive family engagement and mental health support.
- School climate and sense of belonging, as reflected in future SEL screener, California Healthy Kids Survey (CHKS), and LCAP survey data.

All LREBG funds received to date have been used.
The impacts of the LCSW on academic performance and chronic absenteeism will not be fully known until 2026 CAASPP scores are finalized during the summer months and the 2026 California Schools Dashboard is published in October. In addition, CHKS results indicate an increase in the percentage of grade five students who report feeling safe at school and a sense of connectedness (Metrics 2.1 and 2.3), the overall district attendance rate has increased by a percentage point (Metric 2.7), and the annual School Climate and LCAP Survey reveals a 7% increase in staff who report "Students understand the expectations for behavior in the classroom and throughout the school" (Metric 2.9). Based on the positive indicators observed during the 2025–2026 school year and the district's continued commitment to coordinated wraparound support for students and families, the district proposes utilizing anticipated 2026–2027 LREBG funds to continue funding the Licensed Clinical Social Worker (LCSW) position.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Students	In the fall of 2025 and again in the early spring of 2026, all Kindergarten through sixth-grade students participated in a local Social and Emotional Learning (SEL) survey. This survey includes likert-scale questions and (for grades 3-6) an open-ended response opportunity. SEL survey data allows school and district staff to identify trends and needs across social and emotional learning competencies. . In December of 2025 and January of 2026, SBSD fifth and sixth grade students participated in the California Healthy Kids Survey (CHKS) Core Module in order to assess student perceptions and experiences related to school climate, connectedness, and learning engagement, supports for social-emotional learning, and health-related and behavioral learning barriers.
Parents/Guardians/Caregivers	All Parents/Guardians/Caregivers: All Parents/Guardians/Caregivers were encouraged to complete the School Climate and LCAP Input Survey. Multiple survey invitation and reminder messages were sent in English, Spanish, and Mandarin via the districtwide family messaging system throughout the month of March, 2026. Each site administrator reinforced the invitation to participate in the survey multiple times through their weekly newsletters, also translated as appropriate for the school community. Short urls and QR codes were placed in all front lobbies and families were invited to use campus devices to complete the survey before or after their parent teacher conferences (week of March 9-March 13). Additionally, PTO and PTA parent leaders, DELAC leaders, and the district’s bilingual community liaisons amplified the call for all families

Educational Partner(s)	Process for Engagement
	to participate in the survey via their various communication and networking means including email, social media, and face-to-face conversations. Families had the option to self-identify if their home language was English or a language other than English and an option to indicate whether one or more of their children in the Solana Beach School District is being supported by an IEP, allowing survey data to be disaggregated by these student groups. The Solana Beach School District English Learner Advisory Committee (DELAC) reviewed LCAP Survey questions in January of 2026 and partnered with site administrators to maximize participation, including via ELAC meeting messaging. In May of 2026, the DELAC team reviewed LCAP survey responses and engaged in discussion of the District's LCAP goals and next steps. Special Education Parent/Guardian Advisory Council (PAC) In April, 2026 the SBSD PAC met to discuss recommended support for Students with Disabilities being served through an IEP to further develop inclusion practices and build a stronger sense of belonging. Regularly scheduled Parent/Guardian Advisory Roundtables Regularly scheduled Solana Beach Schools Foundation (SBSF) meetings Regularly scheduled Special Education/Guardian Advisory Council meetings
Certificated Teachers	All certificated teachers were encouraged to complete the School Climate and LCAP Input Survey and were given time at a staff meeting in March, 2026 for this purpose. April, 2026 Bargaining Unit - Solana Beach Teachers' Association (SBTA) Regularly scheduled Updates and Dialogue Meetings (all staff)
Classified Staff Members	All classified staff members were encouraged to complete the School Climate and LCAP Input Survey in March, 2026 and were supported by site administrators in setting aside time for and/or accessing the appropriate technology needed for this purpose. April, 2026 Bargaining Unit - Solana Beach Association of Support Professionals (SBASP) April, 2026 Updates and Dialogue Meeting (all staff)
Leadership Team	In April 2026, the Solana Beach Beach School District Leadership Team (Senior Cabinet, School Site Administrators) met to review

Educational Partner(s)	Process for Engagement
	performance on state and local indicators (for example, the California School Dashboard performance indicators and local i-Ready data sets) alongside local Social Emotional Learning (SEL) screener data and School Climate and LCAP Input Survey responses. Using a structured protocol, the participants gave input on patterns and recurring concepts and related opportunities in the form of potential goals, action steps, and metrics. Regularly scheduled monthly 2025-2026 Leadership Team Meetings
Community Partners	In April and May 2026, the following Community Partner groups met to review performance on state and local indicators alongside local Social Emotional screener data and School Climate and LCAP Input Survey responses. Using a structured protocol, the participants gave input on patterns and recurring concepts and related opportunities in the form of potential goals, action steps, and metrics: • January, 2026 and May, 2026 DELAC meetings • April, 2026 Solana Beach Education Coalition meeting (a coalition of community partners and public school representatives whose mission is supporting equitable academic and social emotional outcomes for Solana Beach children and caregivers) • February, 2026 and May, 2026 Board of Education meetings • April, 2026 Special Education Parent Advisory Committee (PAC) and General Parent Advisory • May, 2026 SELPA Administrators

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

To support the continuous learning and well-being of all students, Solana Beach School District (SBSD) solicited input and feedback from a variety of educational partners via an LCAP input survey as well as through face-to-face focus groups with families, educators, and community partners representing all students, including historically marginalized student populations.
SBSD surveyed families, certificated and classified staff during March of 2026 using a School Climate and LCAP Input Survey open to all families, community members, and staff. The survey was provided to families in English, Spanish, and Mandarin. Approximately 773 families and staff members completed the School Climate and LCAP Input Survey. Families had the option to indicate whether their home language was English or a language other than English and an option to indicate whether one or more of their children in the Solana Beach School District is being supported by an IEP. In addition, multiple venues for educational partner input were provided through in-person and hybrid meetings, communication through email and phone calls, and public board meetings. Educational partner engagement opportunities included: District English Learner Advisory Committee (DELAC), Site/District Staff Meetings, Districtwide Updates and Dialogue Meetings, District Leadership Team Meetings, Board of Education Meetings, Education Coalition Meetings, Parent/Guardian Advisory Roundtables,

Site ELAC and Parent Advisory Meetings, Special Education Parent/Guardian Advisory Council, regularly scheduled bargaining group meetings - Solana Beach Teachers' Association (SBTA) and Solana Beach Association of Support Professionals (SBASP), and Solana Beach Schools Foundation (SBSF) Meetings. Participants at various meetings included: teachers and classified staff members from every school site, parents/guardians, administrators (including principals and assistant principal) from every school site and the District Office, community partners, Board of Education members, bargaining unit representatives, and foster youth/homeless support staff. This included gathering input from students, families, and parent advisory groups representing student student groups and historically underperforming populations.

The most common trend noted across all educational partner feedback opportunities was an overall satisfaction with the core learning program and student outcomes across multiple measures (i.e., standardized testing scores, teacher and family observations, students' self reports of feeling confident and accomplished in their academics). As a next step, educational partners suggested enhancements to the instructional program including individualizing instruction for learners and incorporation of more hands-on learning experiences. Goal 1, Actions 1.1 and 1.2 were developed to integrate this feedback.

A second strong trend in the data indicated ongoing and increased targeted attention to students' social and emotional needs, fostering a positive school community, ensuring safety, and providing appropriate support for students with behavioral challenges. Feedback suggested Social and Emotional Learning support that continues to develop and maintain student resilience, flexibility, and social skills. Goal 2, Action 1.1 was developed to integrate this feedback.

A third theme noted in Likert-scale survey questions, open-ended survey comments, and focus groups was an overall strong satisfaction with parent/guardian engagement, education, and two-way communication. While a point of pride and celebration, parent/guardian/caregiver outreach and engagement is something that must be continually maintained through proactive efforts and the LCAP is reflective of these efforts via Goal 2, Action 2.3.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each and every student will demonstrate growth towards meeting or exceeding grade-level standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

During the 2022-2023 school year, Solana Beach School District (SBSD) as a whole continued to exhibit high levels of academic achievement in both English language arts/literacy (ELA) and mathematics. On the 2023 ELA Smarter Balanced Summative Assessment, 84.56% of students either met or exceeded standard, with 81.81% of students meeting or exceeding standard in the area of Mathematics. In addition, 71.80% of students met or exceeded standards on the California Science Test (CAST) and 69.7% of English learner students made progress toward English language proficiency according to the California School Dashboard English Learner Progress Indicator (ELPI).
During the 2023-2024 school year, the local measure used to monitor student progress toward proficiency toward grade-level standards was Curriculum Associates' i-Ready diagnostic. As of January, 2024, 80% of all K-6 students were on track to meet or exceed standard in Reading by the end of the 2023-2024 school year, and 77% of K-6 students were on track to meet or exceed standard in Mathematics. In light of the above baseline metrics, SBSD's goal is to maintain the overall high level of student academic achievement and English learner progress toward English proficiency while focusing on acceleration of growth across all content areas for students in historically underperforming student group populations, with an ultimate goal of increasing the percentage of Students with Disabilities being served by an IEP and Socioeconomically Disadvantaged students meeting or exceeding grade level standard over time. A 2022 study conducted by Curriculum Associates indicated that students performing two or more years below grade level are likely to reach grade level proficiency across multiple measures if they can meet their i-Ready Stretch Growth targets for two years in a row, therefore progress toward i-Ready annual Stretch Growth targets is one of the metrics being used to monitor progress on this LCAP Goal.
Research shows that students' academic performance is positively influenced by student engagement and agency. This is especially salient in the relationship between engagement and outcomes for historically underperforming populations such as Socioeconomically Disadvantaged students, Students with Disabilities being served by an IEP, and students at risk of becoming long-term English learners. In alignment with the SBSD Mission, Vision, Student Promotion Profile Descriptors, and Equity Statement, LCAP Goal 1 includes action steps designed to boost student engagement and agency through deployment of evidence-based practices to support implementation of standards and student application of interdisciplinary, hands-on, project-based learning.
Additionally, research has illuminated a learning-outcomes gap between Socioeconomically Disadvantaged student populations and more well Socioeconomically resourced peers. In an effort to promote equitable outcomes for each and every learner, LCAP Goal 1 encompasses

an action step of enrolling four-year-old students in a pre-kindergarten program designed to develop early literacy, numeracy, and critical thinking skills alongside kindergarten readiness dispositions.
The 2023-2024 California Healthy Kids Survey revealed that 55% of Grade 5 students and 52% of Grade 6 students report Meaningful Participation in School. Additionally, educational partner input included a recommendation for enhance personalized learning and support (tailored learning paths, individualized instruction, and increased support resources to meet diverse student needs effectively, including challenging advanced learners), increased implementation of innovative teaching methods and hands-on learning experiences and maximization to support structures including intervention services during the school day and into expanded learning time frames. LCAP Goal 1 includes action steps developed in response to this feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of K-6 students achieving 50% of their annual Stretch Growth Target on local midyear i-Ready Reading Diagnostic Assessment Data Source: Local formative i-Ready Reading Diagnostic results	January 2024 i-Ready Reading Diagnostic: A. 57% of All B. 58% of Students with Disabilities (SwD) C. 57% of English Learners (ELs)	December 2024 i-Ready Reading Diagnostic: A. 51% of All B. 49% of SwD C. 39% of ELs	December 2025 i-Ready Reading Diagnostic: A.50% of All B. 45% of SwD C. 47% of ELs	A. Maintain 55-60% of All B. Maintain 55-60% of SwD C. Maintain 55-60% of ELs	A. All: -7% B. SwD: -13% C. ELs: -18%
1.2	Percent of K-6 students achieving 50% of their annual Stretch Growth Target on local midyear i-Ready Math Diagnostic Assessment Data Source: Local formative i-Ready Math Diagnostic results	January 2024 i-Ready Math Diagnostic: A. 52% of All B. 47% of SwD C. 54% of ELs	December 2024 i-Ready Math Diagnostic: A. 43% of All B. 35% of SwD C. 46% of ELs	December 2025 i-Ready Math Diagnostic: A. 43% of All B. 37% of SwD C. 40% of ELs	A. Maintain 50-55% of All B. 50-55% of SwD C. Maintain 50-55% of ELs	A. All: -9% B. SwD: -10% C. ELs: -14%
1.3	Percent of K-4 students achieving 50% of their annual Stretch Growth Target on local end of	May 2024 i-Ready Reading Diagnostic: A. 78% of All B. 70% of SwD	May 2025 i-Ready Reading Diagnostic: A. 80% of All	May 2026 i-Ready Reading Diagnostic: A. 79% of All	A. Maintain 75-80% of All B. 75-80% of SwD	A. All: +1% B. SwD: +1% C. ELs: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	year i-Ready Reading Diagnostic Assessment Data Source: Local formative i-Ready Reading Diagnostic results *The target of 50% was updated in the 2025–26 LCAP due to a correction.	C. 80% of ELs	B. 70% of SwD C. 72% of ELs	B. 71% of SwD C. 71% of ELs	C. Maintain 75-80% of ELs	
1.4	Percent of K-4 students achieving 50% of their annual Stretch Growth Target on local end of year i-Ready Math Diagnostic Assessment Data Source: Local formative i-Ready Math Diagnostic results *The target of 50% was updated in the 2025–26 LCAP due to a correction.	May 2024 i-Ready Math Diagnostic: A. 80% of All B. 72% of SwD C. 80% of ELs	May 2025 i-Ready Math Diagnostic: A. 82% of All B. 66% of SwD C. 78% of ELs	May 2026 i-Ready Math Diagnostic: A. 76% of All B. 68% of SwD C. 70% of ELs	A. Maintain 75-80% of All B. 75-80% of SwD C. Maintain 75-80% of ELs	A. All: -4% B. SwD: -4% C. ELs: -10%
1.5	Reclassification Rate Data Source: Local Reclassification Data	2023-2024 Rate of Reclassification of English Learners: 11% Reclassification Rate	2024-2025 Rate of Reclassification of English Learners: 19.5% Reclassification Rate	2025-2026 Rate of Reclassification of English Learners: 11% Reclassification Rate	Maintain a 10-15% Reclassification Rate	+0%
1.6	Percent of English learners who: » decreased at least one ELPI level	Spring 2023 ELPI: » 12.4% of ELs decreased at least one ELPI level	Spring 2024 ELPI: » 14% of ELs decreased at least one ELPI level	Spring 2025 ELPI: » 16% of ELs decreased at least one ELPI level	» Fewer than 10% of ELs decrease one or more ELPI levels	» +3.6% of ELs decreased one or more ELPI levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	» maintained ELPI Levels 1, 2, and 3 » progressed at least one ELPI level » maintained ELPI Level 4 Data Source: CA Schools Dashboard English Learner Progress Indicator (ELPI)	» 17.1% of ELs maintained ELPI Levels 1, 2, and 3 » 54.1% of ELs progressed at least one ELPI level » 16.5% of ELs maintained ELPI Level 4	» 21% of ELs maintained ELPI Levels 1, 2, and 3 » 48% of ELs progressed at least one ELPI level » 17% of ELs maintain ELPI Level 4	» 17.1% of ELs maintained ELPI Levels 1, 2, and 3 » 49.7% of ELs progressed at least one ELPI level » 17.1% of ELs maintain ELPI Level 4	» 15-20% of ELs maintain ELPI Levels 1, 2, and 3 » 55-60% of ELs progress at least one ELPI level » 10-15% of ELs maintain ELPI Level 4	» +0% of ELs maintained ELPI Levels 1, 2, and 3 » -4.4% of ELs progressed at least one ELPI level » +0.6% of ELs maintained ELPI Level 4
1.7	Percent of students in grades 3–6 who meet or exceed standard in English language arts (ELA) Data Source: California Assessment of Student Performance and Progress (CAASPP)	Spring 2023 CAASPP ELA: A. 85% of All B. 46% of SwD C. 72% of Socioeconomically Disadvantaged (SED) D. 41% of ELs >12 months Preliminary Spring 2024 CAASPP ELA (97% of student scores available): A. 82% of All B. 37% of SwD C. 66% of SED *The baseline of 41% of ELs >12 months was updated in the 2025–26 LCAP due to a correction. D. 31% of ELs >12 months	Spring 2024 CAASPP ELA: A. 82% of All B. 37% of SwD C. 70% of SED D. 31% of ELs >12 months Preliminary Spring 2025 CAASPP ELA (98% of student scores available): A. 83% of All B. 43% of SwD C. 63% of SED D. 39% of ELs >12 months	Spring 2025 CAASPP ELA: A. 84% of All B. 44% of Swd C. 63% of SED D. 38% of ELs >12 months Preliminary Spring 2026 CAASPP ELA (96% of student scores available): A. 83% of All B. 42% of Swd C. 63% of SED D. 37% of ELs >12 months	A. Maintain 80-85% of All B. 45-50% of SwD C. 70-75% of SED D. 70-75% of ELs >12 months	Spring 2023 compared to 2025 CAASPP ELA: A. -1% of All B. -2% of Swd C. -9% of SED D. -3% of ELs >12 months Preliminary Spring 2024 compared to 2026 CAASPP ELA (90% of student scores available compared to 97% in 2024): A. +1% of All B. +4% of Swd C. -3% of SED D. +6% of ELs >12 months

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percent of students in grades 3–6 who meet or exceed standard in mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	Spring 2023 CAASPP Math: A. 81% of All B. 44% of SwD C. 61% of SED D. 40% of ELs >12 months Preliminary Spring 2024 CAASPP Math (97% of student scores available): A. 80% of All B. 37% of SwD C. 60% of SED D. 45% of ELs >12 months *The baseline of 40% of ELs >12 months was updated in the 2025–26 LCAP due to a correction.	Spring 2024 CAASPP Math: A. 80% of All B. 37% of SwD C. 65% of SED D. 44% of ELs >12 months Preliminary Spring 2025 CAASPP Math (98% of student scores available): A. 82% of All B. 40% of SwD C. 58% of SED D. 43% of ELs >12 months	Spring 2025 CAASPP Math: A. 82% of All B. 41% of Swd C. 58% of SED D. 45% of ELs >12 months Preliminary Spring 2026 CAASPP Math (99% of student scores available): A. 82% of All B. 38% of Swd C. 63% of SED D. 52% of ELs >12 months	A. Maintain 80-85% of All B. 45-50% of SwD C. 65-70% of SED D. 70-75% of ELs >12 months	Spring 2023 compared to 2025 CAASPP Math: A. +1% of All B. -3% of Swd C. -3% of SED D. +5% of ELs >12 months Preliminary Spring 2024 compared to 2026 CAASPP Math (99% of student scores available compared to 97% in 2024): A. +2% of All B. +1% of Swd C. +3% of SED D. +7% of ELs >12 months
1.9	Percent of students in grade 5 who meet or exceed standard in Science Data Source: California Science Test (CAST)	Spring 2023 CAST: A. 72% of All B. 33% of SwD C. 58% of SED D. 12% of ELs >12 months Preliminary Spring 2024 CAST Math (97% of student scores available): A. 71% of All B. 35% of SwD C. 48% of SED	Spring 2024 CAST: A. 71% of All B. 35% of SwD C. 52% of SED D. 14% of ELs >12 months Preliminary Spring 2025 CAST (98% of student scores available): A. 72% of All B. 20% of SwD	Spring 2025 CAST: A. 72% of All B. 20% of Swd C. 48% of SED D. 24% of ELs >12 months Preliminary Spring 2026 CAST (99% of student scores available): A. 72% of All B. 31% of Swd	A. Maintain 70-75% of All B. 35-40% of SwD C. 50-55% of SED D. 55-60% of ELs >12 months	Spring 2023 compared to 2025 CAST: A. +0% of All B. -13% of Swd C. -10% of SED D. +12% of ELs >12 months Preliminary Spring 2024 compared to 2026 CAST (99% of student scores available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		D. 14% of ELs >12 months *The baseline of 12% of ELs >12 months was updated in the 2025–26 LCAP due to a correction.	C. 48% of SED D. 24% of ELs >12 months	C. 53% of SED D. 19% of ELs >12 months		compared to 97% in 2024): A. +1% of All B. -4% of Swd C. +5% of SED D. +5% of ELs >12 months
1.10	Percent of students in grade 5 participating in Physical Fitness Testing (PFT) Data Source: Physical Fitness Data	Physical Fitness Testing 2024 participation rates: » 98% of 5th grade students participated in 3 of 5 domains » 97% of 5th grade students participated in 4 of 5 domains » 94% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2024 districtwide 5th grade participation in each domain: » 96% - Aerobic Capacity » 98% - Abdominal Strength » 98% - Trunk Strength » 96% - Flexibility » 98% - Upper Body Strength	Physical Fitness Testing 2025 participation rates: » 98% of 5th grade students participated in 3 of 5 domains » 98% of 5th grade students participated in 4 of 5 domains » 96% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2025 districtwide 5th grade participation in each domain: » 97% - Aerobic Capacity » 98% - Abdominal Strength » 98% - Trunk Strength » 98% - Flexibility	Physical Fitness Testing 2026 participation rates: » 95% of 5th grade students participated in 3 of 5 domains » 95% of 5th grade students participated in 4 of 5 domains » 93% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2026 districtwide 5th grade participation in each domain: » 98% - Aerobic Capacity » 97% - Abdominal Strength » 96% - Trunk Strength » 96% - Flexibility	Physical Fitness Testing participation rates: » Maintain 95-100% of 5th grade students participating in 3 of 5 domains » Maintain 95-100% of 5th grade students participating in 4 of 5 domains » Maintain 90-95% of 5th grade students participating in 5 of 5 domains Physical Fitness Testing 2024 districtwide 5th grade participation in each domain: » Maintain 95-100% of 5th grade students participating in	Physical Fitness Testing 2024 to 2026 participation rates: » -3% of 5th grade students participated in 3 of 5 domains » -2% of 5th grade students participated in 4 of 5 domains » -1% of 5th grade students participated in 5 of 5 domains Physical Fitness Testing 2024 compared to 2026 districtwide 5th grade participation in each domain: » +2% - Aerobic Capacity » -1% - Abdominal Strength » -2% - Trunk Strength

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			» 98% - Upper Body Strength	» 96% - Upper Body Strength	each individual domain	» +0% - Flexibility » -2% - Upper Body Strength
1.11	Percent of students in Grade 5 and 6 who report Meaningful Participation in School Data Source: California Healthy Kids Survey (CHKS)	December 2023 CHKS: A. 55% of Grade 5 B. 52% of Grade 6	December 2024 / January 2025 CHKS: A. 54% of Grade 5 B. 51% of Grade 6	December 2025 / January 2026 CHKS: A. 52% of Grade 5 B. 53% of Grade 6	A. 70% of Grade 5 B. 70% of Grade 6	A: Grade 5: -3% B: Grade 6: +1%
1.12	Annual Solana Beach School District Board of Education resolution showing sufficiency of instructional materials Data Source: Board of Education resolution	Annual 2023-2024 BOE resolution showing sufficiency of instructional materials	Annual 2024-2025 BOE resolution showing sufficiency of instructional materials	Annual 2025-2026 BOE resolution showing sufficiency of instructional materials	Maintain annual BOE resolution showing sufficiency of instructional materials	Maintained Baseline
1.13	Appropriately credentialed and assigned teachers: 100% of teachers are appropriately assigned and fully credentialed Data Source: School Accountability Report Card (SARC) and district Audit Reports	100% of 2022-2023 teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	Maintain 100% of teachers are appropriately assigned and fully credentialed (per SARC and Audit Reports)	Maintained Baseline
1.14	100% of students, including unduplicated students and students with Individualized Education Plans will	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples show 100% of 2023-	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples	Evidence gathered from Attendance Records, Equity Visits, and Student Work Samples will	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participate in a broad course of study aligned to state standards Data Sources: Attendance Records, Equity Visits, and Student Work Samples	2024 students (including unduplicated students and students with Individualized Education Plans) participated in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	show 100% of 2024-2025 students (including unduplicated students and students with Individualized Education Plans) participated in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	show 100% of 2025-2026 students (including unduplicated students and students with Individualized Education Plans) participated in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	show maintenance of 100% of students (including unduplicated students and students with Individualized Education Plans) participating in a broad course of study aligned to state standards, including: STREAM, Music, supplemental PE, Art, and Media	
1.15	Academic content and performance standards (ELA, ELD/ELA, Math, History-Social Science, and Science) adopted by the state board will be implemented, including access by English Learners to academic content standards and English Language Development standards. Data Sources: Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition	Review of Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) indicates full implementation and sustainability of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English	Review of Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) indicates full implementation and sustainability of state standards	Review of Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) indicates full implementation and sustainability of state standards	Evidence gathered from Equity Visits, Student Work Samples, Student Progress Report, and SBSD Progress Indicators for English Acquisition (supported by the Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool regarding Implementation of State Academic Standards) will show maintenance of full implementation	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners to academic content standards and English Language Development standards.	(ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.	(ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.	and sustainability of state standards (ELA, ELD/ELA, Math, History-Social Science, and Science), including access by English Learners to academic content standards and English Language Development standards.	

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Solana Beach School District (SBSD) implemented actions and services aligned to Goal 1 with a consistent focus on strengthening high-quality, standards aligned instruction. Implementation was largely consistent with planned actions, with strategic refinements to maximize purposeful focus, deepen impact, and enhance coherence across initiatives.

In alignment with Action 1.1 (Implementation of State Standards), professional learning and coaching supported the continued implementation of History-Social Science curriculum materials adopted the prior year. SBSD continued integration of the provisions of Assembly Bill 285 through expanded environmental stewardship learning opportunities including the launch of a Jumpstart-6 Garden Instruction program and Next Generation Science Standard (NGSS)-integrated classroom environmental stewardship units of study for grades K, 2, 4, and 6. A representative task force of educators engaged in evaluating high-quality instructional materials to inform spring adoption of a comprehensive science curriculum aligned to NGSS. Additionally, a Math Leadership Task Force was convened to build capacity and prepare for future math curriculum piloting and adoption. Instructional practices throughout emphasized interdisciplinary, hands-on, and project-based learning, including ongoing attention to student agency, real-world application, design thinking, and opportunities for students to share learning beyond the classroom. Staff made the decision to delay the research and exploration of quality language program models for the 2025-2026 school year in order to focus efforts on other district priorities.

Action 1.2 (Professional Learning and Collaboration for Enhanced Instruction) encompassed expanded and refined professional learning opportunities aligned to evidence-based instructional practices. A key highlight was the launch of Cultures of Thinking professional learning, in support of student engagement via visible learning practices across learning spaces. Structured literacy professional learning, grounded in the science of reading research base continued to be a priority and was expanded to include grades 3-5, strengthening coherence in literacy

practices across the grades. SBSD successfully implemented year 1 of the state-required Reading Difficulties Risk Screener (RDRS) in compliance with California Assembly Bill 1454. RDRS implementation was accompanied by professional learning on administration of the screener as well as data interpretation and action planning, furthering staff capacity to respond to the full range of learners, including students at risk for reading difficulties. Staff made the decision to delay the research and exploration of AI tools to support instruction and efficiency for the 2025-2026 school year in order to focus efforts on other district priorities.
Professional learning and coaching also provided ongoing support of Action 1.3 (English Language Development) as informed by California's ELA/ELD Standards and English Learner Roadmap. These efforts were integrated within broader instructional and Multi-Tiered System of Support (MTSS) protocols, strengthening staff's ability to support multilingual learners' language development across content areas.
Under Action 1.4 (Jumpstart Program), the district continued the second year of implementation of the Jumpstart program for eligible four-year-old students. The program provided early access to foundational learning experiences, supporting school readiness and early literacy development.
Actions 1.5, 1.6, and 1.7 (Targeted and Intensive Supports) were infused across all initiatives described above, prioritizing a comprehensive system of academic and social-emotional support for each and every student, with additional targeted and intensive support based on student need. These supports included small group instruction and the use of evidence-based intervention programs in reading and mathematics. Student access to grade level standards was enhanced via wraparound services made possible by the continued collaboration of SBSD's Licensed Clinical Social Worker (LCSW) (LREBG-funded action), Social Emotional Learning (SEL) teams, and partnerships with local universities to provide school social work interns. These integrated efforts contributed to a holistic approach to student academic success.
Overall, the district experienced notable successes in strengthening instructional practices, expanding educator capacity, enhancing data-informed systems, and providing engaging, real-world learning experiences for students. These efforts have established a strong foundation for continued growth and refinement in support of student achievement.

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

There is a 33% difference between budgeted expenditures and estimated actual expenditures for Action 1.2 due to the over projected cost of professional development.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Actions 1.1 - 1.7 showed emerging effectiveness, as they resulted in maintenance of high baseline for all students from spring 2025 to the spring 2026 (+1% ELA, +2% Math, +1% CAST) and slight increases for the majority of student groups identified particularly, from the 2024 to 2026 spring data performance, supporting current actions with refinements to continue to support overall math performance, and specific student groups in 2026-27.

Actions 1.4 and 1.6 showed effectiveness, as there was a decrease in Chronic Absenteeism (metric 2.8) for the SED student group and an increase in student performance from spring 2024 to spring 2026 CAASPP results (metrics 1.7 and 1.8) for the SED student group. In addition, there were increases from spring 2024 to spring 2026 CAASPP results (metrics 1.7 and 1.8) for the EL student group, however the

stretch growth for i-Ready performance (metrics 1.1-1.4) is still emerging, as are reclassification rates (metric 1.5) as data showed the same results as baseline year. A decrease in Chronic Absenteeism for the EL student group (metric 2.8) showed that the actions in 1.6 were effective.

Actions 1.1 - 1.2: Professional learning, the piloting of science curriculum, and recommendations from our Science Taskforce demonstrated emerging effectiveness. Staff provided recommendations for NGSS-aligned curriculum science adoption to begin in the 2026-27 school year. The adoption of the materials, coupled with professional learning are beginning to further support an inquiry based approach to learning.

Metric 1.11 showed that actions resulted in minimal effectiveness with respect to increasing positive responses. The percentage of students in Grade 5 and 6 reporting “Meaningful Participation in School” via the California Healthy Kids Survey, has remained relatively stagnant since the December 2023 baseline: Grade 5 at 55% in 2023, 54% in 2024, and 52% in 2025; Grade 6 at 52% in 2023, 51% in 2024, and 53% in 2025. Action steps have been added for the 2026-2027 school year to specifically center student engagement as a critical, non-optional component of student academic achievement. The Action Step 1.1 descriptor “Continued professional learning and coaching support in implementation of deeper learning practices to support student thinking and application (e.g., work vs. learning, use of snapshot protocol, analysis of task tied to purpose of task for learning)” and the Action Step 1.2 descriptor“K-6 grade-level mathematics instruction, focused on: Developing teachers’ capacity to design and implement rich math tasks, support student engagement in problem-solving and mathematical discourse, and emphasize the mathematical habits of mind” have been specifically added to not only enhance the universal learning outcomes for students but also to address student’s perceptions around being authentically engaged in their learning.

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

Based on reflections on prior practice and the positive impact of expanded mental health and social-emotional supports, anticipated ongoing 2026–2027 LREBG funding has been identified to continue supporting the Licensed Clinical Social Worker (LCSW) role as an ongoing action to address student behavioral, social-emotional, and intervention needs. Because of the success of the integration of school social work interns, Actions 1.5, 1.6, and 1.7 have been enhanced to include continued exploration of partnerships with universities to bring School Counseling Interns onto select campuses to support the SEL of students.
To support the systematic implementation of the newly adopted science curriculum, all teachers facilitating science instruction in grades K–6 during the 2026–27 school year will participate in a series of professional learning opportunities. These learning experiences will focus on instructional shifts outlined in the Next Generation Science Standards (NGSS), strategies for student engagement through Ambitious Science Teaching core practices, and the structure and instructional design of the newly adopted California Inspire Science (McGraw Hill) curriculum. As part of this implementation process, grade-level teams will select and teach at least one unit from the new curriculum during the school year. Prior to the start of the school year, teachers will participate in a half-day professional learning session facilitated by the publisher. Teachers will also engage in a half-day of collaborative planning and professional learning with site STREAM TOSAs, in addition to ongoing collaboration with grade-level colleagues and STREAM TOSAs during two dedicated afternoon PLG Wednesdays in the fall and spring semesters. To build site-based leadership capacity, STREAM TOSAs will participate in “train-the-trainer” professional learning facilitated by the SBSD Instructional Services Team prior to the start of the school year. This learning will prepare STREAM TOSAs to lead ongoing professional learning on the NGSS instructional shifts and Ambitious Science Teaching core practices throughout the year at their respective school sites.

In partnership with Instructional Services, STREAM TOSAs will also support the procurement and distribution of science lab materials kits to ensure all students have equitable access to rigorous, hands-on science learning experiences.
Additionally, all teachers instructing grades K-6 will receive two full days of grade level specific mathematics professional learning. These sessions will align with the California Math Framework and connect to the ongoing work of the Math Leadership Task Force, with a specific focus on: Developing teachers' capacity to design and implement rich math tasks, support student engagement in problem-solving and mathematical discourse, and emphasize the mathematical habits of mind.
The ongoing professional learning around structured literacy will continue to occur in the 2026-27 school year, while continuing to strengthen site-based leads through high-quality professional learning with the San Diego County Office of Education and Dr. Spengler.
The review of student use of technology in K–6 classrooms to support meaningful, developmentally appropriate learning will also be a targeted action step to continue to support students in their application of learning and deeper understanding of concepts.

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	Implementation of state standards	• Ensuring all teachers hold appropriate credential(s) to serve students in their assigned role. • Build instructional expertise, strengthen reflective practice, and promote collaborative action among educators, aligned with the 2024 California Standards for the Teaching Profession (CSTP). • Purchasing and replacement of standards-aligned adopted and supplementary materials as needed (e.g. History/Social Science, ELA/ELD materials, Mathematics, Science other content area materials as identified). • Continued professional learning and coaching support in implementation of deeper learning practices to support student thinking and application (e.g., work vs. learning, use of snapshot protocol, analysis of task tied to purpose of task for learning). • Professional learning and coaching support in implementation of Assembly Bill 285, requiring a course of study to emphasize the causes and effects of climate change and methods to mitigate and adapt to its effects (e.g. units of study, expansion of Environmental Stewardship connections). • Professional learning and implementation of newly-adopted Science curriculum. • Continuation of Math Leadership Task Force to strengthen site systems for professional learning of new Math Framework and	$1,753,080.00	No

Action #	Title	Description	Total Funds	Contributing
		recommendation of Math Curriculum Adoption for the 2027-28 school year. • Certificated staff to support enhanced implementation of standards-aligned instruction through student application of interdisciplinary, hands-on, project-based learning, to include: • Increased connections between concepts learned in the classroom and relevant impact to society through classroom projects. • Analysis and refinement of learning tasks to further advance student agency and engagement. • Design thinking and engineering design processes • Opportunities to share learning beyond the classroom walls to positively impact the community (i.e., service learning projects, civic learning opportunities). • Actualization of the District Mission, Vision, and Student Promotion Profile Descriptors, empowering student voice and student in exploring interests, passions and relevant connections to the world • Environmental Stewardship programs to foster student understanding and application of environmental literacy.		
1.2	Professional learning and collaboration for enhanced instruction	Professional learning, collaboration, and coaching support in: • Evidence-based methods for boosting student engagement and agency in their learning experiences connected to relevant real world experiences (e.g., Powerful Learning Practices). • Exploration of AI tools to support enhanced instruction and work efficiency adhering to ethical and responsible uses. • Screening students to identify those at risk for reading difficulties. • Evidence-based strategies for structured literacy/reading instruction including support for students at risk for reading difficulties. • Refinement of cohesive and comprehensive multi-tiered system of support for students success, including screening, progress monitoring, benchmark assessments, and contingencies for students exceeding expected pace of proficiency at grade-level standard as well as defined, evidence-based supports for students who are not meeting grade-level proficiency at an expected pace.	$170,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Newly adopted science curriculum and implementation. • K-6 grade-level mathematics instruction, focused on: Developing teachers' capacity to design and implement rich math tasks, support student engagement in problem-solving and mathematical discourse, and emphasize the mathematical habits of mind. • Review of technology in K–6 classrooms and its purposeful application to support meaningful, developmentally appropriate learning.		
1.3	English Language Development (ELD)	Professional learning and coaching support in implementation of California English Language Development (ELD) Standards and English Learner Roadmap Expenditures included in Goal 1, Action 2.	$0.00	No
1.4	Jumpstart Program	Third year of Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria.	$431,649.00	Yes
1.5	Targeted and Intensive Supports - All Students	Additional targeted and intensive support services are provided to students who do not make expected progress toward achieving grade level standards: • Certificated staff, with paraprofessional support will provide targeted instruction to students monitored in four to six week cycles to support skill acquisition and proficiency towards standards. • Targeted support using core curriculum to access grade level content standards. • Targeted math intervention using curriculum (e.g., Do the Math) and Cognitively Guided Instruction strategies. • Targeted reading intervention curriculum and evidenced based strategies to support skill proficiency (e.g., Sonday System, Orton-Gillingham)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Licensed Clinical Social Worker (LCSW) will continue to support in 2026-27 school year with coordinated services around mental health, alongside Social Emotional Learning (SEL) teams and School Social Work Interns (Proposed 26-27 LREBG-funded action). • District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL of students under the supervision of the LCSW. • District will continue to work in partnership with universities through the MOU process to bring School Counseling Interns onto select campuses to support the SEL of students under the supervision of the school counselor at the designated school site(s) Expenditures included in Goal 1, Action 6.		
1.6	Targeted and Intensive Supports - Unduplicated Populations	Additional targeted and intensive support services are provided to unduplicated students who do not make expected progress toward achieving grade level standards: • Certificated staff, with paraprofessional support, build upon primary language assets and deliver direct instruction to unduplicated students, provide professional learning to staff and consult with classroom teachers. • English Language Development (ELD) support teachers and staff utilize targeted strategies and curriculum to support English learners in achieving standards. This may include direct instruction to students, the use of instructional strategies to support with English Language Development (e.g. Guided Language Acquisition Design (GLAD) strategies). • Services for English learners focus on students reclassifying prior to exiting the district in grade six. • English Learner support staff monitor student progress before and after reclassification, and provide targeted supports if a student's performance falls below the reclassification criteria.	$1,303,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ELD Standards and the California English Learner Roadmap are used to enhance programs and supports in service of building English Proficiency. • Targeted math intervention using evidence-based strategies and supplemental resources. • Targeted support using core curriculum to access grade level content standards. • A full-time and part-time bilingual community liaisons provide outreach to families, support translation, and connect families to resources and/or community organizations. • Extended day and extended year learning opportunities are provided for unduplicated students. • Socioeconomically disadvantaged students are provided with scholarships to attend summer enrichment, summer intervention classes, or extended day opportunities. • Outreach is provided to families of foster youth and homeless students to coordinate services. • Additional social and emotional learning supports provided as needed to ensure an optimal learning environment. • Preschool learning opportunities provided for socioeconomically disadvantaged students. • Licensed Clinical Social Worker (LCSW) will continue to support in 2026-27 with coordinated services around mental health, alongside site Social Emotional Learning (SEL) teams and School Social Work Interns (Proposed 26-27 LREBG-funded action). • District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL of students under the supervision of the LCSW. • District will continue to work in partnership with universities through the MOU process to bring School Counseling Interns onto select campuses to support the SEL of students under the supervision of the school counselor at the designated school site(s).		

Action #	Title	Description	Total Funds	Contributing
1.7	Targeted and Intensive Supports - Students with Disabilities	Additional targeted and intensive support services are provided to students with disability who do not make expected progress toward achieving grade level standards: • Certificated staff, with paraprofessional support provided targeted instruction to students with disability and collaborate with classroom teacher to support students. • Lexia Core Five Reading will be used as an additional support to assess, monitor and advance student progress. • Targeted math support using curriculum (e.g. Do the Math) and Cognitively Guided Instruction strategies. • Targeted support using core curriculum to access grade level content standards. • Additional social and emotional learning supports will be provided as needed to ensure an optimal learning environment. • Licensed Clinical Social Worker (LCSW) will continue to support in 2026-27 with coordinated services around mental health, alongside site Social Emotional Learning (SEL) teams and School Social Work Interns (Proposed 26-27 LREBG-funded action). • District will continue to work in partnership with universities through the MOU process to bring School Social Work Interns onto campuses to support the SEL needs of students under the supervision of the LCSW. • District will explore to work in partnership with universities through the MOU process to bring School Counseling Interns onto select campuses to support the SEL of students under the supervision of the school counselor at the designated school site(s). • Partner with CDE to develop a comprehensive plan addressing the disproportionate qualification of students for special education.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each and every student will feel connected, engaged, and supported in a positive, safe, and inclusive school environment that fosters physical, social and emotional well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

During the 2022-2023 school year, Solana Beach School District (SBSD) maintained a “Standard Met” status across the California School Dashboard Local Indicators related to Goal #2 (Basics: Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey) as well as a low suspension rate for the “All students” group.
During the 2023-2024 school year, the California Healthy Kids Survey was administered to Grade 5 and Grade 6 students, and results revealed positive outcomes in the areas of School Connectedness, Caring Adults, Social and Emotional Learning Supports and Anti-Bullying Climate. Additionally, the local School Climate and LCAP survey administered in March 2024 included a high level of both staff and parent/guardian/caregiver agreement with such statements as: “Students are aware of their own areas of strength and areas for growth;” “The school environment is welcoming for students and adults;” “Students feel a sense of connection to others at school;” and “Students and their families’ cultures/heritages are acknowledged and respected.”
SBSD’s goal is to maintain/improve these positive trends while addressing specific areas where multiple data sources have revealed an opportunity for refinement and improvement for the overall student population and/or specified student groups. One area to be addressed under LCAP Goal #2 is Chronic Absenteeism. The rate of chronically absent students is calculated each school year as a percentage of students absent for 10 percent or more of the instructional days they were enrolled in Solana Beach School District. In 2022-2023, the District as a whole received an “orange” performance level for Chronic Absenteeism for All Students as well as for five student groups. An analysis of 2023 California School Dashboard data reflective of the 2022-2023 school year revealed low performance in the area of student attendance (a high level of Chronic Absenteeism) at three school campuses. Action 2.2 was developed in response to Chronic Absenteeism baseline data.
Staff and parent/guardian/caregiver input via the the local School Climate and LCAP survey and during Spring, 2024 empathy interviews and focus groups included a consistent theme of calling for continued emphasis on Social and Emotional Learning and the building of inclusive environments. Action 2.1 was developed in response to this feedback.
LCAP Goal 2 and the related Metrics and Actions reinforce the core principle All Learning is Social and Emotional with a goal of developing common understanding and language among students, staff, and families that SEL is embedded in all interactions and interdisciplinary learning activities, rather than a separate program. In addition, Actions are geared toward enhancing a culture where all the adults in the

school buildings are collectively responsible for supporting student needs, with continued use of multiple sources of data to inform tiered approaches to programming and services matched to individual student needs.
Additionally, as shared above in connection to LCAP Goal 1, the 2023-2024 California Healthy Kids Survey revealed that 55% of Grade 5 students and 52% of Grade 6 students report Meaningful Participation in School. Therefore, action steps have been included in an effort to boost student engagement and agency.
Parent/guardian/caregiver survey respondents and focus group participants praised current efforts and reinforced a preference for ongoing two-way communication and parent engagement and education opportunities. Action 2.3 is reflective of this feedback. Lastly, trends arose in the School Climate and LCAP survey related to students having ample opportunities for physical activity and adequate options for nutritious food. Action 2.4 was developed in response to this feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in Grade 5 and 6 who report feeling safe at school Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 88% of Grade 5 B. 91% of Grade 6	December 2024/January 2025 CHKS: A. 91% of Grade 5 B. 91% of Grade 6	December 2025/January 2026 CHKS: A. 94% of Grade 5 B. 90% of Grade 6	A. 90-95% of Grade 5 B. Maintain 90-95% of Grade 6	A: +6% of Grade 5 B: -1% of Grade 6
2.2	Percent of respondents who report “The school environment in safe, clean, and structured to foster learning” Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey A. 96% of parents/ guardians/ caregivers Strongly Agree or Agree B. 94% of staff Strongly Agree or Agree	March, 2025 Local School Climate and LCAP Survey A. 98% of parents/ guardians/ caregivers Strongly Agree or Agree B. 96% of staff Strongly Agree or Agree	March, 2026 Local School Climate and LCAP Survey A. 98% of parents/ guardians/ caregivers Strongly Agree or Agree B. 93% of staff Strongly Agree or Agree	A. Maintain 95-100% of parents/ guardians/ caregivers Strongly Agree or Agree B. 95-100% of staff Strongly Agree or Agree	A: +2% of parents/ guardians/ caregivers B: -1% of staff
2.3	Percent of students in Grade 5 and 6 who report School Connectedness	December, 2023 CHKS A. 85% of Grade 5 B. 82% of Grade 6	December 2024 CHKS: A. 84% of Grade 5 B. 83% of Grade 6	December 2025/January 2026 CHKS: A. 87% of Grade 5 B. 84% of Grade 6	A. Maintain 80-85% of Grade 5 B. Maintain 80-85% of Grade 6	A: +2% of Grade 5 B: +2% of Grade 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Healthy Kids Survey (CHKS)					
2.4	Percent of respondents who report “Students feel a sense of connection to others at school” Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey A. 90% of parents/ guardians/ caregivers Strongly Agree or Agree B. 94% of staff Strongly Agree or Agree	March, 2025 Local School Climate and LCAP Survey A. 93% of parents/ guardians/ caregivers Strongly Agree or Agree B. 95% of staff Strongly Agree or Agree	March, 2026 Local School Climate and LCAP Survey A. 92% of parents/ guardians/ caregivers Strongly Agree or Agree B. 96% of staff Strongly Agree or Agree	A. Maintain 90-95% of parents/ guardians/ caregivers Strongly Agree or Agree B. Maintain 90-95% of staff Strongly Agree or Agree	A: +2% of parents/ guardians/ caregivers B: +2% of staff
2.5	Percent of students in Grade 5 and 6 who report Caring Adults in School Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 80% of Grade 5 B. 79% of Grade 6	December 2024 CHKS: A. 80% of Grade 5 B. 78% of Grade 6	December 2025/January 2026 CHKS: A. 79% of Grade 5 B. 79% of Grade 6	A. Maintain 80-85% of Grade 5 B. 80-85% of Grade 6	A: -1% of Grade 5 B: +0% of Grade 6
2.6	Percent of students in Grade 5 and 6 who report Social and Emotional Learning Supports Data Source: California Healthy Kids Survey (CHKS)	December, 2023 CHKS A. 81% of Grade 5 B. 80% of Grade 6	December 2024 CHKS: A. 81% of Grade 5 B. 78% of Grade 6	December 2025/January 2026 CHKS: A. 80% of Grade 5 B. 78% of Grade 6	A. Maintain 80-85% of Grade 5 B. Maintain 80-85% of Grade 6	A: -1% of Grade 5 B: -2% of Grade 6
2.7	District Attendance Data Source: Attendance Report	2023-2024 Overall District Attendance Rate: 96%	2024-2025 Overall District Attendance Rate: 96%	2025-2026 Overall District Attendance Rate: 97%	Maintain Overall District Attendance Rate of 95% or Higher	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Chronic Absenteeism Rate Data Sources: DataQuest / California School Dashboard	Spring 2023 Chronic Absenteeism: A. 9.3% - All (Orange performance level) B. 13.5% - Students with Disabilities (SwD) (Yellow performance level) C. 13.6% - Socioeconomically Disadvantaged (SED) (Yellow performance level) D. 11.5% - English Learners (EL) (Orange performance level) E. 15% - Solana Santa Fe Elementary (Red performance level)	Spring 2024 Chronic Absenteeism: A. 4.4% - All (Blue performance level) B. 8.7% - Students with Disabilities (SwD) (Green performance level) C. 9.6% - Socioeconomically Disadvantaged (SED) (Green performance level) D. 4.1% - English Learners (EL) (Blue performance level) E. 4% - Solana Santa Fe Elementary (Blue performance level)	Spring 2025 Chronic Absenteeism: A. 3.6% - All (Green performance level) B. 6.3% - Students with Disabilities (SwD) (Green performance level) C. 7.2% - Socioeconomically Disadvantaged (SED) (Green performance level) D. 5.7% - English Learners (EL) (Orange performance level) E. 2.3% - Solana Santa Fe Elementary (Blue performance level)	A. All - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) B. SwD - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) C. SED - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) D. - EL - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard) E. Solana Santa Fe Elementary - Green Performance Level (decline 2% per year from 2023 to 2026 Dashboard)	Chronic Absenteeism Rate: A. All: -5.7% B. SwD: -7.2% C. SED: -6.4% D. EL: -5.8% E. Solana Santa Fe Elementary: -12.7%
2.9	Percentage of staff indicating “Students understand the expectations for behavior in the classroom and throughout the school”	March, 2024 Local School Climate and LCAP Survey 80% of staff responding “Strongly Agree” or “Agree”	March, 2025 Local School Climate and LCAP Survey 80% of staff responding “Strongly Agree” or “Agree”	March, 2026 Local School Climate and LCAP Survey 87% of staff Strongly Agree or Agree	85% of staff respond “Strongly Agree” or “Agree”	+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local School Climate and LCAP Survey					
2.10	Percentage of staff indicating “Students behavioral success is supported at school” Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 77% of staff responding “Strongly Agree” or “Agree”	March, 2025 Local School Climate and LCAP Survey 83% of staff responding “Strongly Agree” or “Agree”	March, 2026 Local School Climate and LCAP Survey 85% of staff Strongly Agree or Agree	85% of staff respond “Strongly Agree” or “Agree”	+8%
2.11	Percentage of students self-reporting alignment with CASEL Competencies - percentage of students answering “Yes” (Grades K-2) or “Almost Always” / “Often” (Grades 3-6) Data Source: Local Social Emotional Learning (SEL) Universal Screener	Winter 2024 SEL Universal Screener » 87% - I have a trusted adult at school » 75% - I know how to calm myself down when I am upset » 87% - I like who I am » 76% - I think about making responsible decisions before I act » 91% - I have one or more good friends at school » 76% - I work well with others in a group » 83% - I listen to other people's ideas » 82% - I feel cared for and accepted at school	Winter 2025 SEL Universal Screener » 85% - I have an adult at school I can go to if I need help. » 76% - I know how to calm myself down when I am upset » 88% - I like who I am » 77% - I think about making responsible decisions before I act » 92% - I have one or more good friends at school » 76% - I work well with others in a group » 82% - I listen to other people's ideas	Winter 2026 SEL Universal Screener 85% - I have an adult at school I can go to if I need help. 75% - I know how to calm myself down when I am upset 86% - I like who I am 77% - I think about making responsible decisions before I act 91% - I have one or more good friends at school 78% - I work well with others in a group 84% - I listen to other people's ideas	» 90% - I have a trusted adult at school » 80% - I know how to calm myself down when I am upset » 90% - I like who I am » 80% - I think about making responsible decisions before I act » Maintain 90-95% - I have one or more good friends at school » 80% - I work well with others in a group » Maintain 80-85% - I listen to other people's ideas	-2% - I have a trusted adult at school +0% - I know how to calm myself down when I am upset -1% - I like who I am +1% - I think about making responsible decisions before I act +0% - I have one or more good friends at school +2% - I work well with others in a group +1% - I listen to other people's ideas -1%- I feel there are one or more adults at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			» 87% -I feel there are one or more adults at school who care about me. » 80% - I feel like I belong at school *The prompt "I feel cared for and accepted at school" was replaced in 2024-2025 with "I feel there are one or more adults at school who care about me." and "I feel like I belong at school."	86% -I feel there are one or more adults at school who care about me. 83% - I feel like I am accepted at school	» 85% - I feel cared for and accepted at school	who care about me. +3% - I feel like I belong at school
2.12	Percentage of families indicating “Students have ample opportunities for physical activity” Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 81% of families responding “Strongly Agree” or “Agree”	March, 2025 Local School Climate and LCAP Survey 88% of families responding “Strongly Agree” or “Agree”	March, 2026 Local School Climate and LCAP Survey 87% of families Strongly Agree or Agree	85% of families responding “Strongly Agree” or “Agree”	+6%
2.13	Percentage of families indicating “Students are provided with options for nutritious food.” Data Source: Local School Climate and LCAP Survey	March, 2024 Local School Climate and LCAP Survey 76% of families responding “Strongly Agree” or “Agree”	March, 2025 Local School Climate and LCAP Survey 74% of families responding “Strongly Agree” or “Agree”	March, 2026 Local School Climate and LCAP Survey 78% of families Strongly Agree or Agree	80% of families responding “Strongly Agree” or “Agree”	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Suspension Rate Data Source: California School Dashboard	Spring 2023 California School Dashboard Suspension Rate: 0.4%	2024 Dashboard: 0.2% Suspension Rate	2025 Dashboard: 0.3% Suspension Rate	Maintain Suspension Rate Below 1%	Maintained Suspension Rate Below 1%
2.15	Expulsion Rate Data Source: School Accountability Report Card (SARC)	Spring 2022 SARC Expulsion Rate: 0%	Spring 2023 SARC Expulsion Rate: 0%	Spring 2024 SARC Expulsion Rate: 0%	Maintain Suspension Rate Below 0.1%	Maintained Expulsion Rate Below 0.1%
2.16	Facilities Report Data Source: School Accountability Report Card (SARC) and Facility Inspection Tool (FIT) Report	Spring 2023 SARC and FIT Report 100% of schools at the “Good” or better rating	Spring 2024 SARC and FIT Report 100% of schools at the “Good” or better rating	Spring 2025 SARC and FIT Report 100% of schools at the “Good” or better rating	Maintain 100% of schools will at the “Good” or better rating	Maintained Baseline
2.17	Parent/ Guardian/ Caregiver participation and engagement in advisory groups, events, engagement forums, and education opportunities (including families of unduplicated students and students with exceptional needs) Data Sources: • Meeting records/minutes • Agendas • Sign In sheets • Meeting input/feedback surveys	2023-2024 Parent/ Guardian/ Caregiver Participation and Engagement: » 100% (6 out of 6) of campuses represented at each DELAC meeting (one campus does not meet the minimum threshold of English learner students for designating an English learner parent representative) » 70% (5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher	2024-2025 Parent/ Guardian/ Caregiver Participation and Engagement: » 30-50% (2-3 out of 6) of campuses represented at each DELAC meeting (one campus does not meet the minimum threshold of English learner students for designating an English learner parent representative) » 20-70% (2-5 out of 7) of campuses	2025-2026 Parent/ Guardian/ Caregiver Participation and Engagement: » 67% (4 out of 6) of campuses represented at each DELAC meeting (one campus does not meet the minimum threshold of English learner students for designating an English learner parent representative) » 40-80% (2-5 out of 7) of campuses	Maintain: » 80-100% (5-6 out of 6) of campuses represented at each DELAC meeting » 70% (5 out of 7) of campuses represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year)	» -70-50% of campuses represented at each DELAC meeting » -50-0% of campuses represented at each Parent Advisory Roundtable meeting » Maintained 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » Maintained 85% participation in Back-to-School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		conferences (two times each year) » 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	represented at each Parent Advisory Roundtable meeting » 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) » 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	» 85% participation in Back-to-School Night and Open House events » Meeting quorums at School Site Council (SSC) site meetings	Night and Open House events » Maintained Meeting quorums at School Site Council (SSC) site meetings
2.18	Parent/ Guardian/ Caregiver two-way communication Data Sources: • Communication viewing metrics, where available • Meeting/event attendance • Meeting /event input/feedback surveys	Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website,	Ongoing weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student	Ongoing weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student	Maintain: • Weekly communication (more frequent, as needed) between site/district to families, promoting parental participation for all students, including	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		social media, phone and text messages). • 85% participation in Parent/ Guardian/ Caregiver/Teacher conferences (two times each year) • 85% participation in Back-to-School Night and Open House events	Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages). • 85% participation in Parent/ Guardian/ Caregiver /Teacher conferences (two times each year) • 85% participation in Back-to-School Night and Open House events	Information System-embedded communication tool (Aeries, ParentSquare), email, district website, social media, phone and text messages). • 90% participation in Parent/ Guardian/ Caregiver /Teacher conferences (two times each year) • 90% participation in Back-to-School Night and Open House events	unduplicated students and students with disabilities being served through an IEP, provided through multiple venues, i.e., Student Information System-embedded communication tool (Aeries ParentSquare), email, district website, social media, phone and text messages).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• 85% participation in Parent/ Guardian/ Caregiver /Teacher conferences (two times each year) • 85% participation in Back-to-School Night and Open House events	

Goal Analysis [2025-26]

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

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

All Goal 2 Actions were implemented as planned during the 2025-2026 school year. Actions included ongoing monitoring and support of positive student attendance, student wellness and social-emotional supports, school-family communication and engagement opportunities, and parent/guardian advisory group meetings to gather feedback and input. When unable to attend in real time, families were provided with updates and follow-up information via email and offered additional opportunities to share input through surveys and direct communication. Related metrics (2.1 - 2.18) were monitored throughout implementation to inform ongoing review of progress and indicate strong success. Participation in parent advisory group meetings remains at a low level as compared to the Baseline, a trend continuing from the 2024-2025 school year. While this trend is concerning, it is important to note that families who were unable to attend meetings were still provided with key updates and follow-up notes via email, along with opportunities to share input through alternative channels such as surveys and direct communication. Despite these efforts, overall engagement levels remain lower than anticipated and desired.

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

There is a 32% difference between budgeted expenditures and estimated actual expenditures for Action 2.3 due to a position vacancy. There is a 10% difference between budgeted expenditures and estimated actual expenditures for Action 2.5 due to facilities projects being carried over to the subsequent fiscal year.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

Action Steps 2.1 - 2.6 including cohesive structures for gathering and responding to student self-assessment and feedback, deployment of Site Equity Teams in support of overall student wellness, inclusion, and belonging, ongoing professional learning, and coaching support, and close partnerships with families have demonstrated moderate effectiveness. The positive metrics represented in the Goal 2 Year 1 Outcomes were supported by a combination of efforts. Collectively, these actions contributed to positive outcomes across related metrics (2.1-2.18) in the areas of student attendance, wellness, and engagement.

In particular, the strong effectiveness of actions selected to reduce chronic absenteeism is reflected in continued declines from baseline rates across all districtwide student groups. Efforts focused on enhancing evidence-based positive conditions for learning, strengthening school-family partnerships, and increasing family education and awareness around the importance of attendance contributed to these improvements. Solana Santa Fe Elementary's All Students group moved from the Red (lowest) performance level for Chronic Absenteeism in 2023 to the Blue (highest) performance level in 2024 and remained in the Blue performance level in 2026, reflecting sustained improvement over time.

Metric 2.17 shows we did not achieve desired outcomes, as parent representative attendance at both DELAC and Parent Advisory Roundtable meetings remains below baseline levels and is continuing a trend observed during the prior year. Efforts to vary the timing of DELAC meetings, including offering evening meetings with child care provided, showed moderate effectiveness as these actions contributed to increased DELAC attendance as compared to the 2024-2025 school year. Continued reflection on these outcomes highlights the importance of strengthening accessibility and identifying additional approaches to maximize meaningful family engagement and participation.

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.

Solana Beach School District remains committed to ensuring all families have equitable access to engagement opportunities and a voice in school and district decision making. In response to ongoing lower than desired rates of participation in parent advisory groups (DELAC, Parent Advisory Roundtable), Action 2.3 includes ongoing efforts to maximize family engagement through evaluation of existing structures, enhanced outreach efforts, and varied opportunities for participation.
Updates were made to Metric 2.11, the SEL Universal Screener, to strengthen the specificity and usefulness of student perception data related to school connectedness and belonging. The question "I feel cared for and accepted at school" was revised to "I feel there are one or

more adults at school who care about me" to provide clearer insight into students' connections with supportive adults. In addition, the question "I feel like I belong at school" was added to more directly assess students' sense of belonging and school connectedness.

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	District Wellness: Physical, Social-Emotional Learning, and Mental Health Supports	• District Wellness Committee to support student actualizing wellness Board policy, refining action steps and evaluating progress to support overall student wellness (physical and social emotional), guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. • Local Social-Emotional Learning (SEL) Universal Screener administered two times a year as a means of identifying students who may need additional targeted supports. • Ongoing Site Equity visits that provides data and collaboration on patterns and trends of student wellness, inclusion, belonging, and achievement to support next steps. • Ongoing refinement of Effective Schoolwide Environment Plans (ESEPs), including a tiered approach to proactively supporting and reinforcing expected behavior and site supports for unexpected behaviors. • Ongoing refinement of Effective Classroom Environment Plans (ECEPs), including a tiered approach to proactively supporting and reinforcing expected classroom behavior and actions to support unexpected behaviors. • Continued building of common understanding and language around bullying (what bullying is/is not, strategies for reporting allegations of bullying, and staff requirements in addressing allegations). • Professional learning and coaching support in supporting overall student wellness (physical and social-emotional). • Professional learning for staff in addressing behavior as communication, trauma sensitive strategies and building culturally responsive classrooms. • District staff and Site SEL teams support coordinated services for all students to promote a positive school climate at each school	$1,057,400.00	No

Action #	Title	Description	Total Funds	Contributing
		site. In addition, site SEL teams provide or coordinate targeted services to identified students, including students of unduplicated populations. Site SEL teams may include: school counselors, guidance instructor, school psychologists, licensed clinical social worker, school social work interns, district administrative staff and/or teachers on special assignment, principals and site teachers and support staff. • Refinement of cohesive and comprehensive multi-tiered system of support for student success, including screening and ongoing monitoring of student progress relative to SEL Scope and Sequence, with defined, evidence-based supports for students who are not meeting developmental proficiency at an expected pace. • Licensed clinical social worker supports coordinated services around mental health, alongside SEL teams and school social work interns. • School counselor staffing of 1.0 FTE at each school campus. • Partnership with local and county mental health support resources to promote a positive climate and address wellness initiatives.		
2.2	Chronic Absenteeism	• Professional learning, collaboration, and coaching support in enhancing evidence-based positive conditions for learning including authentic academic engagement, student agency, physical and emotional health and safety, and a strong sense of belonging, connection, and support. • Family education and awareness on such topics as when (and when not) to stay home ill; long-term impacts of absences on academics, SEL, peer relationships, and behavior. • Parent/guardian/caregiver engagement in understanding the purpose and requirements around proactive absence management systems such as Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings. • Ongoing monitoring of attendance in order to provide early, supportive intervention in the form of personalized outreach to students and families. • Ongoing data analysis with District staff and school site administrators of attendance patterns and reporting.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Concentrated emphasis on the above actions will be targeted to those campuses and student groups receiving a “red” performance level on the California School Dashboard in 2023 for chronic absenteeism: Solana Santa Fe Elementary- All , White, Students with Disabilities; Solana Pacific Elementary- White; Carmel Creek Elementary- English Learners, Hispanic Expenditures included in Goal 1, Action 2.		
2.3	Parent/Guardian/Family Engagement	• Promotion of parent/guardian/caregiver education, with specific outreach to unduplicated families around resources available to support students, strategies to foster student wellness and academic growth, and managing healthy technology and internet usage at home. • Ongoing engagement of parents/guardians/caregivers through regular input surveys and parent leadership/advocacy groups and both the district and site level (i.e., ELAC, DELAC, Parent Advisory Committee (PAC), PTO/A Roundtable). • Expand parent leadership/advocacy group participation outreach efforts and offer meetings at varied times/formats to increase accessibility for families, with continued follow-up and opportunities for input provided to those unable to attend in person. • Bilingual Community Liaisons (Spanish and Mandarin) provide outreach to families, support translation and interpretation, and network with community organizations in support of families. • Promotion and support of engagement opportunities including: School Site Council, DELAC and ELAC meetings, Back-to-School and Open House events, STREAM events, Family/Guardian Conferences two times each year, parent/guardian workshops, opportunities to volunteer on campus, PTA/PTO meetings and events, and events sponsored by the Solana Beach Schools Foundation. • Evaluation and refinement of methods and content of communication to maximize partnerships between school and home.	$99,889.00	No

Action #	Title	Description	Total Funds	Contributing
		• Parent/guardian/caregiver options (virtual, in-person) for school related meetings to support student success.		
2.4	Physical Activity and Nutrition	• Child Nutrition Services (CNS) will evaluate and provide students with fresh, healthy, and appealing meals, aligned to state and federal health guidelines and mandates. • Family outreach and engagement, including maintaining list of Frequently Asked Questions on its webpage related to required daily nutritional requirements set forth by the United States Department of Agriculture (USDA). • CNS collaboration with school site principals to expand the student helpers in the kitchen pilot program. • CNS partnership with school sites and student leaders to gather feedback from students and provide a venue for student voice on new recipes and food items. • Ongoing professional learning and training focused on food handling safety, scratch cooking, plant based recipes, and local foods. • Physical fitness and education around the benefits of being physically active will continue to be incorporated into the instructional day.	$0.00	No
2.5	Physical Safety and Optimal Learning Environments	• District Safety Committee to evaluate safety protocols and procedures, making recommendations to ensure alignment with education code, board policy, and the most progressive practices as supported by law enforcement and the San Diego County Office of Education safety resources. • Related supplies maintained to optimize safe environments. • Site safety and security features/procedures evaluated and updated as needed. • Visitor Management System (e.g. Raptor) and ongoing refinement of system controls in support of safe and optimal learning environments (i.e., electronic locks, building management systems), to include related staff training. • Ongoing updates, inspections, maintenance and repairs ensure students are learning in optimal environments.	$3,018,051.00	No

Action #	Title	Description	Total Funds	Contributing
		• Evaluation and updating, as needed, learning environments to foster collaboration, creativity, communication, and critical thinking, while adhering to fire code and safety provisions. • Energy conservation programs and systems reviewed and implemented as appropriate. • Portable HEPA filters maintained to maximize air quality as needed.		
2.6	Partnership and Cohesion with External Community Partners	• Participation in Solana Beach Education Coalition and San Dieguito Alliance for Drug Free Youth networking opportunities in order to collaborate and maximize efforts in partnership with community service organizations (i.e., Casa de Amistad, Boys and Girls Club, San Dieguito Alliance for Drug Free Youth, La Colonia de Eden Gardens, Del Sol Lions Club). • School site and preschool staff crossover communication when students, including students with disabilities being served by an IEP, transition from community preschool programs (Casa de Amistad, SBSD Child Development Center) to kindergarten. • School site and San Dieguito Union High School District (SDUHSD) staff crossover communication in support of maximizing student wellness resources (e.g. suicide prevention, mental well-being, physical safety, building communications, supporting students and families, connections to law-enforcement and other resources) and to support transition from SBSD to SDUHSD.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,181,280	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.848%	0.000%	$0.00	3.848%

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
1.4	**Action:** Jumpstart Program **Need:** Socioeconomically disadvantaged (SED) students have a lower rate of proficiency in comparison to the general student population according to state standardized testing in ELA, Math, and Science. English Learners also have a lower rate of proficiency in comparison	Solana Beach School District's Jumpstart Program for four-year-old students who qualify for enrollment based on a defined set of criteria prioritizes enrollment for Unduplicated Pupils, with Priority 1 being Socioeconomically Disadvantaged Students and Foster Youth and Priority 2 being English Learners.	1.7 and 1.8 CAASPP results for Socioeconomically Disadvantaged Students 2.8 Chronic absenteeism rate for Socioeconomically Disadvantaged Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to the general student population according to state standardized testing in ELA. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Targeted and Intensive Supports - Unduplicated Populations **Need:** English Learners (EL) and Socioeconomically Disadvantaged (SED) Students have lower rates of proficiency in comparison to the general student population according to the locally administered i-Ready Reading and Math Diagnostics and state standardized testing in ELA, Math, and Science. **Scope:** Limited to Unduplicated Student Group(s)	Unduplicated Students will be supported on multiple fronts, including targeted academic supports aligned to the ELD standards and English Learner Roadmap, evidence-based pedagogical practices designed to engage each and every learner, family outreach and engagement, and social and emotional learning supports, where needed.	1.1, 1.2, 1.3. 1.4 i-Ready Diagnostic results for English Learners 1.7 and 1.8 CAASPP results for English Learners 1.5 Reclassification Rate 1.6 CA Schools Dashboard English Learner Progress Indicator (ELPI) 2.8 Chronic absenteeism rate for English Learners 1.7 and 1.8 CAASPP results for Socioeconomically Disadvantaged Students 2.8 Chronic absenteeism rate for Socioeconomically Disadvantaged Students

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.

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$30,695,998	1,181,280	3.848%	0.000%	3.848%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,677,235.00	$3,008,051.00	$0.00	$148,241.00	$7,833,527.00	$5,494,027.00	$2,339,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of state standards	All	No			All Schools	Ongoing	$1,753,080.00	$0.00	$1,753,080.00				$1,753,080.00	
1	1.2	Professional learning and collaboration for enhanced instruction	All	No			All Schools	Ongoing	$150,000.00	$20,000.00		$150,000.00		$20,000.00	$170,000.00	
1	1.3	English Language Development (ELD)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Jumpstart Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$406,649.00	$25,000.00	$431,649.00				$431,649.00	
1	1.5	Targeted and Intensive Supports - All Students	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Targeted and Intensive Supports - Unduplicated Populations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,303,458.00	$0.00	$1,175,217.00			$128,241.00	$1,303,458.00	
1	1.7	Targeted and Intensive Supports - Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	District Wellness: Physical, Social-Emotional Learning, and Mental Health Supports	All	No			All Schools	Ongoing	$1,057,400.00	$0.00	$1,057,400.00				$1,057,400.00	
2	2.2	Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Parent/Guardian/Family Engagement	All	No			All Schools	Ongoing	$99,889.00	$0.00	$99,889.00				$99,889.00	
2	2.4	Physical Activity and Nutrition	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Physical Safety and Optimal Learning Environments	All	No			All Schools	Ongoing	$723,551.00	$2,294,500.00	$160,000.00	$2,858,051.00			$3,018,051.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Partnership and Cohesion with External Community Partners	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$30,695,998	1,181,280	3.848%	0.000%	3.848%	$1,606,866.00	0.000%	5.235 %	**Total:**	$1,606,866.00
								LEA-wide Total:	$431,649.00
								Limited Total:	$1,175,217.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Jumpstart Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$431,649.00	
1	**1.6**	Targeted and Intensive Supports - Unduplicated Populations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,175,217.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,400,328.00	$7,011,099.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementation of state standards	No	1,627,718.00	1,562,877
1	**1.2**	Professional learning and collaboration for enhanced instruction	No	273,000.00	182,248
1	**1.3**	English Language Development (ELD)	No	0.00	0
1	**1.4**	Jumpstart Program	Yes	439,580.00	444,957
1	**1.5**	Targeted and Intensive Supports - All Students	No	0.00	0
1	**1.6**	Targeted and Intensive Supports - Unduplicated Populations	Yes	1,392,936.00	1,417,583
1	**1.7**	Targeted and Intensive Supports - Students with Disabilities	No	0.00	0
2	**2.1**	District Wellness: Physical, Social-Emotional Learning, and Mental Health Supports	No	$996,904.00	1,027,819
2	**2.2**	Chronic Absenteeism	No	$0.00	0
2	**2.3**	Parent/Guardian/Family Engagement	No	$91,142.00	61,703
2	**2.4**	Physical Activity and Nutrition	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Physical Safety and Optimal Learning Environments	No	$2,579,048.00	2,313,912
2	**2.6**	Partnership and Cohesion with External Community Partners	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,148,926	$1,710,432.00	$1,862,540.38	($152,108.38)	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	1.4	Jumpstart Program	Yes	$439,580.00	444,957.47		
1	1.6	Targeted and Intensive Supports - Unduplicated Populations	Yes	$1,270,852.00	1,417,582.91		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,914,460	$1,148,926	0.0	3.841%	$1,862,540.38	0.000%	6.226%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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