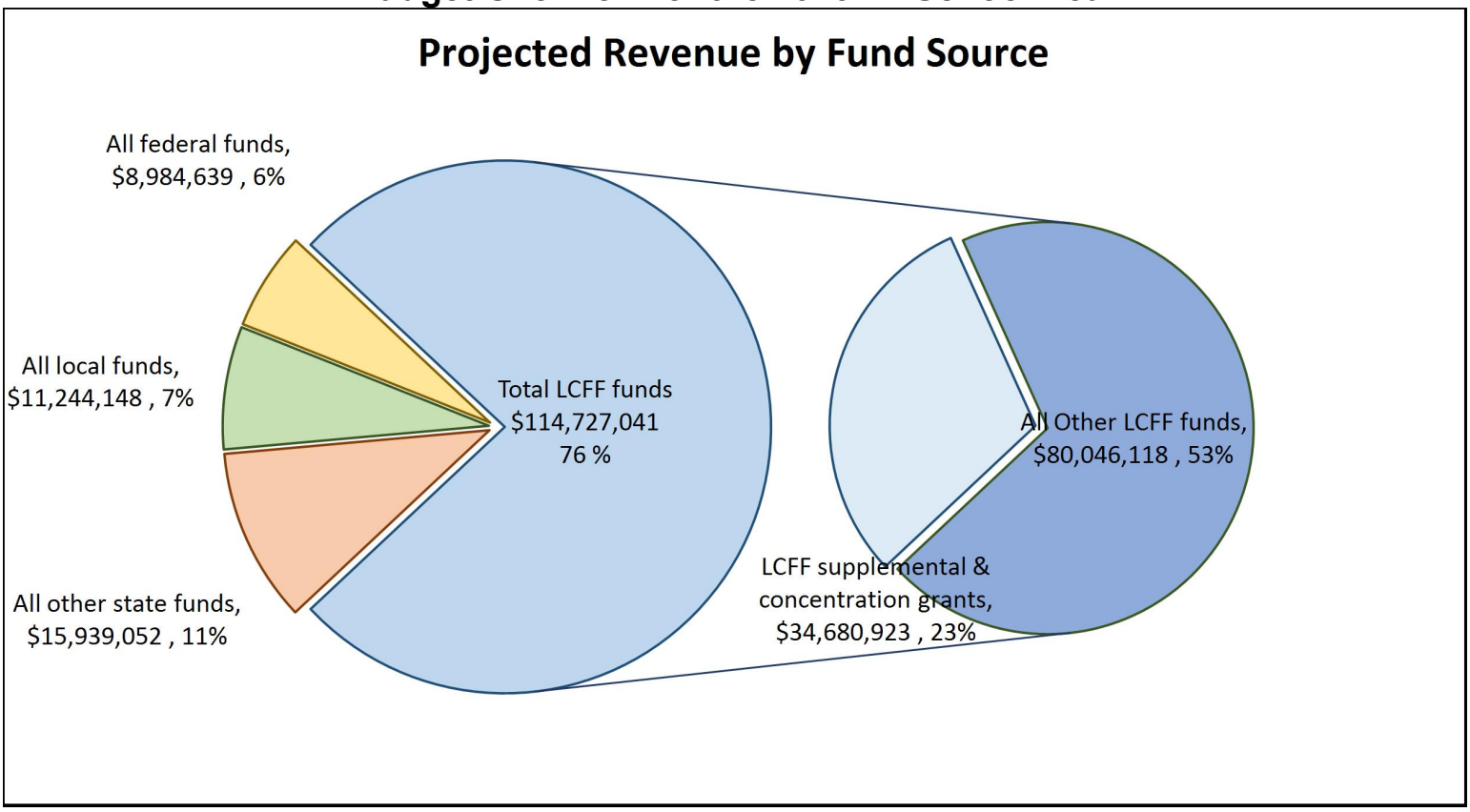
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alisal Union School District
CDS Code: 27-65961-0000000
School Year: 2026-27
LEA contact information:
Monica Anzo
Superintendent
monica.anzo@alisal.org
831.753.5700

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

Budget Overview for the 2026-27 School Year

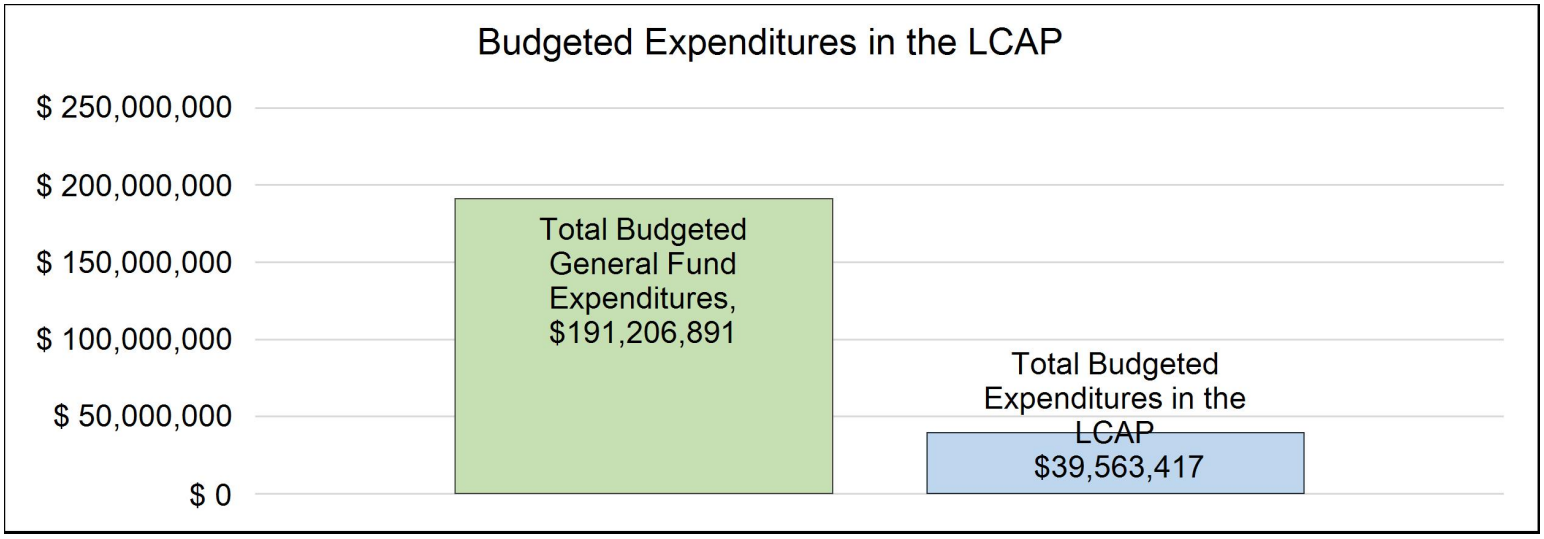


This chart shows the total general purpose revenue Alisal Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alisal Union School District is $150,894,880, of which $114,727,041 is Local Control Funding Formula (LCFF), $15,939,052 is other state funds, $11,244,148 is local funds, and $8,984,639 is federal funds. Of the $114,727,041 in LCFF Funds, $34,680,923 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alisal Union School District plans to spend for 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: Alisal Union School District plans to spend $191,206,891 for the 2026-27 school year. Of that amount, $$39,563,417 is tied to actions/services in the LCAP and $151,643,474 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

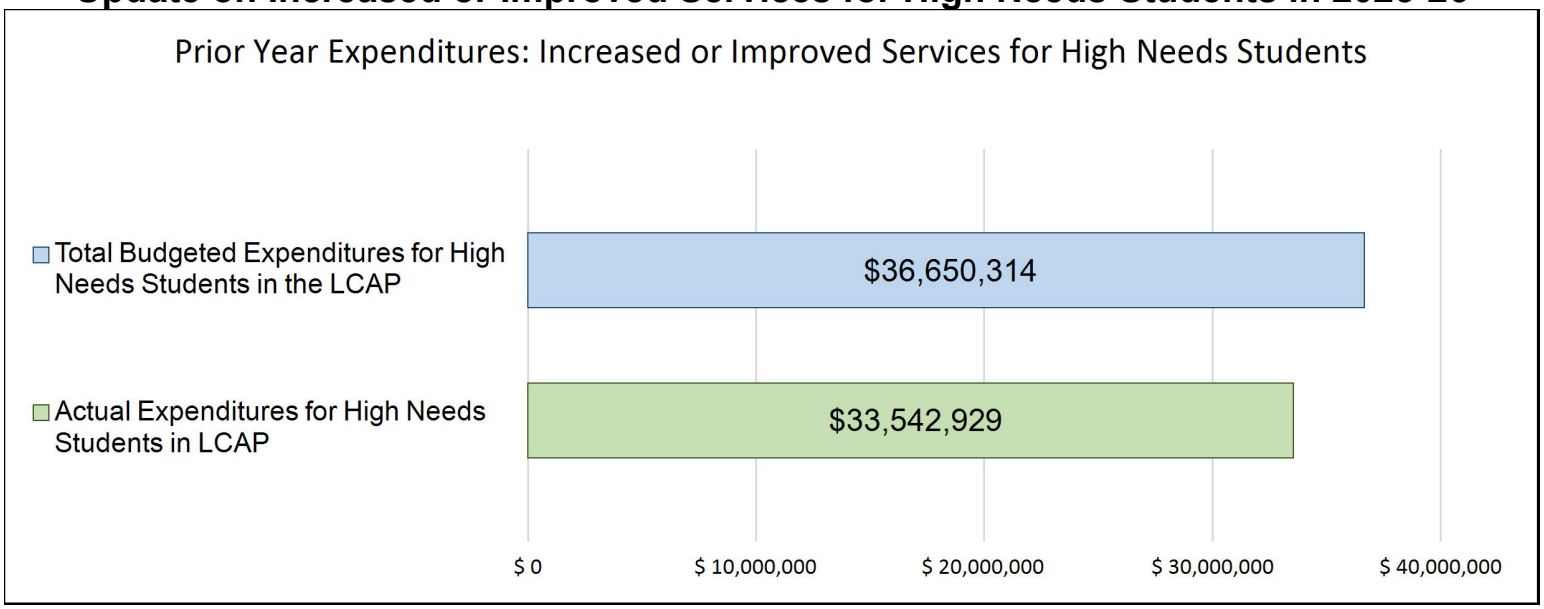
General Fund expenditures not included in the Local Control and Accountability Plan consist of base program services and resources like, certificated teachers that are supporting students in the classroom; site principals to lead the learning and provide support needed for students, staff, and parents;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

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

In 2026-27, Alisal Union School District is projecting it will receive $34,680,923 based on the enrollment of foster youth, English learner, and low-income students. Alisal Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alisal Union School District plans to spend $$37,277,478 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 Alisal Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alisal Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alisal Union School District's LCAP budgeted $$36,650,314 for planned actions to increase or improve services for high needs students. Alisal Union School District actually spent $$33,542,929 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,107,385 had the following impact on Alisal Union School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of 3,107,385 had the following impact on Alisal Union School District’s ability to increase or improve services for high needs students:
There was a minimal impact on the districts ability to meet the needs of high needs students. The carryover is minimal in comparison to the actual funding received and services provided. Savings is primarily reflected in professional development for staff. All carryover funds have been incorporated into the 2026-27 plan with the intent of the district to provide these services in 2026-27.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alisal Union School District	Monica Anzo Superintendent	monica.anzo@alisal.org 831.753.5700

Plan Summary [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.

Alisal Union School District (AUSD) is located in East Salinas, Monterey County, and serves a predominantly agricultural community. The district operates twelve transitional kindergarten through sixth-grade schools and one early learning center and provides educational services to approximately 7,106 students. The district previously operated the Alisal Virtual Academy; however, the program was discontinued prior to the 2026–27 school year due to declining enrollment. Superintendent of Alisal Union School District, Mrs. Monica Anzo, can be reached at monica.anzo@alisal.org or at 831-753-5700.

AUSD serves a student population with a high percentage of unduplicated pupils. Approximately 93% of students are identified as socioeconomically disadvantaged, over 60% are English learners, approximately 10% receive special education services, and a notable percentage of students are identified as migrant or experiencing homelessness. The student population is predominantly Hispanic/Latino. These demographics significantly inform the district's planning, resource allocation, and implementation of services to ensure equitable access and improved outcomes for all students.

The district employs certificated and classified staff across all sites to support instructional programs, student services, and operational functions. AUSD is governed by a five-member Board of Trustees, which establishes priorities focused on student achievement, parent and community engagement, safe learning environments, high-quality staff, fiscal responsibility, and effective communication.

In addition, the district has expanded its systems of support by providing a Community School Coordinator at each of its twelve school sites. These coordinators play a critical role in strengthening family and parent engagement, connecting students and families to community resources, and supporting the overall well-being of the whole child.

AUSD implements a Multi-Tiered System of Supports (MTSS) to provide a comprehensive framework for addressing academic, behavioral, and social-emotional needs. Instructional programs are aligned to California State Standards and are supported through professional learning, data analysis, and ongoing monitoring of student progress. The district emphasizes standards-based instruction, designated and integrated English Language Development (ELD), and differentiated support to meet the needs of all learners, particularly English learners, students with disabilities, and socioeconomically disadvantaged students.

Based on the most recent California School Dashboard data, the district demonstrates mixed performance across state indicators. Suspension rates are in the green performance level, indicating positive outcomes in school climate. English Language Arts, Mathematics, and Chronic Absenteeism are in the yellow performance level, indicating a need for continued improvement. The English Learner Progress Indicator is in the red performance level, identifying a significant area of need in supporting English learners' language acquisition and progress toward reclassification.

Local and state data indicate that a significant number of students continue to perform below grade-level standards in English Language Arts and Mathematics. Additionally, while progress has been made in reducing chronic absenteeism, attendance remains an area of focus. These data points highlight the need for continued emphasis on high-quality Tier 1 instruction, targeted interventions, and consistent implementation of districtwide systems.

For the 2026–27 school year, AUSD will continue to prioritize the implementation of standards-aligned curriculum, evidence-based instructional strategies, and data-driven decision-making. Professional learning will focus on strengthening instructional practices in literacy and mathematics, integrating English Language Development across content areas, and supporting student engagement. The district will also continue to strengthen family and community engagement to support student outcomes.

The district's instructional vision remains focused on ensuring equity and access to the instructional core for all students. All actions and services outlined in this LCAP are aligned to identified student needs, state priorities, and the goal of improving outcomes for all student groups, with an emphasis on unduplicated pupils.

Guadalupe Gilpas-Barrera, President
Beatriz Perez, Vice-President
Leticia García, Clerk
Robert Ocampo, Member
Jesús Velásquez, Member

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

Goal 1: Student Achievement. Each student will be provided with an array of rigorous academic learning experiences, coupled with unique enrichment opportunities.

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

Reflections: Annual Performance

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

Analysis of the 2025 California School Dashboard data indicates that Alisal Union School District made modest progress in student outcomes, while overall performance remains in the lower performance levels, indicating a continued need for improvement across multiple state indicators.

In English Language Arts, 28.6% of students met or exceeded standards, reflecting a slight decline from the prior year. Despite this, growth data indicates that approximately 75% of students improved their performance, suggesting that instructional efforts are supporting student learning, though not yet at levels sufficient to significantly increase overall achievement outcomes.

In Mathematics, 21.8% of students met or exceeded standards, representing a modest increase from the previous year. Growth data indicates that approximately 69% of students improved, demonstrating incremental progress. However, overall achievement remains low, indicating a continued need to strengthen standards-based instruction and targeted supports.

In Science, the district achieved a Yellow performance level, with an increase of approximately 2.8 points from the prior year, indicating improvement and representing an area of relative strength compared to English Language Arts and Mathematics.

With regard to chronic absenteeism, 16% of students were chronically absent, reflecting an increase of 1.3 percentage points, resulting in an Orange performance level. This indicates that student attendance continues to be an area of concern and may be impacting academic performance. In contrast, the district maintained a Green performance level in suspension rates, with 1.1% of students suspended at least once, representing a decrease of 0.3 percentage points, indicating effective implementation of behavior supports and school climate strategies.

The district met all local indicators, including Basic Services, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study, indicating that systems and structures are in place to support student learning.

Overall, the data demonstrates incremental progress in student growth (69%–75% improving) and selected indicators, alongside persistently low levels of academic achievement (21.8% in Mathematics and 28.6% in English Language Arts) and increased chronic absenteeism (16%).

These results indicate a need to continue and strengthen actions focused on improving core instruction, increasing student engagement and attendance, and providing targeted supports for student groups, particularly English learners and other high-need populations.

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

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

Alisal Community:
SUSP: All Students
SUSP: Hispanic
SUSP: Socioeconomically Disadvantaged

Creekside:
ELA: English Learner
SUSP: English Learner

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

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

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

Bardin Elementary
ELA: All Students
ELA: English Learner
ELA: Hispanic

ELA: Homeless Youth
ELA: Socioeconomically Disadvantaged
MATH: All Students
MATH: English Learner
MATH: Hispanic
MATH: Homeless Youth
MATH: Socioeconomically Disadvantaged
MATH: Students with Disabilities
SUSP: All Students
SUSP: English Learner
SUSP: Hispanic
SUSP: Homeless Youth
SUSP: Multiple Races/Two or More
SUSP: Socioeconomically Disadvantaged

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

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

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

MATH: Hispanic
MATH: Socioeconomically Disadvantaged
MATH: Students with Disabilities

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

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

Alisal Union School District will continue to implement and refine the effective strategies identified in the 2025–2026 LCAP as it enters the third year of the three-year plan. These actions remain aligned to Goals 1–5 and are informed by a review of California School Dashboard data and local performance indicators. The analysis of current data indicates a continued need to improve academic outcomes and student well-being across all student groups. In response, the district will maintain a focus on targeted academic interventions, including small group and one-on-one support, to address identified areas of need. Additionally, the district will continue to provide counseling and social-emotional supports to promote student well-being.

Professional development will remain a priority, with an emphasis on strengthening culturally responsive practices and standards-aligned instruction. Collectively, these actions are intended to address persistent performance gaps and support improved outcomes for all students, particularly English learners, socioeconomically disadvantaged students, and foster youth.

The district will continue the partnership with WestEd's VITAL (Visibly Improving Teaching and Learning) initiative from eight sites to twelve schools identified for additional support. This collaboration focuses on strengthening instructional coherence, supporting effective grade-level planning, and improving outcomes in English Language Arts. Additional initiatives for 2026–27 include continued expansion for access to visual and performing arts, student incentive programs, and increased instructional resources designed to foster engagement and academic growth.

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

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

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

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

The AUSD needs assessment substantiated findings from the 2025 Dashboard related to ELA, math, and English language development. A review of state and local data indicates a significant need to continue aligning the implementation of district systems that effectively reach the classroom.

Reflections: Technical Assistance

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

During the 2025 California School Dashboard cycle, Alisal Union School District qualified for Year 1 Differentiated Assistance based on the performance of Students with Disabilities in Priority 4, Student Achievement, and Priority 5, Pupil Engagement. Specifically, Students with Disabilities were identified based on performance in English language arts, mathematics, and chronic absenteeism. While district and school-level data showed some improvement, Students with Disabilities continued to perform below standard in ELA and mathematics and experienced elevated rates of chronic absenteeism.

In response, the district partnered with the Monterey County Office of Education and participated in an Inclusive Learning Community of Practice focused on improving outcomes for Students with Disabilities. This work included data analysis, root cause identification, collaborative planning, and improvement efforts aimed at strengthening instruction and increasing student engagement. The district also continued to build staff capacity through Goal 4, Action 4.1, which provides a Special Education Teacher on Special Assignment to support new teachers with IEP compliance, specialized instructional strategies, and data-informed instruction.

This technical assistance work has informed both instructional and engagement supports for Students with Disabilities. The district is using these efforts to improve access to rigorous instruction in ELA and mathematics, strengthen implementation of individualized supports, and address barriers contributing to chronic absenteeism. Progress will continue to be monitored through Dashboard indicators, including ELA distance from standard, mathematics distance from standard, and chronic absenteeism for Students with Disabilities.

Comprehensive Support and Improvement

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

Schools Identified

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

Alisal Union is not eligible for comprehensive support and improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Local bargaining units of the LEA	Stakeholder engagement for the development of the 2026–27 LCAP included in-person collaborative meetings, focus groups, leadership meetings, committee presentations, and surveys conducted from February through May 2026 at both the school site and district levels. Educational partners consulted throughout the process included teachers, principals, administrators, other school personnel, local bargaining units, parents, students, and community representatives. These engagement opportunities were designed to gather meaningful input regarding LCAP goals, actions, services, and resource allocations, while promoting dialogue, reflection, and shared decision-making.To expand opportunities for participation, the district distributed surveys across stakeholder groups and provided regular updates through district meetings, committees, and public presentations. Draft versions of the LCAP were made available for review and public comment prior to adoption to ensure transparency and that the final plan reflected the priorities, needs, and feedback of the educational partners served by the district.
Principals, Administrators	Principal and administrator engagement for the development of the 2026–27 LCAP included in-person collaborative meetings, leadership discussions, and surveys conducted from February through May 2026. Principals and administrators participated in structured sessions to provide input on LCAP goals, actions, services, and resource allocations aligned to district priorities and identified student needs. A management survey was also administered to gather targeted feedback related to instructional priorities, student supports, and

Educational Partner(s)	Process for Engagement
	operational needs.Site principals additionally supported broader engagement efforts by distributing district surveys during the second and third trimesters and facilitating site-based LCAP meetings with families to gather school-level input. Throughout the process, the district maintained a focus on transparency and meaningful engagement by sharing draft versions of the LCAP with administrators for review and feedback prior to adoption, ensuring the final plan reflected the perspectives and input of school leadership.
Other school personnel	Engagement of other school personnel in the development of the 2026–27 LCAP occurred from February through May 2026 through targeted communication, surveys, collaborative meetings, and site-based discussions. Other school personnel, including counselors, support staff, specialists, and classified staff, provided feedback on district goals, student needs, supports, and services aligned to LCAP priorities. Draft components of the LCAP were shared for review and input to ensure perspectives beyond the classroom were incorporated into the development process. This engagement contributed to a more comprehensive LCAP reflective of the broader school community and the diverse needs of students and families.
Parents	Engagement for Alisal parents for the development of the 2026–27 LCAP was conducted from February through May 2026. Parents were engaged in the development of the 2026–27 LCAP through meetings, focus groups, and surveys designed to gather input on district priorities, goals, and resource allocations. Parents also participated in site-based meetings, including School Site Council and ELAC, as well as district-level opportunities such as DELAC, PAC, and other departmental events to provide input and feedback. A dedicated parent meeting was conducted to present draft components of the LCAP and collect feedback on proposed actions and services.These efforts supported meaningful participation across school sites to provide feedback and recommendations. A dedicated parent meeting was also conducted to review draft components of the LCAP and gather input on proposed actions and services.Additionally, the district’s Community School Coordinators, located at each school site, supported outreach efforts by helping share meeting information, increasing family participation, and ensuring families understood the district’s LCAP goals and priorities. This support helped families

Educational Partner(s)	Process for Engagement
	provide more meaningful feedback and recommendations throughout the engagement process.These engagement efforts supported meaningful participation across school sites and student groups, ensuring that parent perspectives informed the development of the final LCAP and contributed to a transparent and inclusive planning process and student groups, ensuring that parent input informed the development of the final plan and contributed to a transparent and inclusive process.
Parent Advisory Committee	Engagement of the Parent Advisory Committee (PAC), including representation from Migrant families, in the development of the 2026–27 LCAP occurred from February through May 2026 through regular meetings and ongoing communication. Committee members reviewed LCAP goals, actions, services, and progress updates and provided input and recommendations to help inform district priorities and resource allocations. This engagement ensured that the perspectives of families, including those of Migrant students, were incorporated into the LCAP development process and contributed to a plan that is responsive to the needs of the district's diverse student population.
ELAC DELAC	Engagement of the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) in the development of the 2026–27 LCAP occurred from February through May 2026 through regular meetings and study sessions with district leadership. Members reviewed LCAP goals, actions, services, and resource allocations and provided input to support programs and services for English learners. ELAC and DELAC representatives also participated in site-based LCAP meetings, helping strengthen family engagement and communication with school communities. This engagement ensured that the perspectives, needs, and recommendations of English learners and their families were incorporated into the LCAP development process and informed the creation of a plan responsive to their educational and social-emotional needs.
Special Education	Engagement of Special Education stakeholders in the development of the 2026–27 LCAP occurred from February through May 2026 through collaboration with administrators, teachers, families, and community partners. Input was gathered through meetings, discussions, and feedback opportunities focused on LCAP goals,

Educational Partner(s)	Process for Engagement
	actions, services, and resource allocations to support the academic achievement and social-emotional well-being of students with disabilities. A dedicated Special Education advisory meeting was also conducted to gather targeted feedback and recommendations.This engagement ensured that the perspectives and needs of students with disabilities and their families were incorporated into the LCAP development process and informed the creation of a plan responsive to their educational, behavioral, and social-emotional needs.
Students	Student engagement in the development of the 2026–27 LCAP occurred through a districtwide survey administered to students in grades 3–6 during February and March 2026. The survey consisted of five questions and generated 2,153 responses from students across the district, providing valuable feedback on student experiences, needs, and priorities. Incorporating student voice helped ensure the LCAP was more relevant, responsive, and reflective of the diverse needs, perspectives, and aspirations of the district's student body.

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

The development of the 2026–27 LCAP was significantly informed by feedback gathered from educational partners through surveys, meetings, focus groups, advisory committees, and collaborative sessions conducted from February through May 2026. Input from teachers, administrators, other school personnel, bargaining units, parents, students, and community members highlighted the need for expanded academic interventions, strengthened English learner supports, increased social-emotional and behavioral services, enhanced family engagement, and continued professional learning to address diverse student needs.

As a result of this feedback, Goals 1–5 were refined to include actions and services aligned to identified stakeholder priorities. These included targeted interventions and instructional supports in English Language Arts and Mathematics (Goal 1, Actions 1, 2, 5, 7, 8, and 9), strengthening integrated and designated English Language Development instruction and supports for English learners (Goal 2, Actions 1–3), expanding social-emotional learning, student engagement, and wellness supports (Goal 3, Actions 3, 4, and 13), and increasing professional learning and leadership development opportunities for staff (Goal 4, Action 2). Stakeholder feedback also reinforced the importance of maintaining systems and structures that support equitable access, inclusion, and whole child supports across all schools.

To further strengthen actions and services within the LCAP, the district incorporated Literacy and Reading Education Block Grant (LREBG) funds into the plan. Allocations included $1,156,446 under Goal 1, $729,040.00 under Goal 3, and $400,453 under Goal 4, for a total of $2,285,939.

For the 2026–27 school year, the Alisal Virtual Academy (AVA) was discontinued due to declining enrollment. As a result, the Equity Multiplier designation associated with AVA is no longer applicable, and Goal 6 has been removed from the LCAP. The revised plan reflects a

streamlined focus on Goals 1–5 while maintaining a strong emphasis on equity, academic achievement, student well-being, and meaningful engagement informed by educational partner feedback.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP: Distance from Standard on SBAC in English Language Learner (ELA)	The State CAASPP assessments (ELA DFS) for 2022–23 are -60.4 based on data from Dashboard Datafiles	The State CAASPP assessments (ELA DFS) for 2023–24 are -56.4 based on data from Dashboard Datafiles	The State CAASPP assessments (ELA DFS) for 2024-25 are -55.6 based on data from Dashboard Datafiles	(ELA DFS) -20.4 based on data from Dashboard Datafiles	Districtwide English Language Arts CAASPP scores: All students +4.8 English Learner +14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Arts CAASPP scores English Learner -81.2 English Language Arts CAASPP scores Foster English Language Arts CAASPP scores Socioeconomically Disadvantaged -63.2 Homeless Youth -77.3 Students with Disabilities -124.3 Bardin Elementary: All Students -90.2 English Learner -104.3 Hispanic -93.4 Homeless Youth -101.6 Socioeconomically Disadvantaged -92.6 Cesar E. Chavez Elementary: All Students -74.8 English Learner -90.4 Hispanic -76.1 Homeless Youth -86.5 Socioeconomically Disadvantaged -76 Creekside Elementary: English Learner -72.3 Dr. Martin Luther King, Jr. Academy: All Students -85.6 English Learner -100.1	Districtwide English Language Arts CAASPP scores: English Learner -70.7 Socioeconomically Disadvantaged -58 Homeless Youth -74.9 Students with Disabilities -116.4 Bardin Elementary: All Students -68.7 English Learner -76.6 Hispanic -70.9 Homeless Youth -88 Socioeconomically Disadvantaged -71.4 Cesar E. Chavez Elementary: All Students -42.4 English Learner -50.9 Hispanic -43.5 Homeless Youth -64.1 Socioeconomically Disadvantaged -42.6	Districtwide English Language Arts CAASPP scores: English Learner -67.2 Socioeconomically Disadvantaged -59.3 Homeless Youth -79.6 Students with Disabilities -112.5 Bardin Elementary: All Students -67.7 English Learner -73.8 Hispanic -67.2 Homeless Youth -75.9 Socioeconomically Disadvantaged -69.2 Cesar E. Chavez Elementary: All Students -36.3 English Learner -40.5 Hispanic -37.1 Homeless Youth -64.9 Socioeconomically Disadvantaged -37.9		Socioeconomically Disadvantaged +3.9 Homeless Youth -2.3 Students with Disabilities +11.8 Bardin Elementary: All Students +22.5 English Learner +30.5 Hispanic +26.2 Homeless Youth +25.7 Socioeconomically Disadvantaged +23.4 Cesar E. Chavez Elementary: All Students +38.5 English Learner +49.4 Hispanic +39 Homeless Youth +21.6 Socioeconomically Disadvantaged +38.1 Creekside Elementary: English Learner -9.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic -86.1 Homeless Youth -113.4 Socioeconomically Disadvantaged -86 Frank Paul Elementary: English Learner -83.9 Students with Disabilities -134.4 Fremont Elementary: All Students -77.3 English Learner -97 Hispanic -78.4 Socioeconomically Disadvantaged -77.8 Students with Disabilities -128.7 Jesse G. Sanchez Elementary: English Learner -80.3 Homeless Youth -94.8 John E. Steinbeck Elementary: English Learner -94 Students with Disabilities -119 Monte Bella Elementary: Students with Disabilities -108.9 Oscar F. Loya Elementary:	Creekside Elementary: English Learner -76.1 Dr. Martin Luther King, Jr. Academy: All Students -81 English Learner -86 Hispanic -80.9 Homeless Youth -100.3 Socioeconomically Disadvantaged -81.3 Frank Paul Elementary: English Learner -72.6 Students with Disabilities -114.6 Fremont Elementary: All Students -79.7 English Learner -88.2 Hispanic -80.9 Socioeconomically Disadvantaged -79.7 Students with Disabilities -99.3	Creekside Elementary: English Learner -81.7 Dr. Martin Luther King, Jr. Academy: All Students -71.8 English Learner -74.7 Hispanic -71.2 Homeless Youth -86.4 Socioeconomically Disadvantaged -72.9 Frank Paul Elementary: English Learner -83.9 Students with Disabilities -120.5 Fremont Elementary: All Students -75.9 English Learner -81.1 Hispanic -76 Socioeconomically Disadvantaged -75.5 Students with Disabilities -112.9		Dr. Martin Luther King, Jr. Academy: All Students +13.8 English Learner +25.4 Hispanic +14.9 Homeless Youth +32.9 Socioeconomically Disadvantaged +13.1 Frank Paul Elementary: English Learner +0 Students with Disabilities +13.9 Fremont Elementary: All Students +1.4 English Learner +15.9 Hispanic +2.4 Socioeconomically Disadvantaged +2.3 Students with Disabilities +15.8 Jesse G. Sanchez Elementary: English Learner +3.5 Homeless Youth +4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner -83.6 Homeless Youth -87.3	Jesse G. Sanchez Elementary: English Learner -87.3 Homeless Youth -94.4 John E. Steinbeck Elementary: English Learner -96.9 Students with Disabilities -124.9 Monte Bella Elementary: Students with Disabilities -96.4 Oscar F. Loya Elementary: English Learner -68.3 Homeless Youth -73.6	Jesse G. Sanchez Elementary: English Learner -76.8 Homeless Youth -90.3 John E. Steinbeck Elementary: English Learner -75.6 Students with Disabilities -110 Monte Bella Elementary: Students with Disabilities -73.1 Oscar F. Loya Elementary: English Learner -64.6 Homeless Youth -63.6		John E. Steinbeck Elementary: English Learner +18.4 Students with Disabilities +9 Monte Bella Elementary: Students with Disabilities +35.8 Oscar F. Loya Elementary: English Learner +19 Homeless Youth +23.7
1.2	CAASPP: Distance from Standard on SBAC in Math	The State CAASPP assessments (Math DFS) for 2022–23 are -79.9 based on data from Dashboard Datafiles Math CAASPP scores English Learner -92.3	The State CAASPP assessments (Math DFS) for 2023–24 Districtwide: All students -75	The State CAASPP assessments (Math DFS) for 2024–25 Districtwide: All students -73.3	(Math DFS) for 2022–23 are -39.9 based on data from Dashboard Datafiles	Districtwide: All students: +6.6 English Learner +10.9 Socioeconomically Disadvantaged +5.9 Bardin Elementary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math CAASPP scores Foster Math CAASPP scores Socioeconomically Disadvantaged -81.9 Bardin Elementary: All Students -115.5 English Learner -120.9 Hispanic -118.3 Homeless Youth -109.6 Socioeconomically Disadvantaged -117.5 Students with Disabilities -197.9 Dr. Martin Luther King, Jr. Academy: Homeless Youth -113 Frank Paul Elementary: Students with Disabilities -152.7 Fremont Elementary: All Students -98 English Learner -106.9 Hispanic -98.5 Socioeconomically Disadvantaged -98.4 Students with Disabilities -141.3 Jesse G. Sanchez Elementary: English Learner -97.3	English Learner -83.5 Socioeconomically Disadvantaged -76.4 Bardin Elementary: All Students -88.9 English Learner -93.2 Hispanic -89.5 Homeless Youth -101.4 Socioeconomically Disadvantaged -90.3 Students with Disabilities -134.9 Dr. Martin Luther King, Jr. Academy: Homeless Youth -102.8 Frank Paul Elementary: Students with Disabilities -134.4 Fremont Elementary: All Students -90.4 English Learner -93.7 Hispanic -91.2	English Learner -81.4 Socioeconomically Disadvantaged -76 Bardin Elementary: All Students -89.3 English Learner -93.6 Hispanic -89 Homeless Youth -94.9 Socioeconomically Disadvantaged -89.7 Students with Disabilities -145.8 Dr. Martin Luther King, Jr. Academy: Homeless Youth -86.4 Frank Paul Elementary: Students with Disabilities -142.4 Fremont Elementary: All Students -97 English Learner -100.2 Hispanic -97.3 Socioeconomically Disadvantaged -95.9		All Students +26.2 English Learner +27.3 Hispanic +29.3 Homeless Youth +14.7 Socioeconomically Disadvantaged +27.8 Students with Disabilities +52.1 Dr. Martin Luther King, Jr. Academy: Homeless Youth +26.6 Frank Paul Elementary: Students with Disabilities +10.3 Fremont Elementary: All Students +1 English Learner +6.7 Hispanic +1.2 Socioeconomically Disadvantaged +2.5 Students with Disabilities +18.3 Jesse G. Sanchez Elementary:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		John E. Steinbeck Elementary: English Learner -123.8	Socioeconomically Disadvantaged -90.6 Students with Disabilities -110.3 Jesse G. Sanchez Elementary: English Learner -96.8 John E. Steinbeck Elementary: English Learner -102.5	Students with Disabilities -123 Jesse G. Sanchez Elementary: English Learner -76.1 John E. Steinbeck Elementary: English Learner -111.5		English Learner +21.2 John E. Steinbeck Elementary: English Learner +12.3
1.3	CAASPP: Percentage of students scoring Distance from Standard on SBAC in CAST	The State Science (CAST) assessments (Percent Met or Exceeded) for 2022–23 are 14.2% based on data from CAST Research SWD: 5.37% EL: 2.7% SED: 13.0%	The State Science (CAST) assessments (Percent Met or Exceeded) for 2023–24 are 10.8% based on data from CAST Research SWD: 2.75% EL: 1.2% SED: 10.6%	The State Science (CAST) assessments (Percent Met or Exceeded) for 2024–25 are 15.8% based on data from CAST Research SWD: 8.70% EL: 1.3% SED: 13.48%	20%	Districtwide: +1.6% SWD: +3.33%% EL: -1.4% SED: +0.48%
1.4	Documentation of Coaches Impact Cycle	1 per year 2023-2024	The average number of impact cycles per coach was four	The average number of impact cycles per coach was thirteen.	10 impact cycles in one year	+12
1.5	Local Assessment for ELA - English	2023-2024 Renaissance: DATA 25.9%	2024-2025 Switched to iReady	2025-2026 72% are one year or more below grade level	The number of students who are one or more grade levels below in reading 19%	- 3 percentage points. Note because of shifting tools, Year 1 is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			69% are one year or more below grade level			used as baseline calculation.
1.6	Local Assessment for ELA - Spanish	2023-2024 Renaissance: DATA 60.7% (1,533 students)	Renaissance has been discontinued - iReady will replace in 2025-2026	2025-2026 69% are one year or more below grade level	The number of students who are one or more grade levels below in reading Spanish 40%	Not Available until end of 26/27
1.7	Local Assessment for Math - All Students	2023-2024 Renaissance: DATA 57%	2024-2025 Switched to iReady 76% are one year or more below grade level	2025-2026 78% are one year or more below grade level	The number of students who are one or more grade levels below in Math 26%	-2 percentage points. Note because of shifting tools, year 1 is used as baseline.
1.9	Implementation of state board adopted academic content and performance standards for all students Source: Williams Review/Report	2023-2024 Compliant	2024-2025 Compliant	2025-2026 Compliant	Compliant	Maintained
1.10	All students have access to standards-aligned instructional materials Source:	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained

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.

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

Action 1.1: Professional Learning Community Release Program
The LEA carried out the planned actions for this goal through the expansion of teacher release capacity to facilitate site-based grade-level collaboration. Action 1 was implemented as planned by expanding the Professional Learning Community (PLC) Release Program to provide 41 certificated substitute teachers, which was an increase of three over the original plan. The implementation of Action 1 resulted in grade-level teams having the necessary time to design and refine standards-based instruction specifically targeting the needs of English learners, low-income students, and foster youth. Taken together, implementation of the actions under this goal reflects a strategic effort to improve ELA and Math outcomes at "Red" and "Orange" Dashboard sites through structured collaboration and data-informed planning.

Action 1.2: Site Discretionary Funds to Support Students
The LEA made meaningful progress in implementing the actions associated with this goal during the year. Action 1.2 was implemented as planned by allocating site discretionary funds to all school sites based on unduplicated pupil counts of $125 per student to support targeted initiatives. Action 1.2 supported English Learners, low-income students, and foster youth through site-specific strategies identified within their School Plans for Student Achievement (SPSAs). Overall, implementation of this goal showed strong progress, with successes in site-based resource allocation and improved accountability through SPSA monitoring

Action 1.3: Educational Services Equity Department
Overall, the LEA implemented the actions in this goal with attention to program facilitation and equity, while also responding to implementation challenges that emerged during the year. Action 1.3 was implemented as planned by Educational Services Equity staff collaborating with educational partners to strengthen PLC implementation. The implementation of Action 1.3 resulted in stronger alignment of programs to Tier 1 instruction within an MTSS framework to address the needs of English Learners, low-income students, and foster youth. Taken together, implementation of the actions under this goal reflects a deepened commitment to instructional coherence and educational equity

Action 1.4: Independent Reading Support AR
The District effectively leveraged Renaissance tools, including Accelerated Reader and the myON library, to improve students' independent reading fluency and comprehension. Teachers also utilized the Renaissance assessment platform as an additional data source to monitor academic progress, particularly for multilingual learners, low-income students, and foster youth.

Action 1.5: I-Ready; Assessment System
The LEA carried out the planned actions for this goal through the utilization of i-Ready as a districtwide diagnostic tool and the provision of professional development on data analysis. Action 1.5 was implemented as planned by strengthening data-driven instructional practices to ensure that teachers had access to timely assessment data to inform their daily instruction. It supported all K–6 students, particularly English learners and those needing intervention, through the consistent use of diagnostic tools to identify specific learning needs. Taken together, implementation of the actions under this goal reflects a strong commitment to data-informed decision-making and continuous instructional improvement.

Action 1.6: Leadership and Accountability
The LEA made meaningful progress in implementing the actions associated with this goal during the year. Action 1.6 supported site leaders through strategic leadership provided by the Educational Services Leadership and Development Director in areas like curriculum, instruction,

and data analysis. Positive implementation outcomes included the implementation of equitable practices to better serve English Learners, low-income students, and foster youth. Overall, implementation of this goal showed strong progress in strengthening leadership capacity for equitable elementary education.

Red Indicator - Action 1.7: The District provided targeted professional development for certificated staff to strengthen integrated instruction in Language Arts, Science (STEM), and History, with the goal of improving academic outcomes for all students, particularly multilingual learners, students with disabilities, socioeconomically disadvantaged, homeless, Hispanic, and other identified student groups. New teachers participated in five days of training through the New Teacher Academy, focused on both academic instruction and social-emotional learning. Additionally, the Professional Development Committee hosted a one-day, teacher-led conference to promote collaboration and shared expertise. Staff surveys and feedback were used to evaluate the effectiveness of these efforts.

Red Indicator - Action 1.8: The District Math TOSA delivered professional development on math standards, the updated framework, and research-based instructional practices to improve outcomes for multilingual learners, students with disabilities, and other identified student groups, including those who are socioeconomically disadvantaged, homeless, and Hispanic. Additional site-based training supported implementation of the adopted curriculum, as well as the use of benchmarks and formative assessments. The TOSA also collaborated with the County Office to facilitate monthly Math Task Force sessions in preparation for the 2026–27 curriculum pilot. Staff feedback forms were used to measure the effectiveness of these efforts.

Red Indicator - Action 1.9: Instructional Coaches: Each school had a site instructional coach to help build teacher capacity. This included two instructional coaches that supported instruction in SDC classrooms. Instructional coaches co-facilitated professional learning team sessions, demo-ed lessons and supported teaching and learning in the classroom, focusing on the academic progress of multilingual learner, low-income, and foster youth student groups to accelerate CAASPP ELA and Math outcomes for students.

Action 1.10: Curriculum and Instruction Support (C&I) : Supplementary resources were aligned to meet the needs of unduplicated students. The Teaching and Learning Department (T&L) provided additional support to ensure that core and supplemental materials, along with professional development, addressed the needs of multilingual learners, low-income students, and foster youth. The district assigned a T&L Director who delivered professional development to help teachers respond to diverse student needs, oversaw curriculum to ensure appropriate supplementary resources were available, and supervised the Teaching and Learning (T&L) support team member to coordinate efforts and document progress.

Action 1.11: The LEA carried out the planned actions for this goal through the strategic hiring and training of specialized early learning staff. Action 1.11 was implemented as planned by hiring Early Learning Program para-educators for all full-day TK and kindergarten classrooms. The implementation of Action 1.11 resulted in improved alignment of instructional strategies and student expectations because both teachers and para-educators received the same CA Teaching Pyramid training. Taken together, implementation of the actions under this goal reflects a more cohesive and developmentally appropriate early learning environment for diverse student populations

Action 1.12: The LEA made meaningful progress in implementing the actions associated with this goal during the year. Action 1.12 supported English Learners, Foster Youth, and Low-Income students through providing funds for 5th-grade educational field trips. The implementation of Action 1.12 resulted in increased access to meaningful, standards-aligned learning experiences and expanded student engagement. Overall, implementation of this goal showed strong progress in removing financial barriers to enriched learning experiences.

Action 1.13: Science Camp: The LEA carried out the planned actions for this goal through the provision of hands-on science learning experiences. Action 1.13 was implemented as planned by providing the Science Camp experience for all 5th-grade students, ensuring full participation of English Learners, low-income students, and foster youth. Positive implementation outcomes included increased student engagement and a strengthened understanding of science content and practices. Taken together, implementation of the actions under this goal reflects a commitment to providing equitable, high-engagement learning opportunities for all students

Action 1.14: Bilingual Teacher Stipend: Overall, the LEA implemented the actions in this goal with attention to supporting the specialized needs of multilingual learners. Action 1.14 was implemented as planned by providing stipends to teachers in bilingual settings for additional planning, training, and differentiated instruction. The implementation of Action 1.14 resulted in strengthened teacher capacity to implement specialized strategies and more inclusive learning environments for English Learners. Overall, implementation of this goal showed strong progress in supporting the recruitment and retention of educators in dual language programs

Action 1.15: Lower Class Sizes in TK-3rd Grade: The LEA made meaningful progress in implementing the actions associated with this goal during the year. Action 1.15 was implemented as planned by providing additional teachers to reduce class sizes in TK–3rd grades. The implementation of Action 1.15 resulted in increased teacher capacity to address diverse learning needs and improved access to targeted, standards-aligned instruction for English Learners, low-income students, and foster youth. Taken together, implementation of the actions under this goal reflects a focus on improving the quality of early primary education

Action 1.16: The LEA carried out the planned actions for this goal through the strategic management of student data systems and reporting protocols. Action 1.16 was implemented as planned by the Database Coordinator ensuring the accurate identification, tracking, and reporting of student data related to assessments, interventions, reclassification, and program eligibility. It supported English Learners, low-income students, foster youth, and homeless students through strengthened data accuracy and compliance within CALPADS, CRDC, and other state and federal reporting systems. The implementation of Action 1.16 resulted in the district securing appropriate funding and services for unduplicated pupils by maintaining high-quality data systems and providing essential staff training on software and data input. Taken together, implementation of the actions under this goal reflects enhanced operational efficiency and data integrity for high-priority student groups.

Action 1.18: Overall, the LEA implemented the actions in this goal with attention to academic recovery and student support, while also responding to implementation challenges that emerged during the year. Action 1.18 was implemented on a smaller scale than originally planned because only 4 of 12 school sites accessed the platform despite robust training opportunities for staff. Implementation was limited by lower participation than expected, resulting in usage that remained sporadic throughout the school year. A challenge encountered with Action 1.18 was the online tutoring model's inability to provide the anticipated value for students, particularly in terms of real-time academic growth. The next step for Action 1.18 is to reallocate these resources in the coming year to prioritize interventions that demonstrate higher levels of student participation and instructional impact. Overall, implementation of this goal showed mixed progress, with successes in site-based programs and challenges in the broad implementation of the digital tutoring platform.

Action 1.19: The LEA implemented the actions in this goal with attention to creating supportive and engaging classroom environments for students and staff. Action 1.19 was implemented as planned by providing classroom setup stipends of $300 for returning teachers and $500 for new teachers. Positive implementation outcomes included the creation of engaging and supportive learning environments across district

sites. Taken together, implementation of the actions under this goal reflects a focus on establishing optimal conditions for teaching and learning.

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

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

Action 1.1: Budgeted $2,226,702; Actual $2,184,892
There was no material difference between the budgeted and actual expenditures. Actual expenditures were $41,810 less than the budgeted amount. The variance did not impact implementation of the action. The action was fully implemented as intended, providing teachers with structured collaboration time to analyze student data, strengthen standards-based instruction, and plan targeted supports for unduplicated students.

Action 1.2: Budgeted $813,615,000; Actual $731,280.06
A material difference existed between the budgeted and actual expenditures. Actual expenditures were approximately $82,335 lower than budgeted due to sites spending less than anticipated on supplemental services, materials, and supports identified through their School Plans for Student Achievement (SPSAs). Despite the lower expenditures, sites implemented the planned actions and services to support unduplicated students. Expenditures were monitored throughout the year to ensure alignment with identified student needs, district priorities, and the goals of the LCAP.

Action 1.3: Budgeted $136,594.00; Actual $43,917.31
A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to sites spending less than originally planned on activities, materials, and services associated with this action. While expenditures were lower than budgeted, the action was implemented and funds were used as intended to support unduplicated student groups. Expenditures were monitored through the School Plan for Student Achievement (SPSA) process to ensure alignment with identified student needs and district priorities.

Action 1.4: Budgeted $212,167.00; Actual $212,166.57
There was no material difference between budgeted and estimated actual expenditures. This action reflects a fixed contractual expenditure.

Action 1.5: Budgeted $347,810.00; Actual $347,810.00
There was no material difference between budgeted and estimated actual expenditures. This action reflects a fixed contractual expenditure.

Action 1.6: Budgeted $794,101.00; Actual $394,563.65
A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to a limited number of available ELPAC testers, resulting in lower staffing and assessment-related costs than originally projected. Despite the lower expenditures, the action was implemented as intended through the hiring, training, and deployment of ELPAC testers to support the

administration of the English Language Proficiency Assessments for California (ELPAC). These efforts ensured that English learner students were appropriately assessed and that language proficiency data was available to inform instructional supports and services for unduplicated students.

Red Indicator - Action 1.7: Budgeted $874,734.00; Actual $1,056,489.20
A material difference existed between the budgeted and actual expenditures. Actual expenditures were higher than anticipated due to increased investments in districtwide professional learning, including mathematics professional development, instructional coaching and support, and expanded opportunities for new teacher induction and training, including the Great Alisal Teaching Conference. The additional expenditures supported the district's efforts to strengthen instructional practices and improve student outcomes, particularly for unduplicated students. The action was implemented as intended and, in some areas, expanded beyond the original budgeted projections to address identified professional learning needs.

Red Indicator - Action 1.8: Budgeted $222,840.00; Actual $262,470.90
A material difference existed between the budgeted and actual expenditures. Actual expenditures were higher than anticipated due to additional costs associated with mathematics instructional support and professional learning activities. The Math Teacher on Special Assignment (TOSA) implemented the action as intended by leading districtwide professional development, providing planning and coaching support to teachers, and publishing a bi-weekly newsletter to strengthen instructional alignment and mathematics achievement. The increased expenditures reflected the district's continued investment in improving mathematics instruction and outcomes for students, particularly unduplicated student groups.

Red Indicator - Action 1.9: Budgeted $1,499,877.00; Actual $1,476,406.04
There was no material difference between budgeted and estimated actual expenditures. Coaches were retained districtwide and supported implementation of professional development and curriculum resources.

Action 1.10: Budgeted $362,982.00; Actual $358,192.40
There was no material difference between budgeted and estimated actual expenditures. The Curriculum and Instruction Director supported the timely delivery of curriculum materials and professional development to meet student needs.

Action 1.11: Budgeted $3,066,402.00; Actual $2,926,169.11
There was no material difference between budgeted and estimated actual expenditures. Funds were used as intended to support implementation of the action.

Action 1.12: Budgeted $202,200.00; Actual $129,482.64
A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated because fewer field trip costs were incurred than originally projected during the planning process. Despite the lower expenditures, funds were used as intended to support student field trip opportunities that enhanced learning experiences and access to enrichment activities for students, including unduplicated student groups. The action was implemented as planned, and the variance did not significantly impact the availability of field trip opportunities provided during the school year.

Action 1.13: Budgeted $566,570.00; Actual $387,924.08

A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to lower-than-projected costs associated with Science Camp participation and related expenses. Despite the lower expenditures, the action was implemented as intended, providing eligible students with access to Science Camp experiences that supported hands-on learning, student engagement, and enrichment opportunities. The variance did not significantly impact the delivery of planned services or student participation in the program.

Action 1.14: Budgeted $819,167.00; Actual $732,019.93
A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to fewer eligible bilingual teacher stipend recipients than originally projected and/or staffing vacancies during the school year. Funds were expended as planned to provide bilingual teacher stipends and support the recruitment and retention of qualified bilingual educators serving English learner students. The action was implemented as intended, and the variance did not significantly impact the delivery of services to unduplicated student groups.

Action 1.15: Budgeted $3,189,128.00; Actual $3,074,605.84
There was no material difference between the budgeted and actual expenditures. Actual expenditures were slightly lower than budgeted due to lower-than-anticipated staffing and operational costs associated with maintaining reduced class sizes.

Action 1.16: Budgeted $188,053.00; Actual $186,107.27
There was no material difference between the budgeted and actual expenditures.

Action 1.17: Budgeted $0; Actual $0
No material difference.

Action 1.18: Student tutoring Budgeted $393,000.00; Actual $211,973.70
The difference was due to a smaller scale implementation, where only four out of 12 schools implemented the program.

Action 1.19: Classroom Learning Environment Budgeted $105,970.00; Actual $152,175.79
The difference between budgeted and actual expenses was due to a larger number of teaching staff hired in the 2025-2026 school year, yielding a higher cost of new teacher stipends.

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

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

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

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

Action 1.1 – Professional Learning Community Release Program

Effectiveness Rating: 3
Metrics: 1.1, 1.2
Analysis Statement: This action was effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS), which changed from a district baseline of -60.4 to a current outcome of -56.4. For English Learners, results improved from -81.2 to -67.2.
Qualitative Input: Feedback from grade-level teachers indicated that the release time allowed them to collaborate and plan to strengthen the quality of standards-based instruction. Educational partners noted that meeting notes and agenda actions served as success criteria, showing progress in addressing "Red" and "Orange" indicators on the California Dashboard.
Analysis: Based on the quantitative data and qualitative input, this action was effective in making progress toward the goal because the structured collaboration time directly contributed to improved academic performance in ELA and Math for unduplicated student groups.

Action 1.2 – Site Discretionary Funds to Support Students
Effectiveness Rating: 3
Metrics: 1.1, 1.2
Analysis Statement: This action was effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS), which changed from a district baseline of -60.4 to a current outcome of -55.6. For English Learners, results improved from -81.2 to -67.2.
Qualitative Input: Feedback from site administrators and educational partners indicated that site-based implementation through SPSAs allowed schools to address specific needs with tailored strategies. Educational partners noted that ongoing monitoring through SPSA and LCAP processes strengthened accountability and supported more effective, data-informed use of resources .
Analysis: Based on the quantitative data and qualitative input, this action was effective in making progress toward the goal because it increased targeted support for high-need student groups and ensured that site-level funding was directly aligned to identified student needs.

Action 1.3 – Educational Services Equity Department
Effectiveness Rating: 3
Metric: 2.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes Districtwide CAASPP ELA DFS for English Learners, which improved from -81.2 to -67.2. Additional Evidence includes Districtwide ELPI results which indicate a drop in ELPI scores by 9.8% for all sites, and a 2.2% drop at MLK.
Qualitative Input: Feedback from educational partners indicated that coordinated support and data-informed planning strengthened instructional coherence. Educational partners noted that the department's focus on aligning programs to Tier 1 instruction within an MTSS framework promoted equitable access to rigorous standards.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it successfully reduced inequities by facilitating programs tailored to the unique needs of English Learners, low-income students, and foster youth

Action 1.4 – Independent Reading Support AR
Effectiveness Rating: 3
Metric: 1.1
Analysis Statement: This action was highly effective.

Quantitative Data: Evidence includes districtwide participation metrics, which show that all twelve schools integrated the Renaissance platform into their instruction. Additionally, CAASPP English Language Arts Distance from Standard (DFS) changed from a district baseline of -60.4 to a current outcome of -55.6, and results for English Learners improved from -81.2 to -67.2.
Qualitative Input: Feedback from teachers and educational partners indicated that the Renaissance platform motivated students to read more at both school and home. Educational partners noted that the platform enhanced access to ongoing fluency and comprehension data and provided essential instructional resources for multilingual learners, enabling more informed, data-driven decision-making.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it increased teachers' ability to monitor student progress, adjust instruction, and provide targeted support, which directly contributed to improved academic outcomes for students.

Action 1.5 – iReady Assessment System
Effectiveness Rating: 3
Metrics: 1.1, 1.5, 1.7
Analysis Statement: This action was effective.
Quantitative Data: Evidence includes 2024–2025 T2 iReady ELA data, which shows 21% of students performing at or above grade level. Additionally, for Kindergarten, 16% of students were at or above grade level in ELA. Metric 1.1 provides evidence on CAASPP ELA which shows an increase of 4.8 points for all students and 14 points for English Learners.
Qualitative Input: Feedback from teachers and staff indicated that utilizing iReady as a diagnostic tool provided timely data to inform daily instruction. Educational partners noted that the system supported evidence-based decision-making and allowed for the precise monitoring of English learners and students needing intervention.
Analysis: Based on the quantitative data and qualitative input, this action was effective in making progress toward the goal because it provided a consistent method for gauging student mastery and identifying specific learning needs for high-priority student groups.

Action 1.6 – Leadership and Accountability
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.5, 1.6, 1.7
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes Districtwide CAASPP ELA DFS for English Learners, which improved from -81.2 to -67.2.
Qualitative Input: Feedback from site leaders indicated that strategic leadership from the Director strengthened the alignment of curriculum and assessment practices across school sites. Educational partners noted that professional development for site leaders improved data-driven decision-making and the consistency of school improvement efforts.
Analysis: Based on the quantitative data and qualitative input, this action was effective in making progress toward the goal because it established a strategic direction that ensured more equitable support for high-priority student groups across the district.

Metric 1.1 (CAASPP ELA): English Learners improved by +14 scale score points, and Students with Disabilities by +11.8, reflecting modest academic growth that aligns with the intended support focus of this action.
Metric 1.2 (CAASPP Math): English Learners (+10.9) showed gains, indicating that some early efforts in instructional leadership may be contributing to improved math outcomes, particularly among students with disabilities.

Metric 1.5–1.6 (Local ELA Assessments): iReady Reading data indicated that only 28% of students were on grade level, with 72% one year or more below, highlighting a persistent challenge despite leadership inputs.
Metric 1.7 (Local Math Assessments): Similarly, 23% of students were on grade level and 77% of students were one or more years below grade level in Math, indicating the need for stronger instructional alignment and deeper support across classrooms.

RED Indicator
Action 1.7 – Professional Development for Certificated Staff (Red Indicator)
Effectiveness Rating: 2
Metrics: 1.1, 1.2, 1.5, 1.6, 1.7
Analysis Statement:This action was effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS), which changed from a district baseline of -60.4 to a current outcome of -55.6. For English Learners, results improved from -81.2 to -67.2.
Qualitative Input: Feedback from certificated staff and new teachers indicated that professional development strengthened Tier 1 classroom instruction and that the New Teacher Academy provided critical foundational learning on the district's instructional model and adopted curriculum. Educational partners noted that the teacher-led format of the Great Alisal Teaching Conference (GATC) was especially effective in building capacity, fostering collaboration, and sharing practical, classroom-based strategies.
Analysis: Based on the quantitative data and qualitative input, this action was effective in making progress toward the goal because it successfully built teacher capacity and instructional consistency across the district. However, the analysis also indicates that while foundational instruction has been strengthened, additional training is needed to improve the integration of Language Arts with Science and History/Social Studies.

The metrics tied to this action highlight areas of growth while also identifying opportunities for continued improvement.
Metric 1.1 (CAASPP ELA) and 1.2 (CAASPP Math) showed mixed results across key subgroups. Notably, Students with Disabilities increased +3.9 points in ELA and declined -7.4 points in Math; English Learners improved by +3.5 in ELA and +2 in Math—indicating some positive instructional shifts.
Metric 1.5 and 1.6 (Local ELA Assessments) revealed that only 28% of students were on grade level and 72% were one or more years below, suggesting limited overall impact on reading proficiency during the implementation year.
Metric 1.7 (Local Math Assessment) also showed that 23% of students were at grade level and 77% of students were one or more years below grade level in Math, highlighting an urgent need for deeper implementation and follow-up on PD practices in mathematics.

RED Indicator
Action 1.8 – Math Professional Development and Support (Red Indicator)
Effectiveness Rating: 3
Metrics: 1.2, 1.7
Analysis Statement:This action was highly effective.
Quantitative Data: Evidence includes CAASPP Mathematics Distance from Standard (DFS), which changed from a district baseline of -79.8 to a current outcome of -73.3. For English Learners, results improved from -92.3 to -81.4. Evidence from local assessment, iReady, shows that the percentage of students one or more grade levels below standard increased from 76% to 78%, highlighting a continued need.
Qualitative Input: Feedback from teachers and staff indicated that professional development increased staff capacity to strengthen both mathematics instruction and responsiveness to students' academic needs. Educational partners noted that targeted math training enhanced

instructional practices and provided opportunities for collaboration and planning, resulting in more responsive teaching and improved support for multilingual learners, low-income students, and foster youth.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because the intentional building of teacher capacity in math pedagogy directly led to more equitable and responsive instructional support for the district's highest-need student groups.

RED Indicator
Action 1.9 – Instructional Coaches
Effectiveness Rating: 3
Metric: 1.1, 1.2, 1.4
Analysis Statement:This action was highly effective.
Quantitative Data: Evidence includes exceeding the expected outcomes of ten coaching cycles, completing 12. Evidence from Metrics 1.1 and 1.2 show that all students increased 4.8 points on CAASPP ELA, and 6.6 points on CAASPP Math, indicating the impact from coaching is impacting the classroom.
Qualitative Input: Feedback from teachers indicated that the combination of job-embedded coaching with collaborative professional learning allowed for the immediate application of new strategies in their classroom. Educational partners noted that the inclusion of coaches in both general education and SDC settings ensured support was responsive to diverse learner needs, while activities like demoing lessons and co-facilitating grade-level collaboration sessions strengthened instructional alignment.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because the targeted support from instructional coaches increased teacher capacity and led to more focused, equitable instruction, directly resulting in improved academic outcomes for multilingual learners, low-income students, and foster youth.

Action 1.10 – Curriculum and Instruction Support
Effectiveness Rating: 3
Metrics: 1.1, 1.2
Analysis Statement:This action was highly effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS), which changed from a district baseline of -60.4 to a current outcome of -55.6. For English Learners, results improved from -81.2 to -67.2. Additionally, Mathematics DFS results for English Learners improved from a baseline of 10.9 points.
Qualitative Input: Feedback from teachers and the Teaching and Learning (T&L) team indicated that this approach ensured coherence between curriculum, supplemental resources, and professional development, allowing teachers to better meet the needs of multilingual learners, low-income students, and foster youth. Educational partners noted that leadership from the Teaching and Learning Director provided clear direction and accountability, while ongoing oversight of resources promoted consistency across sites and ensured that supports were both strategic and responsive.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because the coordination of resources and targeted professional development strengthened instructional practices, equipping teachers to deliver equitable instruction that led to improved student access and academic outcomes.

Action 1.11 – Additional Support Staff for TK and Kindergarten
Effectiveness Rating: 3

Metric: 1.5, 1.6, 1.7
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes mid-year iReady ELA data, showing 53% of Kindergarten students performing at or above grade level.
Qualitative Input: Feedback from teachers and para-educators indicated that the alignment of CA Teaching Pyramid training between both groups supported greater consistency in instructional approaches. Educational partners noted that para-educators are now better equipped to provide differentiated social-emotional and academic support.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it created a more cohesive and developmentally appropriate early learning environment through synchronized staff training and targeted differentiation.

Local assessment data show that 72% of students in ELA and 77% in Math are performing one or more years below grade level. These results highlight the need for continued training and implementation support to strengthen early intervention and improve foundational skills.

Action 1.12 – Additional Learning Opportunities for Students – Field Trips
Effectiveness Rating: 3
Metrics: 1.1, 1.2, 1.3, 1.5, 1.6, 1.7
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes student engagement metrics, where the district is working toward a target of 95% of students reporting they enjoy learning at their school.
Qualitative Input: Feedback from students and parents indicated that providing funds for 5th-grade field trips increased equitable access to enriched, standards-aligned learning. Educational partners noted that removing financial barriers supported broader participation and that hands-on experiences reinforced classroom instruction.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it expanded student exposure beyond the classroom and enhanced engagement for English Learners, Foster Youth, and low-income students.

Academic outcome data connected to this action show areas of promise and need: CAASPP scores (Metrics 1.1 and 1.2) reflect mixed growth among key student groups, including Students with Disabilities (+3.8 in ELA,-7.4 points in Math), English Learners (+3.5 in ELA, +3 in Math), and Socioeconomically Disadvantaged students (up to +3.9 in ELA, +5.9 in Math) from baseline. These gains show that enrichment activities can help support academic progress..
Metric 1.3 (CAST) outcomes remained low (EL: 1.3%, SED: 13.48%), indicating a continued need to connect experiential learning with science standards.
Metrics 1.5, 1.6, and 1.7 (Local Assessments) revealed that 69% of students were one or more years below grade level in ELA and 78% in Math, reinforcing the importance of aligning enrichment experiences with foundational academic support.

Action 1.13 – Science Camp
Effectiveness Rating: 3
Metric: 1.3
Analysis Statement:This action was highly effective.
Quantitative Data: Evidence includes districtwide CAST (Science) data, which showed 15.8% of students meeting or exceeding standards in the most recent update.

Qualitative Input: Feedback from students and teachers indicated that the program ensured equitable access for all 5th-grade students. Educational partners noted that full participation increased student engagement and provided hands-on learning that supported a deeper understanding of scientific concepts.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it guaranteed that English Learners, low-income students, and foster youth had full participation in high-quality, experiential science education. In 2025, the California Dashboard has the California Science Test (CAST) with a performance color for the first time for informational purposes only. Alisal is yellow with 43.1 science points.

Action 1.14 – Bilingual Teacher Stipend
Effectiveness Rating: 2
Metric: 2.1
Analysis Statement: This action was somewhat effective.
Quantitative Data: Evidence includes CAASPP ELA DFS for English Learners, which improved from -81.2 to -67.2. Evidence from Metric 2.1 shows a drop in overall ELPI scores for the district of 9.8%.
Qualitative Input: Feedback from teachers in bilingual settings indicated that stipends supported the additional planning and training required for students learning in two languages. Educational partners noted that this investment strengthened teacher capacity to implement specialized strategies and create inclusive environments.
Analysis: Based on the quantitative data and qualitative input, this action was somewhat effective in making progress toward the goal because it provided the necessary support for educators to promote language development and academic success for multilingual learners

Action 1.15 – Lower Class Sizes in TK–3rd Grade
Effectiveness Rating: 3
Metric: 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes Districtwide CAASPP ELA DFS for English Learners, which improved from -81.2 to -67.2. Metric 3.1 indicates an improvement in attendance for all students, a 6.6% decrease from baseline.
Qualitative Input: Feedback from teachers indicated that reducing class sizes increased opportunities for individualized and small-group instruction. Educational partners noted that this enhanced teacher capacity to address diverse learning needs and improved student access to targeted, standards-aligned instruction.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it directly improved the quality of interaction between teachers and students, particularly for those in the most at-risk student groups

Action 1.16 – Database Coordinator for Unduplicated Pupils
Effectiveness Rating: 3
Metric: 3.1
Analysis Statement: This action was effective.

Quantitative Data: While this action is process-oriented, its success is reflected in the securing of appropriate financial resources and maintaining compliance with CALPADS and CRDC reporting requirements. Metric 3.1 indicates an improvement in attendance for all students, a 6.6% decrease from baseline.
Qualitative Input: Feedback from district staff indicated that the coordinator ensured accurate identification and tracking of services for English Learners, foster youth, and homeless students. Educational partners noted that the work strengthened data integrity and facilitated staff training on data systems.
Analysis: Based on the qualitative input, this action was effective in making progress toward the goal because it ensured that the district accurately identified student needs and secured the necessary funding (Title I, II, III, and Supplemental/Concentration) to provide essential services.

Action 1.18
Effectiveness Rating: 1
Metric: 1.1 & 1.2
Analysis Statement: This action was not effective.
Quantitative Data: Evidence includes site participation rates, which show that while the platform was intended for districtwide use, only 4 of 12 school sites actively accessed the services. Furthermore, student usage at the participating sites remained sporadic throughout the year.
Qualitative Input: Feedback from district leadership and educational partners indicated that the online tutoring model did not provide the anticipated value for students. Educational partners noted that the platform lacked a clear connection to real-time academic growth and did not meet the specific instructional needs of the student population.
Analysis: Based on the quantitative data and qualitative input, this action was not effective in making progress toward the goal because low participation and limited evidence of academic impact led to the conclusion that the platform was not a viable tool for student intervention. Consequently, this action will not be renewed for the coming year to allow for the prioritization of higher-impact strategies

Action 1.19
Effectiveness Rating: 3
Metric: 3.1
Analysis Statement: This action was effective.
Quantitative Data: Evidence from Metric 3.1 indicates a difference from baseline of 6.6% for all students, highlighting that students are attending school more regularly. Evidence includes local student engagement surveys, where 80% of students reported enjoying learning at their school at the baseline.
Qualitative Input: Feedback from new and returning teachers indicated that classroom setup stipends supported the creation of organized and engaging learning spaces. Educational partners noted that these stipends contributed to improved classroom readiness and more consistent learning conditions districtwide.
Analysis: Based on the quantitative data and qualitative input, this action was effective in making progress toward the goal because it established optimal physical and emotional conditions for student learning and engagement at the start of the school year.

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

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

Although there were no changes were made to the overarching goal as it continues to emphasize implementing a structured Professional Learning Community (PLC) model aligned with the Multi-Tiered System of Support (MTSS), particularly Tier 1 instruction, to eliminate inequities and provide a rigorous academic program for all students, there are some adjustments to the actions for the coming year resulting from reflections on prior practice and effectiveness of implementation.

Action 1.1: To ensure instructional coherence, the Super Wednesday curriculum and pedagogy will be restructured to align strictly with the Alisal STEAM Teaching Framework. Implementation will shift to a Train-the-Trainer model, leveraging PLT (Professional Learning Team) Substitutes specialized in science and engineering. This model is designed to build internal capacity and ensure high-quality, framework-aligned STEAM instruction across all participating sites.

Action 1.17 was discontinued as the enrollment in Alisal Virtual Academy decreased, making the program unsustainable. The program closed at the end of the 2024 - 2025 school year.

Action 1.18: Based on a comprehensive review of usage data, the district-wide contract with Paper Education will be discontinued for the 2026-27 school year. While the platform saw limited engagement across most sites, Monte-Bella demonstrated consistent, high-volume usage that justifies continued investment. This shift allows the district to reallocate resources toward more widely utilized instructional supports while maintaining the service where it provides proven value.

The target for Metric 1.6 was updated to reflect the new tool being used.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Community Release Program	The Professional Learning Community Release Program will provide 41 certificated substitute teachers to release grade-level teams at each site. Grade level teachers will collaborate and plan to strengthen the quality of standards-based (essential standards) instruction to meet the needs of English learners, low-income, and foster youth student groups. Grade-level team meeting notes and agenda actions will serve as the success criteria. Ultimately, the action will impact all the red, orange, and yellow indicators in ELA and Math at all the school sites that are in red on the	$1,976,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
		California dashboard and the two schools that are in orange. Additionally, with the end-of-year LCAP survey questions. To ensure instructional coherence, the Super Wednesday curriculum and pedagogy will be restructured to align strictly with the Alisal STEAM Teaching Framework. Implementation will shift to a Train-the-Trainer model, leveraging PLT (Professional Learning Team) Substitutes specialized in science and engineering. This model is designed to build internal capacity and ensure high-quality, framework-aligned STEAM instruction across all participating sites. Learning Recovery Emergency Block Grant (LREBG) Action: Data from the 2025 CA School Dashboard highlights performance gaps in ELA and Math for English learners, low-income students, and foster youth. Several school sites show red and orange performance indicators in these areas. The district identified a critical need to improve the quality and consistency of instruction to accelerate learning recovery and promote equity. This action supports educator collaboration and instructional planning, which are allowable under the LREBG guidelines as they relate to professional development and strategies to close learning gaps among underserved student groups. Research on professional learning communities indicates that teacher collaboration leads to improved instructional practices and student outcomes. Studies have shown that when teachers have regular, structured opportunities to analyze student data and co-plan instruction, it results in greater alignment to standards, differentiated supports, and increased academic achievement, especially for historically underserved populations. Metric being used to monitor the action: Metric 1.1 & 1.2 LREBG Funds supporting this action for 2026-27: $365,000		
1.2	Site Discretionary Funds to Support Students	Each school receives site discretionary funds based on their unduplicated student count to help support the site initiatives and needs to primarily support English learner, low-income, and foster youth student groups. There are thirteen school sites as follows: Alisal (97,172), Bardin (95,332), Chavez (105,534), Creekside (73,088), Frank Paul (100,350), Fremont	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(121,089), Loya (99,179), Monte Bella (128,280), Martin Luther King (97,172), Steinbeck (70,412), Sanchez (115,068), Virginia Rocca Barton (85,130). The equitable site allocations were based on the number of unduplicated students times $125.00 per pupil. Site funding is specific to increase or improve services for English learner, low-income, and foster youth student groups. The description of how these funds will increase services are located in the School Plans for Student Achievement. The link to school site SPSAs is here: www.alisal.org. The links also describe the identified need, the action designed around the identified need, how the action will be measured for effectiveness, as well as the funding attached to the actions. Accountability for these funds and actions is documented in both the SPSA as well as LCAP.		
1.3	Educational Services Equity Department	Educational services student access staff will support increased and improved services by collaborating with all educational partners and facilitating programs across all schools recognizing the unique needs of English learner, low income, and foster youth student groups and planning actions to ensure equity. Additionally, state and federal programs will be monitored by this department to follow the state and local requirements.	$139,012.00	Yes
1.4	Independent Reading Support AR	The district will continue to use Renaissance for AR literacy independent support. Reading support will continue in 2024-27 through the use of digital resources and tools. The data will be used to disaggregate, and monitor academic progress for our English learner, low income, and foster youth student groups	$212,995.00	Yes
1.5	IReady; Assessment System (New Action)	District assessment system will continue supporting evidence-based decision making. Teachers will administer assessments to gauge progress in literacy, mathematics and ELD. Teachers will administer the Developmental Reading Assessment (DRA) and Wonders Phonics for grades K-2, IReady (K-6) in English or Spanish, based on language of instruction. Personnel will administer assessments, as well as, monitor and	$353,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
		report academic progress for English learner, low income, and foster youth student groups.		
1.6	Leadership Development	The Educational Services Leadership Development Director will support the strategic direction for the elementary education program to best equitably serve English learners, low-income, and foster youth student groups by leading: curriculum, instruction, assessment, data analysis, and school improvement, supervision, and professional development for site leaders. Learning Recovery Emergency Block Grant (LREBG) Action: The needs assessment identified achievement gaps in ELA and Math for these student groups. This action directly supports school improvement efforts and builds leadership capacity to implement equitable instructional practices. It aligns with allowable uses of funds for professional development and instructional support. Studies have shown that strong instructional leadership and ongoing professional learning improve teaching quality and student achievement, especially among underserved student populations. Metric 1.1 & 1.2 LREBG Funds for 2026 - 2027: $10,000	$440,598.00	Yes
1.7	Professional Development for Certificated Staff (Red Indicator)	Certificated staff will receive professional development to support English Language Arts, Spanish Language Arts, Science (STEM), and History in order to improve academic progress for all students, including English Learners, students with disabilities, socioeconomically disadvantaged, homeless, and Hispanic student groups, lowest performing and those in red as indicated on the California School Dashboard. Staff surveys and feedback forms will measure success criteria. Professional Development by the Professional Development Committee - New certificated staff will receive up to five days of professional development before the start of the school year at the New Teacher Academy. Professional development will include academics and social-emotional learning management. In addition, the Professional Development Committee will provide a one-day	$801,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conference-style event. Sessions will be presented by teachers to teachers. Learning Recovery Emergency Block Grant (LREBG) Action: The needs assessment identified academic gaps for several student groups, including those in red on the CA School Dashboard. This action directly addresses the need to strengthen instruction and support for these students. It aligns with allowable uses of funds for professional development and instructional quality. Research shows that high-quality, targeted professional development improves teacher effectiveness and student achievement, especially when it includes both academic content and social-emotional learning strategies. Metric being used to monitor the action: Metric 1.1, 1.2 LREBG Funds supporting this action in 2026-2027: $355,000		
1.8	Math Professional Development and Support (Red Indicator)	The district Math TOSA will continue to provide professional development on math standards, the framework, and researched-based instructional practices to improve outcomes for English Learners, students with disabilities, socioeconomically disadvantaged, homeless, and Hispanic student groups. Additional professional development will be provided on the adopted curriculum, as well as benchmarks and formative assessments. Staff feedback forms will serve as the basis for measuring success criteria.	$253,752.00	Yes
1.9	Instructional Coaches (Red Indicator)	Each school will have an instructional coach to help build capacity for teachers. They will model lessons and help support teaching and learning in the classroom to focus on the academic progress of English learner, low-income, and foster youth student groups to accelerate CAASPP ELA outcomes for these students.	$1,223,786.00	Yes
1.10	Curriculum and Instruction Support	Ensure supplementary resources meet the needs of unduplicated students: Additional support will be provided by the curriculum and instruction department to ensure all core and supplementary resources, along with the	$368,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development to meet the needs of English learners, low-income, and foster youth student groups. The district will provide a C&I Director to: * Provide PD for teachers to meet the diverse needs of students (English learners, low-income, and foster youth student groups) * Oversee curriculum and ensure supplementary resources are available for English learner, low-income, and foster youth student groups * Supervise the CI Support team member to organize and document progress		
1.11	Additional support staff for all TK and kindergarten program	The district will hire Early Learning Program Para-educators to support all full-day TK and kindergarten classes. The Early Learning ProgramPara-educators will support in differentiation to accelerate mastery of essential foundational literacy skills to meet needs of English learner, low income, and foster youth student groups.	$2,161,378.00	Yes
1.12	Additional Learning Opportunities for Students- Field Trips	To support equity, access, and a well-rounded education for English Learners, Foster Youth, and Low-Income students, the district will provide funds for educational field trips for 5th-grade students. These field trips will ensure that these student groups have enhanced learning opportunities outside the classroom, that will lead to increased academic outcomes.	$195,400.00	Yes
1.13	Science Camp	The district will provide the Science Camp learning experience for all 5th-grade students, ensuring that English learner, low income, and foster youth student groups participate. This action will provide English learners, low income, and foster youth student groups the opportunity to attend Science Camp in order to expand access and engagement in science learning. This will support students' understanding of science content knowledge as well as the nature of the discipline of science.	$566,570.00	Yes
1.14	Bilingual Teacher Stipend	The district will provide a stipend to all teachers in bilingual settings (One-Way Developmental, Dual Immersion, Newcomer, or Bilingual) for the additional planning, training, and differentiated instruction needed to	$830,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support all students, including English learners, as they learn in two languages. This will enable teachers to engage in specialized training and tailored instruction, ensuring they are well-prepared to create inclusive, effective learning environments that promote language development and academic success.		
1.15	Lower Class Sizes in TK-3rd grade	The district will provide additional teachers to support lower class size averages in TK-3rd grades, to allow teachers to better meet the individual academic needs of English learner, low income, and foster youth student groups.	$3,270,757.00	Yes
1.16	Database Coordinator for unduplicated pupils	The Coordinator will help to support services for our unduplicated pupils by ensuring they are identified and tracked accurately for services related to assessment scores, interventions received, reclassification, free and reduced lunch program. This position will monitor so that data is properly reported to the State through CALPADS. It will also ensure that the information for our homeless students, foster youth, and alternative income forms are reported and secure the necessary financial resources to cover the cost for all of the services our unduplicated pupils receive through Title I, Title II, Title III, Title IV, Supplemental and Concentration, additional Federal and State funding.	$201,164.00	Yes
1.17	Alisal Virtual Academy	Alisal Virtual Academy (AVA) will provide unique and differentiated virtual instruction using Science-First as a guiding ELD and scheduling practice and Kolb's (hands-on) Experiential Learning as a central pedagogical practice. Teaching Staff are certified in the Online and Blended Impact (Instructors Magnifying Potential and Cultivating Transformation) program through Foothill College & Krause Center for Innovation to maintain best practices in this virtual teaching modality. AVA will be provided as an alternative school of choice for any students whose families choose not to attend school in person. In order to ensure an exemplary virtual school, Alisal's thirteenth school will have a team of teachers and support staff under the direction of the Creekside Principal.		

Action #	Title	Description	Total Funds	Contributing
		*This action was discontinued beginning in the 25-26 academic school year.		
1.18	Student Tutoring	Learning Recovery Emergency Block Grant (LREBG) Action: To support student learning and academic recovery, this action funds an online student tutoring platform that provides 24/7 one-on-one academic support in all subjects. Using Paper's Tutoring and Essay Review services, students receive unlimited, real-time assistance from live educators through a text- and image-based interface in English and Spanish. Studies have shown timely and responsive academic support boosts student achievement and engagement, particularly for students who may not have access to tutoring outside of school. This is contract is being scaled back. Metric Being Used to Monitor the Action: 1.1 and 1.2 LREBG Funds Supporting This Action for 2026-2027: $196,446.00	$196,446.00	No
1.19	Classroom Learning Environments	Learning Recovery Emergency Block Grant (LREBG) Action: This action provides a reimbursement stipend to support returning and new teachers in creating engaging and supportive classroom learning environments. Returning teachers receive a stipend of $300, while new teachers receive $500 to help establish their classrooms. Research highlights the importance of the classroom environment in promoting student engagement, academic achievement, and socio-emotional development. Studies show that well-organized, visually stimulating, and resource-rich classrooms contribute to improved student behavior, stronger teacher-student relationships, and increased motivation to learn. For new teachers, access to classroom setup support helps reduce stress and enhances teacher retention by promoting a sense of preparedness and professional value. Providing stipends not only equips	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
		educators with necessary materials but also signals institutional support, which is linked to higher job satisfaction and effectiveness. Metric Being Used to Monitor the Action: 3.1 LREBG Funds Supporting This Action for 2026-2027: $160,000.00		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percent of ELs who progress in English proficiency (ELPAC) Source: Dashboard Datafiles	2022–23 is 54.7% (ELPI) Dr. Martin Luther King, Jr. Academy 40.8%	2023–24 is 44.5% (ELPI) Dr. Martin Luther King, Jr. Academy 45.3% LTEL Students: 50 students 95.2 points below standard in ELA	2024-25 is 44.9% (ELPI) Dr. Martin Luther King, Jr. Academy 38.6% LTEL Students: 94 students 105 points below standard in ELA	75.7% Dr. Martin Luther King, Jr. Academy 30% LTEL Students: 50 students 90 points below standard in ELA	-9.8% Dr. Martin Luther King, Jr. Academy -2.2% There is an increase of 44 LTEL students. This is measure

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from Year 1 and Year 2, as there was no baseline reported in 2023. LTEL students increased in DFS by 9.8 points. This is measure from Year 1 and Year 2, as there was no baseline reported in 2023.
2.2	EL reclassification rate	2020-21 is 4.5%	11.4% students tested reclassified	14.1%	25.5%	+9.6%
2.3	CAASPP: SBAC Distance from Standard in English Language Learner (ELA) for English Learners	EL: -81.2 Year: 2022-23	EL: -70.7 Year: 2023-24	EL: -67.2 Year: 2024-25	-60.2 distance from standard	+14
2.4	CAASPP: SBAC Distance from Standard in Math for English Learners	EL: -92.3 Year: 2022-23	EL: -83.5 Year: 2023-24	EL: -81.4 Year: 2024-25	-71.3 distance from standard	+10.9
2.5	Parent Survey: % of parents who know what child needs to accomplish in order to be reclassified	2023-2024 85.6%	2024-2025 83.9%	2025-2026 85.75	100%	+0.15
2.6	Degree to which students have standards-aligned instructional materials to include ELD standards per Williams review/report	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained

Goal Analysis [2025-26]

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

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

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

Action 2.1: Newcomer Program: Newcomer Program The LEA carried out the planned actions for this goal through the continued refinement of specialized supports for recently arrived students. Action 2.1 was implemented as planned by strengthening the 3rd–6th grade Newcomer Program to better support students in developing academic and social-emotional skills. Action 2.1 supported recently arrived students through enhanced program design and aligned supports intended for success in the general education setting. The implementation of Action 2.1 resulted in increased student access, engagement, and improved overall success for newcomers.

Red Indicator - Action 2.2: Instructional EL Specialist to Support English Learners Overall, the LEA implemented the actions in this goal with attention to English Learner achievement, while also responding to implementation challenges that emerged during the year. Action 2.2 was implemented as planned by providing timely and responsive academic support, with a focus on increasing access to tutoring and targeted assistance. Action 2.2 supported English Learners through dedicated assistance for students who may not have access to academic tutoring outside of school hours. Positive implementation outcomes included stronger academic progress and more equitable learning opportunities for students needing intervention.

Action 2.3: Language Development Support The LEA carried out the planned actions for this goal through the strategic delivery of professional development and the provision of specialized resources focused on language acquisition. Action 2.3 was implemented as planned by providing targeted professional learning, enhanced training opportunities, and updated instructional materials to support effective classroom implementation. Action 2.3 supported English Learners through strengthened staff capacity in language development pedagogy and the provision of modern instructional tools. Taken together, implementation of the actions under this goal reflects a commitment to ensuring English Learners develop the listening, speaking, reading, and writing skills necessary to succeed across all content areas.

Action 2.4 - Ellevation: The LEA made meaningful progress in implementing the actions associated with this goal during the year. Action 2.4 was implemented as planned by deploying the Ellevation platform to provide the tools necessary to lead and monitor the progress of multilingual learners. Action 2.4 supported multilingual learners through access to data and instructional strategies that enabled teams to make more informed, data-driven decisions. The implementation of Action 2.4 resulted in improved ability for instructional teams to monitor student progress and provide targeted supports.

Action 2.5 - Long Term English Language Learners - The LEA carried out the planned actions for this goal through the deployment of instructional specialists to provide intensive support for multilingual learners. Action 2.2 was implemented as planned by six (6) EL specialists providing targeted professional development, coaching, progress monitoring, and individualized learning plans. It supported Long-Term English Learners (LTELs) through small-group instructional support designed to strengthen academic language development and improve access to grade-level content.Positive implementation outcomes included teachers receiving support in scaffolding instruction, academic

vocabulary, and structured language practice aligned to ELPI growth expectations. A success in implementation was the utilization of ELPI and local assessment data by site teams, which supported progress toward the goal by enabling precisely guided instructional adjustments and interventions for LTEL students. Taken together, implementation of the actions under this goal reflects a commitment to providing the specialized instructional leadership necessary to close achievement gaps for Long-Term English Learners.

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

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

Action 2.1 – Newcomer Program:
Budgeted: $341,254.00; Actual: $342,655.59
No material difference.

Red Indicator Action 2.2: Instructional EL Specialist to Support English Learners Limited action to ELs
Action 2.2 and 2.5 – Instructional EL Specialist to Support English Learners (Red Indicator):
Budgeted: $953,505.00; Actual: $882,700.58
Difference due to EL Specialists vacancy.

Action 2.3 – Language Development Support:
Budgeted: $44,130.00; Actual: $19,410.42
A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to lower-than-projected costs associated with providing language development support services and materials. Despite the lower expenditures, the action was implemented as intended to support English learners' language acquisition and academic achievement. Funds were used to provide language development supports aligned with district priorities, and the variance did not significantly impact the delivery of planned services to unduplicated students.

Action 2.4 – Elevation:
Budgeted: $69,750; Actual: $69,750
No material difference.

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

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

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

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

Action(s): 2.1, Newcomer Program
Effectiveness of Action(s): 2
Metric(s): 2.1
Analysis Statement: This action was partially effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS) for English Learners, which improved from a baseline of -81.2 to a current outcome of -70.7. However, the English Learner Progress Indicator (ELPI), which measures progress toward English proficiency, changed from 54.7% to 44.9%. In addition, there were 44 more LTELs than in the previous year and the groups increased in DFS from 95.2 points below standard to 105 points below standard.
Qualitative Input: Feedback from site administrators and staff indicated that ongoing refinement of the 3rd–6th grade Newcomer Program strengthened the alignment of academic and social-emotional supports. Educational partners noted that enhancements to program design better supported recently arrived students in developing the skills needed for successful participation in the general education setting.
Analysis: Based on the quantitative data and qualitative input, this action was partially effective in making progress toward the goal because, while there was notable growth in ELA performance, the decrease in the overall English proficiency progress rate (ELPI) suggests that additional refinements are needed to ensure consistent language acquisition across all newcomer cohorts.

Action(s): 2.2, Instructional EL Specialist to Support English Learners
Effectiveness of Action(s): 2
Metric(s): 2.1, 2.2
Analysis Statement: This action was somewhat effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS) for English Learners, which changed from -81.2 to -67.2. Metric 2.1 shows a decrease from baseline of 9.8% for all English Learners. In addition, there were 44 more LTELs than in the previous year and the groups increased in DFS from 95.2 points below standard to 105 points below standard.
Qualitative Input: Feedback from teachers and educational partners indicated that providing timely, targeted academic support increased student engagement and improved access to needed assistance, particularly for students who lack outside tutoring. Educational partners noted that this support contributed to more equitable learning opportunities and stronger individual academic progress. What limited this action was limited touch points to sites, as they share sites therefore not readily available to meet the needs of students and staff daily.
Analysis: Based on the quantitative data and qualitative input, this action was partially effective in making progress toward the goal because it successfully increased student engagement and access to help; however, the district identifies a need for additional specialists to further accelerate reclassification and proficiency outcomes for English Learners

Action(s): 2.3, Language Development Support
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS) for English Learners, which showed a significant improvement of 10.5 points, moving from -81.2 to -67.2. Metric 2.1 shows a decrease from baseline of 9.8% for all English Learners. In addition, there were 44 more LTELs than in the previous year and the groups increased in DFS from 95.2 points below standard to 105 points below standard.
Qualitative Input: Feedback from certificated staff indicated that providing targeted and sustained professional learning intentionally built capacity in a critical area that directly impacts student access to content. Educational partners noted that the inclusion of updated materials

and resources ensured alignment between training and daily classroom practice, increasing the consistency and fidelity of implementation across all sites.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because strengthening language development pedagogy equipped staff to implement effective strategies, directly correlating with improved academic achievement for English Learners

Action(s): 2.4, Elevation
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS) for English Learners, which improved from -81.2 to -67.2. Additionally, the platform supported the monitoring of 44.9% of English Learners making progress on the ELPI. In addition, there were 44 more LTELs than in the previous year and the groups increased in DFS from 95.2 points below standard to 105 points below standard.
Qualitative Input: Feedback from instructional teams indicated that the use of the Ellevation platform strengthened access to timely data and instructional resources. Educational partners noted that the platform enabled teams to make more informed, data-driven decisions, allowing them to monitor individual student progress more closely and adjust instruction in real time.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it provided the necessary digital infrastructure for data-informed decision-making, which enhanced the district's ability to provide targeted, responsive supports to multilingual learners

Action(s): 2.5, Long Term English Language Learners
Effectiveness of Acton)s): 2
Metric(s): 2,1
Analysis Statement: This action was partially effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS) for English Learners, which changed from a baseline of -81.2 to a current outcome of -67.2. However, the English Learner Progress Indicator (ELPI), which tracks progress toward proficiency, decreased from 54.7% to 44.9%. In addition, there were 44 more LTELs than in the previous year and the groups increased in DFS from 95.2 points below standard to 105 points below standard.
Qualitative Input: Feedback from teachers and site teams indicated that the action was successful during the initial implementation phase in establishing foundational systems and structures for LTEL support. Educational partners noted that while the action increased awareness of LTEL instructional needs and strengthened data-informed practices, the overall impact was limited by time constraints, competing district and site priorities, and the complexity of implementing a new coordinated support system across multiple schools.
Analysis: Based on the quantitative data and qualitative input, this action was partially effective in making progress toward the goal because, although it established an essential initial framework for personalized and targeted student support, systemic challenges hindered the immediate acceleration of language proficiency outcomes as measured by the ELPI.

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

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

No substantive changes were made to the actions, descriptions, implementation, or scope.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Newcomer Program	The district will develop a comprehensive 3rd-6th grade Newcomer Program for recently arrived students in order to support academic and social emotional skills needed in the regular classroom	$359,250.00	Yes
2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	The district will hire 6 EL specialists to support both English learners across all schools. These specialists will provide training for teachers on both designated and integrated ELD aligned with the ELA/ELD Framework, monitor student progress toward English language proficiency and reclassification, offer parent education on English Learner programs and services, and coach site teams to implement research-based ELD practices that strengthen classroom instruction and student outcomes. This action directly supports students by enhancing the quality of language acquisition instruction and ensuring teachers receive targeted professional development. It also builds EL instructional capacity across the district through coaching, monitoring, and instructional guidance tailored to EL student needs.	$504,432.50	Yes
2.3	Language Development Support	The district will continue to strengthen language development pedagogy for staff by providing professional development, training, materials, and resources needed.	$19,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Ellevation	The district will use the platform Ellevation, which provides the tools needed to lead and monitor Multilingual learners. The platform provides data and instructional strategies, enabling teams to access and make data-driven decisions that foster student success.	$119,039.00	Yes
2.5	Long-Term English Language Learners	To extend Action 2.2 with a laser focus, this action emphasizes support for Long-Term English Learners (LTELs). The same six (6) EL specialists will provide specialized services including: *Targeted professional development for teachers focused on ELPI growth expectations and academic language development in reading and writing *Coaching cycles for teachers of LTELs emphasizing scaffolding, academic vocabulary, and structured language practice *Regular progress monitoring of LTEL language proficiency and academic performance, with data shared during site-level meetings and post-assessment cycles *Creation of individualized learning plans for each LTEL, using ELPI data to guide instructional adjustments and student supports *Delivery of small-group or extended learning opportunities to help LTELs practice academic speaking, reading, listening, and writing This action ensures that LTELs receive data-informed, personalized support that advances both language proficiency and access to grade-level academic content.	$504,432.50	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Source: California Dashboard	2022–23 is 22.6% EL: 20% SED: 22.1% SWD: 31.1% Homeless: 19.1% Homeless Youth at Monte Bella Elementary: 25.9 Students with Disabilities at Frank Paul Elementary: 33.3	2023–24 is 14.7% EL: 13% SED: 14.5% SWD: 19.7% Homeless: 13.5% Homeless Youth at Monte Bella Elementary: 17.2 Students with Disabilities at	2024-25 is 16% EL: 13.8% SED: 16.2% SWD: 24.4% Homeless: 14.7% Homeless Youth at Monte Bella Elementary: 15 Students with Disabilities at	0	2024-2025 is -6.6% EL: -6.2% SED: -5.9% SWD: -6.7% Homeless: -4.4% Homeless Youth at Monte Bella Elementary: -10.9 Students with Disabilities at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities at Jesse G. Sanchez Elementary: 40.8	Frank Paul Elementary: 20.0 Students with Disabilities at Jesse G. Sanchez Elementary: 23.6	Frank Paul Elementary: 27.6 Students with Disabilities at Jesse G. Sanchez Elementary: 36.5		Frank Paul Elementary: -5.7 Students with Disabilities at Jesse G. Sanchez Elementary: -4.3
3.2	Average Daily Attendance Source: Power School	95.04% August 7, 2023 June 5, 2024 (6952 students)	2024-2025 94.72%	2025-2026 - 94.97%	99%	-0.07
3.3	Suspension Rate Source: California Dashboard	2022–23 is 1.8% SED: 1.9% SWD: 2.3% EL: 1.5% Homeless: 1.4% Alisal Community: All Students 3.2 Hispanic 3.2 Socioeconomically Disadvantaged 3.2 Bardin Elementary: All Students 4.5 English Learner 4.3 Hispanic 4 Homeless Youth 7.1 Multiple Races/Two or More 11.9 Socioeconomically Disadvantaged 4.5 Cesar E. Chavez Elementary: Students with Disabilities 6.4	2023–24 is 1.5% SED: 1.5% SWD: 2.9% EL: 1.1% Homeless: 1.7% Alisal Community: All Students 1.4 Hispanic 1.4 Socioeconomically Disadvantaged 1.5 Bardin Elementary: All Students 2.2 English Learner 1.7 Hispanic 1.9 Homeless Youth 2.7 Multiple Races/Two or More 14.3 Socioeconomically Disadvantaged 2.3	2024-25 is 1.1% SED: 1.2% SWD: 2.2% EL: 1.0% Homeless: 1.0% Alisal Community: All Students 1.6% Hispanic 1.6% Socioeconomically Disadvantaged 1.7% Bardin Elementary: All Students 1.6% English Learner 1.3% Hispanic 1.3% Homeless Youth 0% Multiple Races/Two or More (NR) Socioeconomically Disadvantaged 1.6%	0	-0.7% SED: -0.7% SWD: -0.1% EL: -0.5% Homeless: -0.4% Alisal Community: All Students -1.6 Hispanic -1.6 Socioeconomically Disadvantaged -1.5 Bardin Elementary: All Students -2.9 English Learner -3 Hispanic -2.7 Homeless Youth -7.1 Multiple Races/Two or More (NR) Socioeconomically Disadvantaged -2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Creekside Elementary: English Learner 3.8	Cesar E. Chavez Elementary: Students with Disabilities 3.4 Creekside Elementary: English Learner 2.3	Cesar E. Chavez Elementary: Students with Disabilities 3.7% Creekside Elementary: English Learner 0.5%		Cesar E. Chavez Elementary: Students with Disabilities -2.7 Creekside Elementary: English Learner -3.3
3.4	Expulsion Rates Source: Data Quest	2022–23 is 0	2023–24 is 0	2024-25 is 0	0	Maintained at 0
3.5	A trusted adult Do you feel safe coming to school? 23-24 My school is a safe and welcoming school? 24-25 local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	71.9% 2023-2024	91.2% 2024-2025	92.6% 2025-2026	100%	+20.7%
3.6	The students have access and are enrolled in programs and services developed and provided to students with disabilities	12 psychologists, one per site 2023-2024	12 psychologists, one per site, 2024-2025	12 psychologists, one per site, 2025-2026	12 psychologists, one per site	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	All schools have functioning school site councils, who are the decision-making body and include parent representative of English Language learners and Students with disabilities	12 School Site Councils 2023-2024	12 School Site Councils 2024-2025	12 School Site Councils 2025-2026	12 school site councils at each site	Maintained
3.8	The School facilities are in “Good Repair” per CDE’s Facility Inspection Tool (FIT)	2023-2024 How to report data # of findings 0 findings	2024-2025 # of findings 0 findings	2025-2026 # of findings 0 findings	0 findings	Maintained
3.9	Migrants meeting/exceeding % on ELA	22-23 16.1% ELA 17.7% Math	23-24 20.73% ELA 14.71% Math	24-25 19.97% ELA 16.41% Math	37.1% ELA 38.7% Math	ELA +3.87% Math -1.29%

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.

Alisal Union carried out the planned actions for this goal through the implementation of a comprehensive system of support focused on social-emotional, behavioral, and physical wellness.

RED Indicator Action 3.1: School Psychologists: School Psychologists/Behavior Analyst Action 3.1 was implemented as planned by providing a psychologist at each school site and a districtwide Behavior Analyst to support assessment and specialized testing. This action supported English learners, low-income, and foster youth through active participation in site COST and Wellness teams, ensuring students have a safe and supportive learning environment. Positive implementation outcomes included the development of personalized special education plans and proactive responses to an increasing number of student referrals.

Action 3.2: Multi-Tiered System of Supports (MTSS) Action 3.2 was implemented as planned by utilizing the MTSS framework to provide personalized academic and social-emotional interventions across Tiers 1, 2, and 3. This action supported unduplicated students through the provision of targeted materials, supplies, and mental health resources to meet unique student needs. The implementation of Action 3.2 resulted in improved student access to timely interventions and strengthened coordination of services through the strategic use of COST referral data.

Action 3.3: Positive Behavioral Interventions and Supports (PBIS) Program Action 3.3 was implemented as planned by delivering ongoing professional development in positive behavior supports and collaborating with the Monterey County Office of Education (MCOE). This action supported students and staff through the provision of resources for school climate teams to better align academic and mental health supports. A success in implementation was the close partnership between district social workers and site wellness teams, which supported progress toward the goal by increasing staff capacity to implement consistent, schoolwide behavior supports.

RED Indicator Action 3.4: School Counselors Action 3.4 was implemented as planned by providing one counselor at each school site and hiring a 13th districtwide counselor to oversee systems development. This action supported the school community through professional development for staff, parent education, and targeted mental health services. The implementation of Action 3.4 resulted in expanded access to comprehensive social-emotional supports and improved coordination of efforts related to student well-being and attendance.

Action 3.5: Health Services for Students: Health Services for Students Action 3.5 was implemented as planned by contracting with agencies to provide Licensed Vocational Nurses (LVNs), Registered Nurses (RNs), and health aides. This action supported English learner, low-income, and foster youth student groups through timely routine and urgent medical care allocated based on specific student needs. The implementation of Action 3.5 resulted in improved student access to health services, supporting higher attendance and increased engagement in learning.

Action 3.6: Family Resource Centers: Action 3.6 was implemented as planned by operating three Family Resource Centers (FRCs) to provide wrap-around services, parenting courses, and adult education. This action supported low-income, English learners, and foster youth families through McKinney-Vento and foster supports such as uniforms, tutoring, and transportation. A success in implementation was the stabilization of families through housing and medical referrals, which supported progress toward the goal by directly contributing to improved student well-being.

Action 3.7: Social Workers: Social Workers Action 3.7 was implemented as planned by hiring social workers to support students' social-emotional and behavioral needs through counseling and resource connections. This action supported unduplicated students through professional development in PBIS, restorative practices, and trauma-informed instruction. The implementation of Action 3.7 resulted in strengthened student well-being and increased access to support services for families.

Action 3.8: Pupil Personal Department Director/Secretary: Action 3.8 was implemented as planned by maintaining a director to oversee and support the districtwide Multi-Tiered System of Supports (MTSS). This action supported English learners, low-income students, and foster youth through the coordination of academic, behavioral, and social-emotional systems. Positive implementation outcomes included strengthened coherence across support systems and increased capacity for site wellness teams to provide targeted interventions.

Action 3.9: This action was implemented as planned by increasing the number of personnel, materials, and supplies dedicated to Migrant Education Programs. This action supported migrant students and families through an additional instructional summer session and parent workshops. The implementation of Action 3.9 resulted in increased access to learning and social-emotional supports beyond the regular school day.

Action: 3.10 Robotics: This action was implemented as planned by partnering with the Hartnell College Foundation to provide a STEAM-Robotics curriculum. This action supported all students, including underrepresented youth, through hands-on exploration of real-world digital

skills using coding platforms, 3D printing, and Ozobots. Positive implementation outcomes included increased student participation, confidence, and enthusiasm for future STEAM career pathways.

Action 3.11: Nasa Semma: This action was implemented as planned by offering the NASA SEMMA extended learning program on Saturdays. This action supported unduplicated students through hands-on problem-solving and real-world application of STEM concepts. The implementation of Action 3.11 resulted in deepened curiosity and scientific understanding while developing critical thinking and collaboration skills.

Action: 3.12 Visual Arts and Performing Arts (VAPA): This action was implemented as planned by deploying six VAPA Teachers on Special Assignment (TOSAs) to provide direct service and co-teaching across all school sites. This action supported inclusive instructional practices through the integration of visual arts, music, dance, theater, and media arts into the core standards-based curriculum. A success in implementation was the use of lunch-time and evening showcases, which supported progress toward the goal by elevating school climate and fostering a love for the arts among students.

Action: 3.13 Sports Program: This action was implemented as planned by providing a district-wide sports program across three seasonal cycles. This action supported unduplicated students through expanded team offerings in soccer, basketball, volleyball, and flag football. The implementation of Action 3.13 resulted in improved physical and emotional wellness, with increased participation opportunities for younger students starting in 1st grade.

Action: 3.14 This action was implemented as planned by hiring 12 assistant principals to lead MTSS implementation and oversee Tier 2 and Tier 3 interventions. This action supported low-income students, English learners, and foster youth through the leadership of Site Wellness Teams and PBIS efforts. The implementation of Action 3.14 resulted in strengthened systems for positive behavior and more coordinated support for students facing unique academic and social-emotional challenges.

Action: 3.15 This action was implemented as planned by beginning the initial planning and design phases for a new Performing Arts/Community Center. This action supported low-income and foster youth families through the development of an inclusive space designed for celebration and recognition. Positive implementation outcomes included the successful preparation for a May 2026 groundbreaking, which supported progress toward the goal by creating a foundation for family engagement and a sense of belonging.

Action: 3.16 This action was implemented as planned by allocating site discretionary funds under Goal 1, Action 2 to support targeted site-level initiatives. This action supported English learner, low-income, and foster youth student groups through actions tailored to site-identified needs as outlined in School Plans for Student Achievement (SPSAs). The implementation of Action 3.16 resulted in increased targeted support for SEL and behavior while maintaining accountability through LCAP monitoring processes.

Action: 3.17 This action was implemented as planned by providing district translation and interpretation services for meetings, workshops, and written correspondence. This action supported families who speak languages other than English through the distribution of multilingual communication formats. The implementation of Action 3.17 resulted in equitable access to district information and strengthened communication between schools and multilingual families.

Action: 3.18 This action was implemented as planned by hiring a Family and Community Engagement Director to coordinate outreach and schoolwide events. This action supported EL, low-income, and foster youth through direct bridges between school sites and Family Resource Center (FRC) services. The implementation of Action 3.18 resulted in boosted parent participation and the creation of a structured pathway for families to access academic and social-emotional resources.

Action 3.19 This action was implemented as planned by providing dedicated personnel and standards-aligned instructional materials to support the maintenance and oversight of the district's Independent Study program. This action supported students enrolled in alternative education paths through high-quality, rigorous coursework and targeted certificated support for academic grading and feedback. A success in implementation was the centralization of the program from individual sites to a district framework, which supported progress toward the goal by ensuring equity of access and uniform adherence to compliance laws. Positive implementation outcomes included comprehensively updated processes and workflows that allowed for swifter interventions when students fell behind.

Action 3.20 This action was implemented as planned by contracting with Easter Seals to provide professional consulting services and staff training focused on student development and inclusive practices. This action supported students with disabilities and unduplicated pupil groups through targeted consultation on behavioral and social-emotional interventions and systemic strategies for inclusive access. A success in implementation was the development of specific strategies to remove health-related barriers to the general education curriculum, which supported progress toward the goal by proactively addressing the medical needs of students within the general education setting.

Action 3.21 This action was implemented as planned by allocating $20,000 to each school site to develop and implement tailored attendance incentive plans.
This action supported all students, with a focus on those at risk of chronic absenteeism, through recognition events, student rewards, parent outreach, and peer mentorship efforts. The implementation of Action 3.21 resulted in the creation of a more positive school culture designed to motivate regular attendance and student engagement. Taken together, implementation of the actions under this goal reflects a robust commitment to providing a comprehensive system of support that addresses the academic, social-emotional, and physical well-being of all students.

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

RED Indicator Action 3.1 Special Education - School Psychologists: Budgeted $1,765,839.00; Actual $1,028,046.77. Minor difference due to staffing and benefit adjustments throughout the year.

Action 3.2 MTSS/SST: Budgeted $0; Actual $0. There was no material difference between budgeted and estimated actual expenditures, as no LCFF Supplemental and Concentration funds were budgeted or expended for this action. This action was removed from the LCAP and was instead supported through other non-Supplemental and Concentration funding sources.

Action 3.3 Budgeted $58,279.00; Actual $51,601.10. There was no material difference between budgeted and estimated actual expenditures.

RED Indicator Action 3.4: Budgeted $1,758,868.00; Actual $1,733,470.78. There was no material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were slightly lower than budgeted due to minor staffing, professional

development, and operational budget cost variances. School counselors were maintained as intended and continued to provide academic, social-emotional, and behavioral supports to students, including unduplicated student groups.

Action 3.5. Nurse Contracts: Budgeted $167,000; Actual $143,353.50. There was no material difference between budgeted and estimated actual expenditures. Estimated actual expenditures were slightly lower than budgeted due to minor contract cost variances. Services were provided as intended to support student health needs and access to school-based services.

Action 3.6 Family Resource Centers AFRC: Budgeted $1,825,074.00; Actual $2,011,242.97. A material difference existed between the budgeted and actual expenditures. Actual expenditures were higher than anticipated due to increased costs associated with providing Family Resource Center services, including expanded family engagement activities, resource coordination, and wraparound supports for students and families. The action was implemented as intended and continued to support family engagement, access to community resources, and services for unduplicated student groups. The increased expenditures reflect the district's ongoing commitment to addressing student and family needs through comprehensive support services.

RED Indicator Action 3.7 Social Workers: Budgeted $1,644,071.00; Actual $1,394,806.77. There was no material difference between the budgeted and actual expenditures. Actual expenditures were slightly higher than budgeted due to minor salary and benefit cost variances. Social worker positions were maintained as intended and continued to support students' social-emotional, behavioral, attendance, and family engagement needs, including services for unduplicated student groups. The variance did not impact the implementation of the action or the delivery of planned services.

Action 3.8 Budgeted $296,982; Actual $294,034.19. There was no material difference between budgeted and estimated actual expenditures.

Action 3.9 Migrant Education Program: Budgeted $20,000.00; Actual $10,974.63. Estimated actual expenditures were lower than budgeted due to lower-than-anticipated program costs and/or participation needs. The action was implemented to support eligible migrant students and families through supplemental services, resources, and supports aligned to identified student needs.

Action 3.10 Robotics Program: Budgeted $257,262.00; Actual $171,129.98. Estimated actual expenditures were lower than budgeted due to lower-than-anticipated program costs and/or participation needs.

Action 3.11 NASA SEMAA Program: Budgeted $100,000.00; Actual $233,656.42 Material difference due to higher-than-anticipated equipment.

Action 3.12 Visual Performing Arts Program (VAPA): Budgeted $171,000.00; Actual $92,832.63 Estimated actual expenditures were lower than budgeted due to lower-than-anticipated program costs and/or participation needs.

Action 3.13 Sports Program: Budgeted $257,038.00; Actual $229,401.20. Difference due to fewer sports transportation and uniform replacement costs than projected.

Action 3.14 School Assistant Principals: Budgeted $2,842,354.00; Actual $2,015,437.76. A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to vacancies in School Assistant Principal positions during the school year, resulting in lower salary and benefit costs than originally projected.

Action 3.15 District Performing Arts/Community: Budgeted $749,142.20; Actual $0.00. Rolled into 2026/2027 school year for groundbreaking.

Action 3.16 SPSA SEL: Budgeted $0; Actual $0. Estimated actual expenditures were lower than budgeted due to lower-than-anticipated site-level expenditures. Each school site received funding based on its unduplicated student count to support specific goals and actions outlined in the SPSA. Funds were used as intended to increase and improve services for unduplicated students, and expenditures were monitored for alignment with site-identified needs and district LCAP priorities. Funds were allocated under Goal 1 Action 2.

Action 3.17 District Translator: Budgeted $100,695.00; Actual $76,599.94. A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to salary and benefit costs being less than originally projected during the reporting period. The District Translator position was maintained and implemented as intended, continuing to support communication and engagement with multilingual families through translation and interpretation services. The variance did not significantly impact the delivery of services or access to information for unduplicated student groups and their families.

Action 3.18 Family and Community Engagement: Budgeted $0; Actual $26,930.65. Additional funds from Learning Recovery were allotted to this action. These minimal expenditures were made as the action was implemented through reallocation of staff time and existing resources.

Action 3.19 Independent Study: Budgeted $6952.00; Actual $1,825.49. Estimated actual expenditures were lower than budgeted due to lower-than-anticipated Independent Study program costs and/or participation. The action was implemented as needed to support students requiring Independent Study services, but actual expenditures were less than originally projected.

Action 3.20 Easter Seals: Budgeted $135,000.00; Actual $0. No expenditures were made as the action was implemented through other funding sources.

Action 3.21 Student Engagement/Attendance: Budgeted $240,000.00; Actual $379,780.39. Material difference due to higher-than-anticipated costs.

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

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

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

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

Red Indicator
Action(s): 3.1 School Psychologists
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 3.6
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes CAASPP ELA Distance from Standard (DFS) for English Learners, which showed a +10.5 point gain, and a +13.2 point gain in Math DFS at Fremont Elementary.
Qualitative Input: Feedback from site administrators indicated that psychologists successfully supported site-based mental health and behavior interventions. Educational partners noted that these professional services were proactive in responding to an increasing number of student referrals.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because psychological supports directly reduced barriers to learning and improved academic outcomes for high-need students

Action(s): 3.2 Multi Tiered System of Supports
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes chronic absenteeism, which decreased from 22.6% to 14.7% districtwide, representing a -7.9% change. In this Metric, ALL subgroups and sites showed improvement.
Qualitative Input: Feedback from site teams indicated that the MTSS framework provided personalized academic and social-emotional interventions across all three tiers. Educational partners noted that the strategic use of COST referral data strengthened the coordination of services.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it provided the necessary structure for timely interventions and improved student engagement

Action(s): 3.3 Positive Behavioral Interventions and Supports (PBIS) Program
Effectiveness of Action(s): 3
Metric(s): 3.3
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes districtwide suspension rates, which dropped from 1.8% to 1.1%. In this Metric, ALL subgroups and sites showed improvement.
Qualitative Input: Feedback from school climate teams indicated that ongoing professional development in positive behavior supports improved the alignment of academic and mental health resources. Educational partners noted the close partnership between district social workers and site wellness teams as a key success.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it increased staff capacity to implement consistent, schoolwide behavior supports.

Action(s): 3.4 School Counselors
Effectiveness of Action(s): 3

Metric(s): 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes chronic absenteeism, which improved by 6.2% for English Learners, 5.9% for low-income (SED), and 6.7% for students with disabilities (SWD).
Qualitative Input: Feedback from the school community indicated that counselors' SEL services and COST coordination directly supported attendance gains. Educational partners noted that hiring a 13th districtwide counselor improved systems development for student well-being.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because the expansion of comprehensive social-emotional supports led to measurable improvements in student attendance and well-being

Action(s): 3.5 Health Services for Students (Nurse Contracts)
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes an -6.7% reduction in chronic absenteeism for students with disabilities (SWD).
Qualitative Input: Feedback from district staff indicated that contracting for RNs, LVNs, and health aides provided timely routine and urgent medical care. Educational partners noted that health screenings and 504/IEP supports were essential in mitigating absenteeism.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because improved access to health services directly supported higher attendance and increased engagement in learning

Action(s): 3.6 Family Resource Centers
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes a -4.4% decrease in chronic absenteeism for Homeless Youth.
Qualitative Input: Feedback from families indicated that the wrap-around services and parenting courses provided essential stability. Educational partners noted that supports such as food, shelter, and medical referrals contributed to improved student engagement. Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because stabilizing high-priority families directly correlated with improved student attendance and well-being

Red Indicator
Action(s): 3.7 Social Workers
Effectiveness of Action(s): 3
Metric(s): 3.3
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes the successful management of over 1,400 COST referrals and a reduction in suspension rates across most student groups.
Qualitative Input: Feedback from parents and staff indicated that social workers strengthened student well-being through restorative practices and trauma-informed instruction. Educational partners noted the effectiveness of specialized case management for high-need families.

Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because intensive social-emotional support provided a vital safety net for unduplicated students

Action(s): 3.8 Pupil Personal Department Director/Secretary
Effectiveness of Action(s): 3
Metric(s): 3.3
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes improvements in MTSS alignment and reductions in suspension rates for English learners and students with special needs.
Qualitative Input: Feedback from district leadership indicated that the director maintained oversight of districtwide support systems.Educational partners noted that coordinated leadership promoted strengthened coherence across academic and behavioral systems.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because strategic oversight ensured that site wellness teams had the capacity to provide targeted interventions

Action(s): 3.9 Migrant Education Program
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes migrant student achievement, with ELA scores rising from 16.1% to 19.97% and Math scores from 17.7% to 16.41%.
Qualitative Input: Feedback from migrant families indicated that additional personnel and materials dedicated to summer sessions and workshops were highly valued. Educational partners noted that the program built essential continuity in learning for transient students.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because targeted academic and social-emotional supports successfully closed achievement gaps for migrant youth

Action(s): 3.10 Robotics
Effectiveness of Action(s): 2
Metric(s): 1.2
Analysis Statement: This action was partially effective.
Quantitative Data: Evidence includes a +5.9 point improvement in Math DFS for low-income (SED) students. However, program sessions were reduced from 6 to 5 due to declining student attendance.
Qualitative Input: Feedback from students indicated high enthusiasm for hands-on STEAM exploration and real-world digital skills. Educational partners noted that while the program promoted STEAM awareness, attendance challenges hindered broader impact
Analysis: Based on the quantitative data and qualitative input, this action was partially effective in making progress toward the goal because, although it significantly boosted math performance for participants, declining attendance trends require the implementation of new participation incentives.

Action(s): 3.11 Nasa Semma
Effectiveness of Action(s): 2

Metric(s): 1.3
Analysis Statement: This action was partially effective.
Quantitative Data: Evidence includes a 1.6% increase in districtwide Science CAST scores. Additionally, program sessions were scaled back from 8 to 5 sessions.
Qualitative Input: Feedback from educational partners indicated that the program successfully promoted STEAM awareness through Saturday extended learning. Educational partners noted that continued refinement is needed to connect hands-on problem-solving more effectively to achievement outcomes. Analysis: Based on the quantitative data and qualitative input, this action was partially effective in making progress toward the goal because, while it deepened student curiosity, achievement outcomes and participation rates require program adjustments to be fully successful.

Action(s): 3.12 Visual Arts and Performing Arts (VAPA)
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes decreased absenteeism and high rates of student participation in extracurricular learning opportunities.
Qualitative Input: Feedback from teachers and students indicated that the deployment of VAPA TOSAs successfully integrated arts into the core standards-based curriculum. Educational partners noted that lunch-time and evening showcases elevated school climate.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because fostering a love for the arts improved student engagement and school connectedness

Action(s): 3.13 Sports Program
Effectiveness of Action(s): 3
Metric(s): 3.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes a -6.6% reduction in chronic absenteeism, aligning with districtwide engagement gains.
Qualitative Input: Feedback from parents and students indicated that expanded team offerings in soccer, basketball, and other sports improved physical and emotional wellness. Educational partners noted that eligibility for younger students (1st–2nd grade) increased participation and interest.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because athletic involvement fostered a strong sense of connection and reduced absenteeism.

Action(s): 3.14 Assistant Principals to Support MTSS Implementation
Effectiveness of Action(s): 3
Metric(s): 3.3
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes a reduction in suspensions among most subgroups, including a -1.7% drop at for students with disabilities district-wide.
Qualitative Input: Feedback from site staff indicated that assistant principals provided essential leadership for Site Wellness Teams and Tier 2/3 interventions. Educational partners noted that this leadership strengthened systems for positive behavior.

Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because dedicated administrative oversight ensured more coordinated support for students with academic and social-emotional challenges.

Action(s): 3.15 District Performing Arts/Community
Effectiveness of Action(s): 2
Metric(s): 3.1
Analysis Statement: This action was partially effective.
Quantitative Data: Evidence includes a lack of current active services, which limited its immediate contribution to absenteeism or climate metrics.
Qualitative Input: Feedback from educational partners indicated that the project remains in the planning and design phases, with a groundbreaking successful for May 2026. Educational partners noted that while active services are not yet available, the foundation for family celebration and recognition is being established.
Analysis: Based on the qualitative input, this action was partially effective in making progress toward the goal because, although foundational planning is proceeding, the lack of an operational facility means active student engagement benefits have not yet been realized.

Action(s): 3.16 Site Discretionary Funds to Support Students in SEL/Behavior
Metric(s): 1.1 and 1.2
Effectiveness of Action(s): 3
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes significant academic gains for students with disabilities (+11.8 ELA and +0.4%) and low-income students (3.9% ELA, 5.9% Math).
Qualitative Input: Feedback from site administrators indicated that using funds for site-specific SPSA strategies allowed schools to address unique social-emotional and behavioral needs. Educational partners noted that SEL and behavioral supports directly contributed to improved academic achievement.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because site-level flexibility ensured that behavioral supports were precisely tailored to the student groups demonstrating the greatest need

Action(s): 3.17 District Translator/Interpreter
Effectiveness of Action(s): 3
Metric(s): 2.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes a +14 scale score point improvement for English Learners on CAASPP ELA.
Qualitative Input: Feedback from multilingual families indicated that the distribution of information in multiple languages strengthened school-to-home communication. Educational partners noted that interpretation services at meetings and workshops ensured equitable access to district information.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because removing language barriers facilitated more meaningful engagement for families who speak languages other than English.

Action(s): 3.18 Family and Community Engagement
Effectiveness of Action(s): 3

Metric(s): 3.2
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes an increase in Average Daily Attendance (ADA) to 94.72%.
Qualitative Input: Feedback from educational partners indicated that the engagement director boosted parent participation by creating direct bridges to Family Resource Center services. Educational partners noted that the structured pathways for families were a key success in implementation.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because strengthening the partnership between families and schools resulted in improved student attendance and connection.

Action(s): 3.19 Independent Study
Effectiveness of Action(s): 3
Metric(s): 3.1
Claim: This action was highly effective.
Quantitative Data: Evidence includes chronic absenteeism rates, which changed from a district baseline of 22.6% to a current outcome of 16%. For English Learners, results improved from 20% to 13.8%
Qualitative Input: Feedback from district leadership indicated that the centralization of the program from individual sites to a district framework ensured equity of access and uniform adherence to compliance laws. Educational partners noted that comprehensively updated processes and targeted certificated support for grading allowed for swifter interventions when students fell behind.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because increasing administrative oversight and improving data accuracy ensured higher instructional accountability for students enrolled in alternative education paths.

Action 3.20: Easter Seals
Effectiveness of Action(s): 3
Metric(s): 3.1
Claim: This action was highly effective.
Quantitative Data: Evidence includes chronic absenteeism rates for Students with Disabilities, which changed from a baseline of 31.1% to a current outcome of 24.4%.
Qualitative Input: Feedback from site wellness teams indicated that the partnership provided comprehensive consulting services aimed at supporting holistic student development and inclusive practices. Educational partners noted that implementing specific strategies to remove health-related barriers was proactive in addressing the medical needs of students within the general education setting.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because increasing staff capacity to address behavioral and emotional challenges directly improved access to the core curriculum for high-need populations.

Action 3.21: Student Engagement/Attendance
Effectiveness of Action(s): 3
Metric(s): 3.1
Claim: This action was highly effective.

Quantitative Data: Evidence includes the districtwide chronic absenteeism rate, which changed from 22.6% to 16%, a total decrease of -6.6%. For Socioeconomically Disadvantaged students, results improved from 22.1% to 16.2%.
Qualitative Input: Feedback from parents and school sites indicated that site-based attendance incentive plans, such as recognition events and student rewards, helped foster a more positive school culture. Educational partners noted that tailoring these plans to the unique needs of each school community motivated students to attend regularly and engage more deeply in learning.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because providing sites with the autonomy to implement targeted, data-driven engagement strategies led to measurable reductions in chronic absenteeism.

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

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

Action 3.1: Special Education (Red Indicator): No changes from last year. Same as the needs are same. The number of referrals continues to increase and the psychologists are responding . Behavior analysts also continue to support sites, teachers, psychologists and students

Action 3.2: MTSS/SST: To strengthen effectiveness in 2026–2027, the district will refine MTSS implementation through consistent progress monitoring and stronger integration of COST referral data with academic, attendance, and behavior metrics. Regular data review cycles will ensure timely adjustments to Tier 1, Tier 2, and Tier 3 supports, with an increased focus on early intervention and fidelity of implementation. MTSS processes will be standardized across sites to improve consistency and coordination.

Action 3.3: PBIS 5000 Per School: To strengthen effectiveness in 2026–2027, the district will enhance implementation of PBIS and interconnected systems by incorporating consistent progress monitoring across all sites, using data on behavior, attendance, and school climate to guide decision-making. Professional development will be differentiated based on site needs and supported through ongoing coaching and fidelity checks in collaboration with the Monterey County Office of Education. The roles of site climate teams and social workers will be further structured through regular data review cycles to improve coordination of supports. Despite reduced site allocations, resources will be prioritized toward high-impact strategies to ensure consistent, measurable improvements in student outcomes and schoolwide systems of care.

Action 3.4: School Counselors (Red Indicator): The district will refine this action by incorporating more consistent progress monitoring and site-level data analysis. Future efforts will focus on measuring the direct impact of counseling services on student outcomes such as attendance, behavior, and academic engagement. Additionally, the district will strengthen coordination between counselors, site teams, and community partners to ensure targeted interventions are responsive to identified student needs. Enhanced parent engagement strategies and differentiated professional development will also be implemented to improve the consistency and effectiveness of social-emotional learning practices across all school sites.

Action 3.5: Health Services for Students: To strengthen effectiveness in 2026–2027, the district will enhance coordination of Licensed Vocational Nurses (LVNs), Registered Nurses (RNs), and contracted health aides through a more structured, data-informed service delivery

model focused on improving student access to care, reducing health-related barriers to attendance, and supporting unduplicated student groups. Health staff will participate in TK/Kinder Round-Up events and enrollment meetings to proactively identify incoming student health needs, as well as collaborate with district social workers and across departments (including Site Wellness Teams, and site administration) to coordinate supports and ensure timely intervention. Health staff will engage in regular coordination meetings with site teams to review health-related absences, chronic conditions, referral patterns, and will strengthen documentation and communication systems with contracted providers to ensure consistent service delivery across sites. Effectiveness will be measured through reductions in health-related chronic absenteeism, improved daily attendance rates, increased timeliness and coordination of health services, and improved student access to instructional time as reflected in attendance, engagement, and service delivery data.

Action 3.7: Social Workers: To strengthen effectiveness in 2026–2027, the district will refine the role of social workers through a more structured, data-driven service model aligned to MTSS, using integrated data (attendance, behavior, and academic indicators) to prioritize and monitor supports for unduplicated students. Collaboration with site wellness teams will be formalized through regular data review cycles to ensure coordinated implementation of PBIS, restorative practices, and trauma-informed approaches, with differentiated professional development and follow-up coaching to improve fidelity. Effectiveness will be measured using California Dashboard indicators, including improved Chronic Absenteeism and Suspension Rates, along with local measures (SEL Student Survey) such as increased student engagement, improved school climate survey results, and expanded access to mental health services.

Actions 3.10: Robotics: Implement a technology-focused program that provides students interested in coding and hands-on learning with engaging opportunities to explore real-world digital skills through robotics, coding platforms, 3D printing, and Ozobot systems. Foster student motivation by allowing them to design, build, and program projects that strengthen creativity, collaboration, and problem-solving skills. Increase participation, confidence, and enthusiasm for STEAM learning through interactive, hands-on experiences that prepare students for future career pathways.

Action 3.11: NASA SEMAA: Implement and expand a high-impact science enrichment program that provides students with engaging, hands-on, real-world learning experiences designed to spark curiosity and deepen understanding of scientific concepts. Through interactive experiments, problem-solving challenges, and NASA-based activities, students will develop critical thinking, collaboration, and innovation skills. The program will integrate classroom instruction, educational field trips, and family engagement opportunities to increase student enthusiasm, participation, confidence, and interest in science-related subjects.

Action 3.12 Visual Performing Arts Program (VAPA): Implement and expand a comprehensive Visual and Performing Arts program that increases student participation, broadens program offerings and instructional modalities, and strengthens student engagement and attendance. The district will provide the necessary resources, materials, equipment, and support to ensure high-quality instruction and opportunities for students to demonstrate their talents through performances and regional competitions, with the goal of achieving continued recognition and student success. Based on a rigorous review of program efficacy and the goal of providing a high-quality, comprehensive arts education, the District will evolve the VAPA TOSA model for the upcoming year. While the program is expanding from 6 to 12 TOSAs, the implementation strategy will shift from a generalist site assignment to a District-wide Specialized Rotation Model. Previously, TOSAs were stretched thin across multiple sites, providing broad arts exposure. In the new LCAP cycle, the District will leverage the unique artistic expertise of all 12 TOSAs. Each specialist will rotate across school sites based on their specific mastery within the five arts disciplines (Visual Arts, Music, Dance, Theater, and Media Arts). This change ensures that every school site is immersed in the collective strengths of the entire 12-member team.

Key enhancements for the upcoming year include:

- Expert-Led Immersion: Students at every site will receive direct instruction from specialists in all five disciplines, ensuring a high level of technical rigor and authenticity in every art form.
- Sequential Learning Cycles: The rotation model allows for intensive ""deep dives"" into specific disciplines, moving students from basic exposure to advanced skill acquisition throughout the school year.
- Collaborative Curriculum Design: By rotating, TOSAs will collaborate with classroom teachers to embed their specific artistic strengths into core subjects, creating a diverse and dynamic integrated curriculum that evolves as new specialists arrive at the site.
- Equity of Expertise: This model guarantees that no single school is limited to one discipline; instead, every student in the District gains access to the same high-caliber instruction across the full spectrum of the arts.
- By utilizing this rotation of strengths, the District is moving toward a comprehensive VAPA ecosystem. This ensures that the arts are not only integrated daily but are taught by content experts, making the learning environment exceptionally engaging, inclusive, and rigorous for all students.

Action 3.13: Sports Program: Implement and expand a district-wide sports program for all students designed to promote physical health, emotional wellness, and student engagement. The district will increase opportunities by offering additional teams across three seasonal sports programs and broadening participation for younger students. During the Fall season, students in grades 3rd–6th will have access to Flag Football and Volleyball, while students in grades 1st–4th may participate in Soccer. The Winter season will provide Basketball opportunities for students in grades 3rd–6th. In the Spring season, Soccer will continue to be offered beginning in 1st grade, allowing students to participate in athletics at an early age and build lifelong healthy habits.

Action 3.14: MTSS Support: To strengthen effectiveness in 2026–2027, Assistant Principals will serve as site-based MTSS leads responsible for coordinating Tier 2 and Tier 3 interventions and ensuring consistent PBIS implementation through structured, recurring data cycles. These cycles will occur on a biweekly or monthly basis and will involve Assistant Principals, Site Wellness Teams, and relevant staff reviewing academic, attendance, behavior, and referral data to identify student needs, monitor progress, and adjust interventions in real time. The district will standardize MTSS processes across sites to improve consistency in referrals, intervention tracking, and family communication, with a focus on supporting unduplicated student groups. Effectiveness will be measured through California Dashboard indicators, including reductions in Chronic Absenteeism and Suspension Rates, as well as local measures such as improved completion rates of Tier 2/3 interventions, increased student engagement, stronger school climate survey results, and documented use of data-driven decision-making to guide MTSS supports.

Action 3.15: District Performing Arts/Community: The action is making progress toward the goal, as the groundbreaking ceremony took place in May 2026 and construction is expected to be completed within one year. While the center is not yet operational, the project is moving forward and remains aligned with the goal of increasing family engagement, connection, and belonging. The rollover of the 2025/2026 funds will be allotted for expenditure on the project for 2026/2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SPED Staff (Red Indicator)	The district will provide 5 psychologists, one behavioral analyst, and two program managers to support student assessments and services needed for the most at-risk students, that include English learners, low-income, and foster youth student groups. Additionally, this action includes two special education program managers.	$1,097,419.00	Yes
3.2	Multi Tiered System of Supports (MTSS)	MTSS (Multi-Tiered System of Support) offers personalized assistance and interventions to unduplicated students, ensuring that their unique academic and social-emotional needs are met at every level of support. This action includes provisions (materials/supplies, and non-personnel) for targeted and intensive mental health support.	$10,000.00	No
3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Ongoing professional development for teachers and site leaders in the area of positive behavior supports for students, planning and collaboration with the Monterey County Office of Education in interconnected systems frameworks, and provision of resources for schools. ($5,000 per school)	$60,000.00	Yes
3.4	School Counselors (Red Indicators)	The district will provide one counselor for each school to support the social-emotional learning program for all students. Professional development will be provided for both certificated and classified staff, along with parent education and training. Additionally, targeted and intensive mental health support will be offered to students at all sites. The goal is to enhance the overall well-being and mental health of the entire school community.	$1,877,941.00	Yes
3.5	Health Services for Students	The district will provide Health Aids, Licensed Vocational Nurses (LVNs), and Registered Nurses (RN) through contracted agencies, as needed to support the health needs of English learner, low-income, and foster youth student groups.	$15,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Family Resource Centers	The three family resource centers (MLK FRC, FP FRC, AFRC) will provide comprehensive wrap-around services specifically to low-income, English learners, and foster students, their parents, and families to enhance their overall well-being and support their educational and social-emotional needs. • Parenting courses (Positive Discipline, Strengthening Families, Cara y Corazon, Abriendo Puertas) • Parent education (English classes, computer literacy classes, Plaza Comunitaria, GED preparation) • Wrap around support (housing referrals, unemployment, medical, disability, and legal resources) • McKinney Vento/ Foster support (uniforms, tutoring, transportation, school supplies) • Community Referrals (mobile health clinic, behavioral health support).	$2,234,617.00	Yes
3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Social workers will be hired to support students social-emotional and behavioral needs. Social workers play a vital role in supporting the wellness of unduplicated students by providing counseling, resources, and a safe space to address their unique emotional and social needs, ultimately fostering their overall well-being and success. Effectiveness will be measured using California Dashboard indicators, including improved Chronic Absenteeism and Suspension Rates. Learning Recovery Emergency Block Grant (LREBG) Action: Studies show that school-based social workers significantly contribute to improved attendance, reduced behavioral incidents, and increased academic success, particularly among high-need student populations. Their role is critical in addressing the non-academic barriers that often prevent unduplicated students from thriving in school. Metric being used to monitor the action: Metric 3.1 (attendance) and 3.3 (Suspensions) LREBG Funds supporting this action in 2026-2027: $ 80,000	$893,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Pupil Personal Department Director/Secretary	The district will have a director who oversees and supports the multitiered support system for Alisal. A multi-tiered system of support encompasses academic, behavioral, and social-emotional learning for all students, specifically English learners, low-income students, and foster youth.	$305,785.00	Yes
3.9	Migrant Education Program English Learners-Migrant Students	The district will increase the number of personnel, materials, and supplies for Migrant Programs, to ensure all migrant students (low income, or English learner) have access to these learning opportunities beyond the regular school day students.	$15,350.00	Yes
3.10	STEM Robotics	Through a partnership with the Hartnell College Foundation, the goal is to provide the STEAM-Robotics curriculum to all students. This initiative will build students' interest, skills, and knowledge necessary for pursuing STEAM careers. By engaging students in hands-on, project-based, and collaborative experiences in science, engineering, and math, we will create fun and exciting learning opportunities. Alisal strives to inspire students to consider careers in STEAM fields. This program will be available district-wide, ensuring all students have access to cutting-edge technology and STEAM education and strengthening the STEAM pipeline for underrepresented youth throughout the school district.	$175,000.00	Yes
3.11	Nasa Semma	The district will provide an extended learning program (NASASEMMA) supporting unduplicated students through social emotion learning through STEM offered on Saturdays. STEM education empowers students by nurturing their critical thinking skills through hands-on problem-solving and real-world application of science, technology, engineering, and mathematics concepts.	$246,201.00	Yes
3.12	Visual Arts and Performing Arts (VAPA)	To increase engagement and attendance, the district will develop and implement VAPA program that seeks to foster a love for the arts, supports diverse interests, and promotes cultural literacy. There are plans to expand the TOSA role in 2026-2027 towards using the implementation strategy will	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		shift from a generalist site assignment to a District-wide Specialized Rotation Model.		
3.13	Sports Program	Implement a district-wide sports program designed for unduplicated students aimed at enhancing student health through physical and emotional wellness initiatives.	$197,943.00	Yes
3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	To address the needs of the whole child, the district will hire 12 assistant principals at each site to support the implementation of the MTSS framework. They will oversee Tier 2 and Tier 3 services, including all tiers of PBIS, and lead additional projects to ensure comprehensive student support. This initiative specifically benefits all students, with a focus on low-income students, English learners, and foster youth, by providing targeted interventions and resources to address their unique challenges and promote their overall well-being and academic success	$2,202,978.00	Yes
3.15	District Performing Arts/Community	The district will design and build a Performing Arts/Community Center for the families of the Alisal School District to provide a space that encourages family engagement, celebration, and recognition, ultimately creating a sense of belonging for all students. This center will particularly support low-income and foster youth families by fostering an inclusive environment where they can connect, participate in community activities, and feel valued within the school community.	$2,596,554.89	Yes
3.16	Site Discretionary Funds to support students in addressing social-	All funding was placed in Goal 1 Action 2. For details on allocations and funding, the School Plan for Student Achievement (SPSA) are outlined and details with actions and measurement of the action. Each school receives site discretionary funds based on their unduplicated student count to help	$803,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
	emotional learning and behavior	support the site initiatives and needs to primarily support English learner, low-income, and foster youth student groups. Site funding is specific to increase or improve services for English learner, low-income, and foster youth student groups. The description of how these funds will increase services is located in the School Plans for Student Achievement. Accountability for these funds and actions is documented in both the SPSA and the LCAP.		
3.17	District Translator/Interpreter (New Action)	To ensure all families in Alisal have access, the district will provide a translator/interpreter to assist families who speak languages other than English with the following services: Translate written documents, including a variety of District correspondence, parent/student handbooks, reports, parent letters, and other material. Provide interpretation and translation services at District and school site meetings, workshops, and trainings. Assist in the preparation, design, and distribution of a variety of print and/or electronic communication formats.	$100,258.00	Yes
3.18	Family and Community Engagement	To support EL, low income and foster youth, Alisal will provide a Family and Community Engagement Director to engage the community in school wide events, education classes, and provide access to supports and resources. Support the implementation of community school strategies through coordination of integrated student supports, family and community engagement, expanded learning opportunities, and partnerships with community-based organizations to improve student well-being, attendance, engagement, and academic achievement.	$40,000.00	No
3.19	Independent Study	Provide personnel and instructional materials to support the implementation and maintenance of the Independent Study program. Staff will be responsible for monitoring student progress, correcting	$9,813.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assignments, and ensuring instructional alignment with grade-level standards.		
3.20	Easter Seals	Learning Recovery Emergency Block Grant (LREBG) Action: The District will contract with Easter Seals to provide professional consulting services to support student development, mental health, and inclusive educational practices districtwide. These services will include staff training, consultation on behavioral and social-emotional supports, and strategies to increase inclusive access for students with disabilities and unduplicated pupil groups. Research shows that partnerships with professional organizations like Easter Seals can significantly improve outcomes for students with disabilities and other high-need populations by increasing staff capacity, promoting inclusive practices, and addressing student behavioral and emotional challenges proactively. Metric being used to monitor the action: Metric 3.1 (Chronic Absenteeism Rate) LREBG Funds supporting this action in 2026-2027: $170,000	$170,000.00	No
3.21	Student Engagement/Attendance	Learning Recovery Emergency Block Grant (LREBG) Action: Each school site will receive a $20,000 allocation to implement a site-based attendance incentive plan targeted at reducing chronic absenteeism. These plans will be tailored to the unique needs of each school community and may include recognition events, student rewards, parent outreach, and peer mentorship efforts. The goal is to create a positive school culture that motivates students to attend regularly and engage in learning. Research shows that attendance incentive programs, when paired with data-driven interventions, can lead to measurable reductions in chronic absenteeism, particularly for low-income students, English learners, and foster youth. Incentive plans promote a sense of belonging and motivation,	$385,000.00	No

Action #	Title	Description	Total Funds	Contributing
		which are critical to reversing disengagement and boosting student success. Metric being used to monitor the action: Metric 3.1 (Chronic Absenteeism Rate) LREBG Funds supporting this action in 2026-2027: $385,000		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teaching Assignments are 'Clear' for credentialing and appropriately assigned	2021–22 is 86.2% 2022–23 is 83.9%	2023-2024 is 90.6%	2024 - 2025 is 90.1%	100%	+6.2%
4.2	All students have access to and are enrolled in a broad course of study (Social Science, Health, VAPA, Science, PE, and World Language) including services provided to low-income, English learners and foster youth pupils	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Alisal Instructional Minutes					
4.3	The number of classroom teachers and the classroom teacher retention rate.	# of classroom teachers: 328 Teacher Resignations 23–24: Total: 26 teachers Retirees: 7 12 due to credential status 7 due to other reasons	2024-2025 # of classroom teachers: 325 Teacher Resignations 24–25: Total: 27 teachers Retirees: 6 2 due to credential status 25 due to other reasons	2025-2026 # of classroom teachers: 295 Teacher Resignations 25-26: Total: 3 teachers Retirees: 4 3 due to credential status 0 due to other reasons	# of classroom teachers: 326 (5% of total teachers) Teacher Resignations: Total: 15 Teachers Retirees: 5 teachers total 0 due to credential status 10 due to other reasons	# of classroom teachers: -33 Teacher Resignations: -23 Total: Retirees: -3 Credential Status Resignations: -9 Other Reasons: -7
4.4	Students survey about college visit Did this visit change my perspective on wanting to go to college?	2023-2024 0%	2024-2025 67.3% 222/330	2025 - 2026 81.2%	90%	+81.2%

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.

Alisal Union carried out the planned actions for this goal through the strategic recruitment, retention, and capacity building of high-quality staff to ensure educational equity and excellence.

Action 4.1 – Special Education:
This action was implemented as planned by hiring a Teacher on Special Assignment (TOSA) and Program Managers to coordinate and implement specialized programs across the district. This action supported new and veteran special education teachers through targeted

coaching, IEP compliance training, and operational leadership provided to site administrators and families. The implementation of Action 4.1 resulted in strengthened staff capacity, improved consistency in service delivery, and an increased ability to meet the unique needs of students with disabilities.

Action 4.2 – Additional Professional Development Days for Certificated Staff:
This action was implemented as planned by providing five additional professional development days for all certificated staff members. This action supported certificated staff through dedicated time for collaboration and planning focused on ELA and math instruction to accelerate outcomes for English Learners, low-income students, and foster youth. Positive implementation outcomes included strengthened instructional practices and the delivery of more responsive support for diverse student learning needs.

Action 4.3 – Recruitment and Retention of Highly Qualified Staff:
This action was implemented as planned by increasing compensation for certificated staff members to ensure the district remains competitive. This action supported workforce stability through competitive salaries designed to attract and retain talented educators. The implementation of Action 4.3 resulted in reduced vacancies and turnover, which ensured continuity of instruction for English Learners, low-income students, and foster youth.

Action 4.4 – Building Capacity for Site and District Leaders (Red Indicator):
This action was implemented as planned by building capacity among principals, assistant principals, directors, and program managers through professional development. This action supported site and district leaders through training focused on instructional leadership, social-emotional learning, and family engagement strategies. The implementation of Action 4.4 resulted in enhanced leadership practices and the improvement of schoolwide systems that directly support student success.

Action 4.5 – Technology Support:
This action was implemented as planned by assigning a technician to each school site and utilizing administrative support to streamline technical services. This action supported staff, students, and families through rapid hardware repairs, a 24-hour ticket response protocol, and proactive communication regarding device status. Positive implementation outcomes included high device uptime and the faster resolution of technical barriers for English Learners, foster youth, and low-income student groups.

Action 4.6 – College Readiness:
This action was implemented as planned by continuing a partnership with local colleges and universities to provide early exposure to postsecondary pathways. This action supported students in grades 4–6 through campus visits, presentations, and engagement activities designed to introduce a range of career options. The implementation of Action 4.6 resulted in increased student awareness and higher aspirations toward college and career goals, particularly among English Learners and low-income students.

Action 4.7 – New Teacher Support Services:
This action was implemented as planned by providing new teachers with a Teacher on Special Assignment (TOSA) and clerical support staff. This action supported new teachers through monthly professional development and hands-on guidance to help them navigate their initial years in the classroom. The implementation of Action 4.7 resulted in increased teacher confidence and improved capacity to implement effective practices for multilingual learners, low-income students, and foster youth.

Action 4.8 – Tech TOSA:
This action was implemented as planned by funding two Educational Technology TOSAs to serve as core members of the district's Innovation Team. This action supported teachers through comprehensive professional development that integrated technology with the arts in collaboration with VAPA specialists. Positive implementation outcomes included increased teacher proficiency in digital tools and the successful rollout of innovative, standards-based projects across all sites.

Action 4.9 – Educational Technology Teachers:
This action was implemented as planned by fully staffing the Educational Technology Liaison program with one representative appointed at each school site. This action supported site-based staff through consistent monthly collaboration meetings and the establishment of tech clubs and office hours. The implementation of Action 4.9 resulted in the creation of a district-wide communication network and a foundational structure for supporting 21st-century instruction.

Action 4.10 – Educational Technology:
This action was implemented as planned by delivering high-quality training led by the Director of Innovation and two EdTech TOSAs. This action supported educators across the district through targeted workshops on platforms like Google Workspace, Seesaw, Paper ESS, and ViewSonic interactive hardware. The implementation of Action 4.10 resulted in increased teacher capacity to differentiate instruction and accelerate academic outcomes for English Learners, low-income students, and foster youth.

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

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

Action 4.1: Budgeted $132,573; Actual $531,315.41. A material difference existed between the budgeted and actual expenditures. Actual expenditures were greater than anticipated due to staffing and salary costs being less than originally projected for Special Education Teacher on Special Assignment positions during the reporting period. Despite the greater expenditures, the action was implemented as intended. Special Education TOSAs continued to provide instructional support, coaching, professional learning, and program coordination to strengthen services for students with disabilities. The variance did not significantly impact the delivery of planned services and supports for students.

Action 4.2: Budgeted $1,371,513.00; Actual $1,376,023.02. No material difference.

Action 4.3: Budgeted $1,656,237.00; Actual $1,633,025.13. No material difference.

Action 4.4: Budgeted $1,092,729.00; Actual $1,361,024.36. A material difference existed between the budgeted and actual expenditures. Actual expenditures were higher than anticipated due to increased costs being incurred for professional learning, training, and capacity-building activities than originally projected. Despite the higher expenditures, the action was implemented as intended and focused on building staff capacity through professional development, collaboration, and support opportunities aligned with district priorities. The variance did not significantly impact the delivery of planned services and supports for students, including unduplicated student groups.

Action 4.5: Budgeted $1,465,020.00; Actual $1,979,041.77. A material difference existed between the budgeted and actual expenditures. Actual expenditures were higher than anticipated due to increased salary and benefit costs associated with staffing for computer technicians and support personnel, as well as additional technology support needs during the school year. The action was implemented as intended and continued to provide technical support for district technology systems, devices, and infrastructure that support student learning and district operations. The increased expenditures ensured continued access to technology resources and timely support for students and staff, including services benefiting unduplicated student groups.

Action 4.6: Budgeted $72,000.00; Actual $51,398.50. A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to fewer costs being incurred

Action 4.7: Budgeted $267,170.00; Actual $289,227.95. No material difference.

Action 4.8: Budgeted $338,192.00; Actual $337,102.02. No material difference.

Action 4.9: Budgeted $158,909.00; Actual $153,831.57. No material difference.

Action 4.10: Budgeted $388,215.00; Actual $320,399.05. A material difference existed between the budgeted and actual expenditures. Actual expenditures were lower than anticipated due to reduced costs associated with educational technology professional development, training, and capacity-building activities during the reporting period. Despite the lower expenditures, the action was implemented as intended and continued to provide staff with professional learning opportunities and support for the effective integration of educational technology. The variance did not significantly impact the intended outcomes or the level of support provided to staff and students, including unduplicated student groups.

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

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

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

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

Action(s): 4.1 Special Education
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes CAASPP English Language Arts Distance from Standard (DFS) for Students with Disabilities (SWD), which improved from a district baseline of -124.3 to -112.5. Additionally, Math DFS for SWD at Bardin Elementary showed significant growth, moving from -197.9 to -145.9.

Qualitative Input: Feedback from the Director of Special Education indicated that the addition of a Teacher on Special Assignment (TOSA) and Program Managers strengthened support for new and veteran teachers through coaching and IEP compliance training. Educational partners noted that these efforts improved consistency in service delivery and the district's ability to meet unique student needs.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because targeted leadership and specialized coaching for staff directly led to improved academic outcomes and compliance for students with disabilities

Action(s): 4.2 Additional Professional Development Days for Certificated Staff
Effectiveness of Action(s): 2
Metric(s): 1.1
Analysis Statement: This action was partially effective.
Quantitative Data: Evidence includes districtwide CAASPP ELA DFS, which improved from -60.4 to -55.6, and Math DFS, which moved from -79.9 to -73.3.
Qualitative Input: Feedback from certificated staff indicated that the dedicated time for collaboration and planning strengthened instructional practices. However, educational partners noted a need for more targeted professional learning with greater clarity on specific instructional practices in math and ELA.
Analysis: Based on the quantitative data and qualitative input, this action was partially effective in making progress toward the goal because while it provided necessary time for collaboration that contributed to academic gains, there is an identified need for more intentional data review to further inform instruction.

Action(s): 4.3 Recruitment and Retention of Highly Qualified Staff
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes the district's ability to maintain a full teaching staff of 295 classroom teachers. Metric 1.1 shows that all students improved on CAASPP ELA, moving 4.8 points closer to standard. Metric 1.2 indicates all students also improved on CAASPP Math, moving 6.6 points closer to standard.
Qualitative Input: Feedback from district leadership indicated that increased compensation strengthened workforce stability and ensured greater consistency in instruction. Educational partners noted that competitive salaries helped attract talented professionals, which is crucial for supporting high-need student groups.
Analysis: Based on the qualitative input, this action was highly effective in making progress toward the goal because reducing vacancies and turnover ensured continuity of instruction and improved student access to quality teaching

Red Indicator
Action(s): 4.4 Building Capacity for Site and District Leaders
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was highly effective.
Quantitative Data: Overall district improvements in ELA (-60.4 to -55.6) and Math (-79.9 to -73.3) reflect the success of improved systems oversight.

Qualitative Input: Feedback from principals and site leaders indicated that professional development focused on instructional leadership and family engagement enhanced their daily practices. Educational partners noted that strengthened leadership capacity led to more responsive support for English Learners and low-income students.
Analysis: Based on the qualitative input, this action was highly effective in making progress toward the goal because enhancing leadership practices improved the coordination of schoolwide systems that directly support student success.

Action(s): 4.5 Technology Support
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes the maintenance of a 24-hour ticket response protocol and high device uptime across all thirteen sites.
Qualitative Input: Feedback from staff and families indicated that assigning a technician to each site led to rapid hardware repairs and high customer satisfaction. Educational partners noted that streamlined document processing significantly reduced downtime for students.
Analysis: Based on the qualitative input, this action was highly effective in making progress toward the goal because ensuring consistent access to digital learning tools is essential for maintaining the productivity of English learners and low-income students.

Action(s): 4.6 College Readiness
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2
Analysis Statement: This action was highly effective.
Quantitative Data: The district received 81.2% positive change in perspective regarding college attendance, supported by increased campus visits for grades 4–6. Evidence for Metric 1.1 shows that 34% of 4th through 6th grades are proficient or advanced on CAASPP ELA Assessment in 2025 - 2026.
Qualitative Input: Feedback from students and teachers indicated that campus visits and presentations built awareness and aspiration toward higher education. Educational partners noted that these partnerships were effective in expanding exposure to postsecondary pathways for unduplicated student groups.
Analysis: Based on the qualitative input, this action was highly effective in making progress toward the goal because early exposure to college and career opportunities successfully built student aspiration and readiness for future success

Action(s): 4.7 New Teacher Support Services
Effectiveness of Action(s): 3
Metric(s): 1.1, 1.2, 4.3
Analysis Statement: This action was highly effective.
Quantitative Data: Metric 1.1 shows that all students improved on CAASPP ELA, moving 4.8 points closer to standard. Metric 1.2 indicates all students also improved on CAASPP Math, moving 6.6 points closer to standard. Evidence includes the district's target of 90.1% clear teaching assignments, which is supported by specialized onboarding and mentoring.
Qualitative Input: Feedback from new teachers indicated that monthly professional development and hands-on guidance from a TOSA built their confidence and instructional capacity. Educational partners noted that access to both instructional expertise and clerical assistance helped ease workload demands.

Analysis: Based on the qualitative input, this action was highly effective in making progress toward the goal because providing sustained, embedded support for new teachers led to more consistent and equitable learning experiences for their students.

Action(s): 4.8 Tech TOSA
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: This action was highly effective.
Quantitative Data: District improvements in Math DFS (from -79.9 to -73.3) reflect the successful integration of digital tools in core subjects. In ELA, improvements in DFS resulted in an increase of 6.6 points showing the effectiveness of growth in this action.
Qualitative Input: Feedback from teachers indicated that the collaboration between EdTech and VAPA TOSAs created a more engaging, arts-infused curriculum. Educational partners noted a high demand for cross-departmental professional development and the successful rollout of innovative projects.
Analysis: Based on the qualitative input, this action was highly effective in making progress toward the goal because the unified Innovation Team model successfully increased teacher proficiency in digital tools to support 21st-century learning

Action(s): 4.9 Educational Technology Teachers
Effectiveness of Action(s): 2
Metric(s): 1.1
Analysis Statement: This action was partially effective.
Quantitative Data: The program was fully staffed with one Liaison at each school site. However, participation in site-based tech clubs and office hours remained lower than anticipated. On CAASPP ELA, improvements in DFS resulted in an increase of 6.6 points showing the effectiveness of growth in this action.
Qualitative Input: Feedback from the Director of Innovation indicated that while the communication network was successfully established, the connection to classroom teachers requires further development. Educational partners noted that this year functioned as a "foundational phase."
Analysis: Based on the qualitative input, this action was partially effective in making progress toward the goal because while the structural capacity for support was created, further development is needed to increase teacher buy-in and site-level engagement.

Action(s): 4.10 Educational Technology
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes ELA DFS for English Learners, which improved from -81.2 to -67.2.
Qualitative Input: Feedback from educators indicated that targeted workshops on platforms like Seesaw and Google Workspace increased their capacity to differentiate instruction. Educational partners noted that technology became a primary driver for instructional acceleration rather than just a standalone resource.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because high teacher engagement in professional learning led to the high-fidelity use of digital platforms to target achievement gaps for unduplicated students.

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

Action 4.1 – Special Education Support (No Change, Clarified Description)
The difference between last year and this is that Program managers have been rolled to LCAP as well. They serve the important function of supporting the Director and site administrators, Attend IEPs, work with county and on policies. 3 positions but one has been vacant all year as we did not get good applicants.

Action 4.2 – Professional Development Days: The district continued providing five additional Professional Development days for certificated staff to strengthen capacity in supporting students' academic and social-emotional needs, particularly for English Learners, low-income students, and foster youth. While this effort remains ongoing, an identified area of growth is the need for more targeted and intentional professional learning with greater clarity and focus around instructional practices in math and ELA, as well as ongoing data review and analysis to better inform instruction, monitor student progress, and strengthen teacher capacity to improve student outcomes.

Action 4.6 - College Readiness: To strengthen effectiveness in 2026–2027, the district will refine its college and career exposure efforts by incorporating structured, standards-aligned activities and consistent progress monitoring of student learning and engagement. In addition to campus visits and presentations, students will participate in reflection activities and goal-setting tasks to deepen understanding of college and career pathways. The district will prioritize equitable access and track participation among English learners, low-income students, and foster youth, while strengthening partnerships with local colleges and universities to provide more sustained and interactive experiences. Effectiveness will be measured through increased student awareness and interest as captured by surveys and reflections, improved engagement indicators, and long-term alignment with California Dashboard College/Career Readiness metrics, including early indicators such as academic engagement and goal-setting behaviors. If needed, the department will participate in outside professional development to strengthen capacity.

Action 4.7 - New Teacher Support Services: To strengthen and better coordinate support for new teachers, the Teacher on Special Assignment (TOSA) role was restructured into a Program Manager position. This realignment expanded the scope of support by allowing the Program Manager to oversee teacher credentialing, monitor progress toward certification, and ensure compliance with state requirements. In addition, the role provided more cohesive guidance by aligning onboarding, professional development, and mentoring efforts. As a result, new teachers received more streamlined and consistent support, helping them navigate both instructional expectations and credentialing processes more effectively.

Action 4.9 - Educational Technology: To enhance the efficacy of technology integration across all school sites, the District will restructure the Educational Technology Liaison (ETL) program. Under the leadership of the Director of Innovation Design and Learning, the ETL cohort will engage in frequent, rigorous professional development focused on the mastery of high-leverage digital tools.A core component of this restructuring is the implementation of action research data cycles. Liaisons will pilot specific digital interventions within their own classrooms, utilizing evidence-based metrics to evaluate effectiveness before scaling these practices. By prioritizing the internal agency and technical proficiency of the ETL staff first, the District ensures a high-quality "train-the-trainer" model that provides robust, localized support for site-based educators.
New Actions added: 4.11 and 4.12 to increase highly qualified teacher teacher recruitment and training for dually identified students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Educational Experiences for EL, FY ,and SED Students with IEPs	This action provides targeted support to enhance the educational experience for students with special needs. This role allows for focused attention on the development and implementation of specialized instructional strategies, professional development for staff, and collaboration with general education teachers. By addressing the unique learning needs of these students, this action promotes equity and inclusion, ensuring that all students receive the support necessary to succeed academically and socially. To maximize the impact of this action in increasing academic outcomes for EL, FY, and SED students, this action is being provided on an LEA-wide basis to ensure that all new teachers across the district are equipped with the skills and resources necessary to effectively support and enhance the learning of diverse student groups.	$753,583.00	Yes
4.2	Additional Professional Development Days for Certificated Staff	The district will provide five additional Professional Development days for Certificated Staff to build staff capacity to support students in academic and social emotional curricular areas, and best meet the needs and challenges of the unduplicated students (English learners, low-income, and foster youth) to accelerate math and ELA outcomes.	$1,472,932.00	Yes
4.3	Recruitment and Retention of Highly Qualified Staff	The district will provide an increase in compensation for certificated staff to recruit and retain high-quality educators. By offering a competitive salary, we aim to attract talented professionals and ensure consistency in our teaching workforce. This is particularly crucial for supporting our high population of English learners, low-income students, and foster youth.	$1,770,149.00	Yes
4.4	Building Capacity for Site and District Leaders (Red indicator)	The district will build capacity with site and district leaders (principals, assistant principals, directors, and program managers) to increase parent/community engagement and communication, best practices with	$663,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional leadership and social-emotional learning in order to address the specific needs of the school community. (Professional Development) Learning Recovery Emergency Block Grant (LREBG) Action: Research show that building leadership capacity is a key lever for visibly improving teaching, learning, and student well-being. Leaders equipped with evidence-based practices are better positioned to foster inclusive school environments, implement MTSS frameworks, and elevate family partnerships, all of which contribute to improved outcomes for unduplicated students. Metric being used to monitor the action: Metric 1.1 & 1.2 LREBG Funds supporting this action for 2026-2027: $400,453		
4.5	Technology Support	To ensure seamless operations across sites, the objective is to maintain high-quality technical support and efficient assistance to staff, students, and families. For technicians, the focus is on achieving optimal uptime through swift ticket resolution, high first-call resolution rates, and maintaining high levels of customer satisfaction. Meanwhile, the secretary will streamline supports by minimizing document turnaround time, prompt email responses, and consistently meeting task completion targets. By achieving these goals, Alisal will enhances productivity, improve service quality, and fosters smooth operations across all sites for English learners, foster youth and low income students.	$2,042,722.00	Yes
4.6	College Readiness	The District will continue its partnership with local colleges and universities to introduce college and career opportunities to students in 4th-6th grade, focusing specifically on English learners, low-income students, and foster youth, to ultimately increase their college and career success.	$72,000.00	Yes
4.7	New Teacher Support Services	The district will provide new teachers with support services, including a teacher on special assignment and clerical support, to ensure they receive the professional development and guidance needed to ensure classroom success for themselves and their students, especially English learner, low	$475,232.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income, and foster youth. To strengthen and better coordinate support for new teachers, the Teacher on Special Assignment (TOSA) role was restructured into a Program Manager position.		
4.8	Tech TOSA	Alisal will provide professional development for educational technology to enhance educator pedagogy and to impact and accelerate ELA/ELPI and Math Dashboard outcomes for our English learners, low income, and foster youth. This will be led and supported by the director and two teachers on special assignment (TOSA), who are responsible for training and professional development, educator and administrator outreach and support, direct support of the Educational Technology Liaison program, and providing teacher workshops that include district-adopted core digital learning platforms (for example: Google Workspace Education, Seesaw for Schools, Paper ESS, ViewSonic interactive classroom display and lesson software), as well as new and emerging technologies.	$351,796.00	Yes
4.9	Educational Technology Teachers	The two educational technology teachers on special assessment are responsible for training and professional development, staff outreach, and community outreach. As we move into the new normal of 21st century instruction, the demand for ongoing and constantly updated professional development has increased. This action will support teachers' skill development.	$165,087.00	Yes
4.10	Educational Technology	Alisal will provide professional training in educational technology to improve instructional strategies for educators and accelerate ELA/ELPI and Math Dashboard outcomes for our English learners, low-income, and foster youth. This will be led and supported by the director and two teachers on special assignment (TOSA), who are responsible for training and professional development, educator and administrator outreach and support, direct support of the Educational Technology Liaison program, providing teacher workshops that include district-adopted core digital learning platforms (for example: Google Workspace Education, Seesaw for Schools, Paper ESS, ViewSonic interactive classroom display and lesson software), as well as new and emerging technologies.	$266,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.11	Professional Development Days for Special Education Staff to support Dually-Identified Students	Alisal will provide professional development days for special education staff focused on supporting dually identified students by strengthening implementation of IEP services, inclusive instructional practices, behavior supports, compliance requirements, and evidence-based strategies to better meet students' unique disability-related, academic, linguistic, behavioral, and social-emotional needs.	$50,803.00	Yes
4.12	Recruitment & Retention Increase for Certificated Staffing	Alisal will increase recruitment and retention efforts for certificated staff through targeted hiring, retention incentives, credentialing support, and mentoring to reduce vacancies and misassignments and increase the percentage of appropriately credentialed teachers.	$63,312.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	The State CAASPP assessments (ELA % met and exceeded) for 3rd grade	Year: 2022-2023 All: 22.7% EL: 11.98% SWD: 12.96% SED: 21.77%	Year: 2023-2024 ALL: 24.3% EL: 14.5% SWD: 8.6% SED: 23.57%	Year: 2024-2025 All: 22.59% EL: 12.36% SWD: 5.39% SED: 21.35%	43.7%	 All: -0.11% EL: +0.38% SWD: -7.57% SED: -0.42%
5.2	Desired Results Developmental Profile (DRDP)	Baseline in 25-26 Preschool and TK	Baseline in 25-26	65% Meeting the Building Middle goal on DRDP.	85% students making progress on their continuum	Baseline in 25-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students moving in continuum in Language and Literacy Development: Phonological Awareness			in "Building Middle"	
5.3	Local Assessment for ELA English	Year: 2023-2024 Renaissance: DATA 21%	Baseline Data - Kinder-2nd iReady K 47% 1st 30% 2nd 32%	Kinder-2nd iReady K 53% 1st 25% 2nd 30%	42%	Baseline 24–25 K: +6% 1st: -5% 2nd: -2%
5.4	Local Assessment for ELA Spanish	Year: 2023-2024 Renaissance: DATA 59%	Kinder-2nd iReady Baseline Data Spanish Launch in 25-26	Spanish Kinder-2nd iReady K 83% 1st 76% 2nd 71%	80%	Implemented in 25-26

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.

Alisal Union made meaningful progress in implementing the actions associated with this goal during the year.

Action 5.1: This action was implemented as planned by successfully adding early learning staff to California State Preschool Programs. This action supported English Learners, foster youth, and low-income children through increased staffing capacity to ensure equitable access to early childhood education. The implementation of Action 5.1 resulted in more targeted and inclusive instruction for the district's unduplicated students. There were no deviations from the original plan for this action.

Action 5.2: The Early Literacy Program was was implemented as planned by executing the Early Literacy Program across TK–2 classrooms and utilizing the Raising a Reader platform to distribute resources. This action supported English learners, low-income, and foster youth students through parent education and the provision of home literacy materials. Positive implementation outcomes included strengthened family engagement and increased literacy support within the home environment.

Action 5.3: This action was was implemented as planned by the Early Learning Director and Teacher on Special Assignment (TOSA) aligning instructional practices between PK and TK. This action supported early grade teachers and students through the extension of support for foundational literacy skills across early learning settings. A success in implementation was the strengthening of academic readiness, which supported progress toward the goal by ensuring system-level coherence and the alignment of early learning strategies.

Red Indicator Action 5.4: This action was implemented by hiring and deploying eleven full-time Reading Specialists to provide small-group interventions at school sites. This action supported targeted student groups through accelerated reading progress and professional development provided to all specialists. A challenge encountered with Action 5.4 was one reading specialist position remaining unfilled, which affected the planned scope of site-based support. The LEA addressed this challenge by reallocating $50,000 toward school library improvements to ensure students continued to have access to high-quality reading materials.

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

Action 5.1: Budgeted $954,257.00; Actual $240,038.47. A material difference did occur due to lower than expected costs and alternative funding sources being used.

Action 5.2: Budgeted $118,633.00; Actual $110,464.61. Action 5.2 had higher actual expenditures than budgeted due to increased early learning professional development and capacity-building costs. The additional investment supported TK and early learning staff in strengthening developmentally appropriate practices, early literacy, and aligned instructional supports.

Action 5.3: Budgeted $563,881.00; Actual $515,027.78. No material difference.

Red Indicator - Action 5.4: Budgeted $1,878,520.00; Actual $1,871,764.63. No material difference.

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

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

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

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

Action(s): 5.1 Preschool Support Program
Effectiveness of Action(s): 3
Metric(s): 1.1 (3rd grade) and Preschool Assessments at the end of the year, 5.1 (CAASPP ELA for 3rd Grade)
Analysis Statement: This action was highly effective.

Quantitative Data: Evidence includes 3rd Grade CAASPP ELA (Percent Met or Exceeded), which changed from a baseline of 22.7% to a current outcome of 22.59%. For English Learners, results improved from 11.98% to 12.36%.
Qualitative Input: Feedback from district families indicated that expanding to three part-day classrooms provided essential childcare support. Educational partners noted that adding preschool staff ensured compliance with the required 8:1 student-to-teacher ratio, which increased individualized social-emotional and academic support for students.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because ensuring a low student-to-teacher ratio and expanding classroom access provided a stronger early foundation for unduplicated students, directly supporting long-term literacy growth.

Action(s): 5.2 Early Learning Professional Development
Effectiveness of Action(s): 3
Metric(s): 1.1 (3rd) and sign in and agendas, 5.2
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes Metric 5.2 (PD Survey results), which shows that 84% of participants reported proficiency or higher in the skills gained. Additionally, iReady ELA data for Kindergarten shows 16% of students performing at or above grade level. Finally, Metric 1.1 reports that 24% of students in 3rd grade are proficient or advanced on CAASPP ELA.
Qualitative Input: Feedback from K–2 teachers indicated that professional development strengthened the implementation of balanced literacy and foundational skills. Educational partners noted that the provision of materials and family literacy nights reinforced these practices beyond the classroom and increased parent engagement.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because it successfully built teacher capacity in foundational reading strategies while bridging the gap between school and home literacy environments.

Action(s): 5.3 Early Learning Program Support Director/Teacher PLC Support
Effectiveness of Action(s): 3
Metric(s): 1.1 (3rd grade) and language arts assessments, 5.1
Analysis Statement: This action was highly effective.
Quantitative Data: Evidence includes 3rd Grade CAASPP ELA (Percent Met or Exceeded), where Socioeconomically Disadvantaged (SED) student results decreased from 21.77% to 21.35%.
Qualitative Input: Feedback from TK teachers indicated that support from the Early Learning Director and TOSA increased their capacity in play-based instruction and developmentally appropriate practices. Educational partners noted that this work helped align instruction and learning environments districtwide, improving consistency for young learners.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because system-level alignment and specialized teacher support ensured that students received high-quality, responsive instruction during their most critical years of development.

Red Indicator Action
Action(s): 5.4 Ed Services Reading Support
Effectiveness of Action(s): 3
Metric(s): 5.1, 5.3
Analysis Statement: This action was highly effective.

Quantitative Data: Evidence includes CAASPP ELA Distance from Standard (DFS), which changed from a district baseline of -60.4 to a current outcome of -55.6. For English Learners, results improved from -81.2 to -67.2.
Qualitative Input: Feedback from classroom teachers and site administrators indicated that reading specialists provided consistent, targeted literacy support and intervention tailored to individual student skill levels. Educational partners noted that collaboration between specialists and teachers strengthened the alignment between core instruction and intensive intervention.
Analysis: Based on the quantitative data and qualitative input, this action was highly effective in making progress toward the goal because the deployment of full-time specialists provided the coordinated, data-driven support necessary to accelerate reading growth for historically underserved student groups.

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

Goal 5 remains focused on Best First Early Literacy with no changes to the goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Preschool Support Program	The district will provide additional Paraeducators II (four), ET (two) and Associates (two) to preschool programs to ensure equitable access for English learner, low income, and foster youth student groups. This will also support the salary for the program manager of Early Learning, plus a 1.5 custodian.	$252,629.00	Yes
5.2	Early Learning Professional Development	The Early Literacy Program will support balanced literacy and fundamental skills across all school sites TK-2nd grade. The district will provide books and supplies for balanced literacy, Raising a reader (parent education and home literacy) in order to meet the needs of English learner, low income, and foster youth student groups	$93,228.00	Yes
5.3	Early Learning Program Support Director/Teacher PLC	The Early Learning Director and Teacher on Special Assignment will support the collaboration for TK teachers and provide support to other early grades related to foundational literacy and focus on academic progress for English learner, low income, and foster youth student groups	$637,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Support			
5.4	Ed Services Reading Support	The district will provide twelve full-time Reading Specialists to support English learners, students with disabilities, socioeconomically disadvantaged students, homeless students, and Hispanic students at each school site. This specialized reading support will lead to accelerated outcomes for student groups who are not yet meeting or exceeding standards in English Language Arts.	$2,056,736.00	Yes

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
$34,680,923	$4,617,595

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
43.479%	2.260%	$1,767,369.83	45.739%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	nine schools, Bardin, Chavez, Creekside, Frank Paul, Fremont, Loya, MLK, Sanchez, and Steinbeck, in the red for English Learners (ELLs) as well as Districtwide. For our homeless indicator, Districtwide and these schools were in the red: Bardin, Chavez, Loya, MLK, and Sanchez. For the socio-economic disadvantage indicator, the schools that were in the red were Bardin, Chavez, Fremont, and MLK. The reds for the students with disabilities were Districtwide, Frank Paul, Fremont, and Monte Bella Steinbeck. Lastly, with the Hispanic Indicator, four schools were in the red indicator: Bardin Chavez, Fremont, and MLK. District wide for homeless, EL, and SWD. **Scope:** LEA-wide	we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring a supportive and enriching environment for the entire student body.	
1.2	**Action:** Site Discretionary Funds to Support Students **Need:** The 2023 CAASPP data shows achievement gaps in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard	The actions address the needs of English learners, low-income, and foster youth student groups by providing targeted support and resources through site discretionary funds. These funds are allocated based on the unduplicated student count, ensuring that schools with a higher number of these students receive more resources to meet their specific needs. The allocation formula is $125 per pupil, which ensures an equitable distribution of funds across the thirteen school sites. 1-Equitable Resource Distribution: By allocating funds based on the number of unduplicated students, the district ensures that resources are distributed equitably, addressing the varying levels of need across different schools.	CAASPP: Distance from Standard on SBAC in English Language Learner (ELA)

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Leadership Development **Need:** Data shows achievement gaps in English Language Arts and Math. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	The Director of Leadership Development and Accountability, under the direction of the Associate Superintendent of Educational Services and in cooperation with other District administrators, is tasked with addressing several identified needs. This role is essential in providing leadership, vision, and strategic direction for various aspects of the elementary educational program, including curriculum, instruction, assessment, data analysis, school improvement, supervision, and professional development for site leaders. This action is to support elementary principals in meeting instructional goals to support English Language Learners, Foster Youth and Socio-economically disadvantaged. The Director will foster a collaborative culture of continuous improvement across all elementary schools within the LEA. This collaborative approach enables schools to leverage collective expertise, share resources, and collectively address challenges, ultimately leading to improved outcomes for all students within the district. Thus, providing this action LEA-wide will ensure that all schools have access to the support and resources needed to address identified needs and improve overall educational quality.	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics. Once in place, IReady scores will also be reported and segregated.
1.7	**Action:** Professional Development for Certificated Staff (Red Indicator) **Need:** Due to the State dashboard data, there is a need for on-going professional development in CCSS and core content areas, specifically	This action is principally directed toward improving outcomes for unduplicated student groups by strengthening Tier 1 instruction. The district will provide professional development in English Language Arts, Science, Social Studies, and the California Common Core State Standards (CCSS), with a particular focus on evidence-based strategies that support English Learners, low-	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics. Once in place, IReady scores will also be reported and segregated.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA/SLA, Science and Social Studies. While the learning gaps of all students will be addressed during PD sessions, particular focus will be provided for English Learners, Foster Youth, and Low Income students. Four schools, Bardin Elementary, Cesar E. Chavez Elementary, Dr. Martin Luther King, Jr. Academy, Fremont Elementary, will address the red indicator for all students in English Language Arts. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	income students, and foster youth. Although all students benefit from improved instruction, the professional learning is designed in direct response to performance disparities for unduplicated pupils. Because the need for instructional improvement spans the entire district, the action is implemented on an LEA-wide basis to ensure all teachers receive equitable access to professional learning and support.	
1.8	**Action:** Math Professional Development and Support (Red Indicator)	This action is principally directed toward English Learners, low-income students, and foster youth. It provides districtwide support through a Teacher on Special Assignment (TOSA) who leads	Distance from Standard on SBAC in Mathematics. Once in place, IReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Due to the State dashboard data, there is a need for on-going professional development in CCSS, specifically Math. To support Math development, a Teacher On Special Assignment (TOSA) develops and provides professional development. While the learning gaps of all students will be addressed during PD sessions, particular focus will be provided for English Learners, Foster Youth, and Low Income students including Bardin and Fremont Elementary which are in the red indicator for all students in Math. 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard Bardin Elementary All Students: 90.2 points below standard EL: 104.3 points below standard Foster Youth: NA (data is suppressed because fewer than 11 students tested) Low-Income: 92.6 points below standard Hispanic Homeless Students with disabilities Fremont Elementary All Students: 77.3 points below standard	professional development aligned with the Math CCSS and state frameworks. The action addresses systemic Tier 1 instructional needs across the district and equips teachers to meet the specific learning gaps of unduplicated pupils identified in Dashboard and local data. Although all students benefit from improved instruction, this action is designed in response to disparities affecting targeted groups. It is implemented on an LEA-wide basis to ensure equitable professional development access and instructional consistency at all sites.	scores will also be reported and segregated.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 97 points below standard Low-Income: 77.8 points below standard Foster Youth: NA (data is suppressed because fewer than 11 students tested) Hispanic and SWD MLK: Homeless Frank Paul: SWD Jesse Sanchez: EL Steinbeck: EL **Scope:** LEA-wide		
1.9	**Action:** Instructional Coaches (Red Indicator) **Need:** 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard	This action is principally directed toward improving outcomes for unduplicated pupils and students with disabilities. Instructional coaches are assigned to every site and include additional coaches dedicated to supporting Special Education teachers. Coaches will provide job-embedded support through modeling, co-teaching, and feedback to build teachers' instructional capacity in ELA, Math, and other core areas. Because the academic disparities and instructional development needs affect all campuses, the action is implemented on an LEA-wide basis to ensure consistent, equity-focused support that addresses the diverse learning needs of ELs, low-income students, foster youth, and SWD.	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide		
1.10	**Action:** Curriculum and Instruction Support **Need:** There is a need to provide equitable educational services by developing and implementing programs tailored to the unique needs of English learners, low-income, and foster youth student groups. The 2023 CAASPP data in English Language Arts highlights this need, with all students scoring 60.4 points below standard, English Learners 81.2 points below standard, Homeless students 77.3 points below standard, Students with Disabilities 124.3 points below standard, and Socioeconomically Disadvantaged students 63.2 points below standard. **Scope:** LEA-wide	The Curriculum and Instruction Director plays a critical role in ensuring District adopted curriculum is ordered and dispersed. They also are responsible for developing a well-designed professional development plan for Alisal Union School District educators. To address the academic gaps in math and science as indicated on the CA dashboard, math and language arts is a focus, prioritizing English Language Learners to address the unique needs of this student population group. As the leader and developer of this team, the Curriculum and Instruction Director oversees professional development for all Alisal teachers, which ultimately benefits all students. This action will provide the necessary funding to ensure all aspects of the District's curriculum and instruction programs are monitored for all students, including English Learners, Foster Youth and Low Income students. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring tailored support and resources to meet the diverse educational requirements of each student demographic.	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics.
1.11	**Action:** Additional support staff for all TK and kindergarten program	One para-educator for each Tk/K classroom. One para-educator for each Tk/K classroom addresses the critical need for personalized support and guidance in early childhood education, especially benefiting ELs, low-income, and foster youth	DRA ELA Data EL Low-income Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: DRA benchmark data shows a need for early intervention with our students: DRA ELA Data EL: Low-income: Foster Youth: DRA Math Data EL: Low-income: Foster Youth: **Scope:** Schoolwide	students. By assigning a dedicated para-educator to every TK and Kinder classroom, we ensure that young learners receive individualized attention and assistance tailored to their developmental stages and learning styles. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring consistent and enhanced support for early childhood education.	DRA Math Data EL Low-income Foster Youth
1.12	**Action:** Additional Learning Opportunities for Students- Field Trips **Need:** Certificated staff has expressed the need to integrate hands on experience for all students through field trips. The 2023 CAASPP data also shows achievement gaps in English Language Arts and Math. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard	This resource will provide funding for transportation or field trip expenses. Each teacher will receive $600. The opportunity is for all students. This action addresses the needs of low-income and foster youth students by removing financial barriers to educational experiences such as transportation and field trips. By providing $600 per teacher for these expenses, it ensures that all students, regardless of economic background, can participate fully in enriching educational activities outside the classroom. This opportunity not only enhances learning through hands-on experiences but also promotes equity by ensuring that financial constraints do not hinder educational opportunities for students from disadvantaged backgrounds. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring that every	Distance from Standard on SBAC in English Language Learner (ELA), Mathematics and (CAST % met/exceeded). Once in place, IReady scores will also be reported and segregated.

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	Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	student, regardless of socioeconomic status, has equal access to enriching educational opportunities.	
1.13	**Action:** Science Camp **Need:** Certificated staff has expressed the need to integrate hands on experience for 5th or 6th grade through Science Camp. Students will have the opportunity to stay at the science school for 4-5 days. **Scope:** LEA-wide	This action will provide the necessary funding to permit students to pay for registration, lodging, and all its amenities at Science Camp. This action specifically addresses the needs of low-income students by ensuring they have equitable access to educational experiences, which might otherwise be financially out of reach. By removing financial barriers and providing all students the opportunity to engage in hands-on, experiential learning, we foster an inclusive and equitable educational environment that promotes academic success and personal growth for every student across our district. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring that every student has equal access to enriching educational experiences	CAST state testing.

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
1.14	**Action:** Bilingual Teacher Stipend **Need:** Educational partners have emphasized the need to retain highly effective teachers who can support bilingual settings by planning core instruction in two languages. The 2023 CA Dashboard ELPI scores indicate that 54.7% of English learners are progressing toward English language proficiency, highlighting the importance of this support. **Scope:** LEA-wide	This action is in response to a parent's preference for the language of learning for their child(ren). This action addresses the needs of English learners by supporting teachers who plan core instruction in two languages. By providing a stipend, it incentivizes teachers to invest the necessary time and effort into creating comprehensive bilingual lesson plans that cater to the diverse linguistic needs of their students. This ensures that English learners receive a high-quality, accessible education in both their native language and English, promoting better understanding, language development, and academic success. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring that bilingual instruction is consistently supported and accessible across the district.	ELPI data
1.15	**Action:** Lower Class Sizes in TK-3rd grade **Need:** The community and staff have asked for smaller class size. **Scope:** Schoolwide	Adding more teachers will help reduce average class sizes in TK–3rd grade. This action addresses the needs of English learners, low-income students, and foster youth by reducing class sizes, allowing for more individualized attention and targeted support. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring equitable access to smaller class sizes and enhancing educational outcomes across the district.	Chronic Absenteeism
1.16	**Action:** Database Coordinator for unduplicated pupils **Need:** There is a need to ensure the proper reporting of information for homeless students, foster	The identified need underscores the critical role of the Database Coordinator in supporting services for unduplicated pupils within the educational system. By meticulously ensuring the accurate identification and tracking of these students, the Databade Coordinator addresses various aspects	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	youth, and those eligible for alternative income programs. 2023 Chronic Absenteeism Rates All Students: 22.6 chronically absent EL: 20% chronically absent Homeless: 19.1% chronically absent Low Income: 22.1% chronically absent Foster Youth: NA (data is suppressed because fewer than 11 students tested) **Scope:** LEA-wide	crucial for their academic success and well-being. This includes overseeing processes related to assessment scores, interventions received, reclassification, and participation in programs like the free and reduced lunch program. Additionally, the Database Coordinator is tasked with monitoring data reporting to the State through CALPADS, ensuring that information regarding unduplicated pupils is accurately reported and complies with state regulations. The actions outlined for the Database Coordinator directly address the identified need by providing comprehensive support for unduplicated students, both district-wide and disaggregated by school site. By ensuring accurate identification and tracking of unduplicated students for various services, the Database Coordinator effectively addresses pulling the necessary data to provide information to target support tailored to the unique needs of these student groups. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring consistent and equitable data-driven decision-making that enhances educational outcomes for every student across the district.	
3.1	**Action:** SPED Staff (Red Indicator) **Need:** All students with disabilities in the Alisal Union School District are performing at the lowest	School Psychologist and behavior analyst will provide inclusive and positive interactions, positive communicaiton and connections with parents to maintain a home-to-school connection. This connection will facilitate instruction and allow students to access classroom instruction and	Distance from Standard on SBAC in English Language Learner (ELA) and Mathematics.

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	performance indicator on the California dashboard. 2023 CA Dashboard ELA All students: 60.4 points below standard Students with Disabilities: 124.3 points below standard Math All students: 79.9 points below standard Students with Disabilities: 132.6 points below standard **Scope:** LEA-wide	access to after school and Saturday school activities via the IEP process. The school psychologist and behavioral analyst will address critical needs by enhancing support for at-risk students, specifically English learners, low-income students, and foster youth. These professionals will conduct assessments and provide targeted services that cater to the unique challenges these student groups face, such as academic struggles, social-emotional issues, and behavioral concerns. Implementing these resources LEA-wide ensures that all schools within the district have access to the expertise and support necessary to address the diverse needs of at-risk students consistently and comprehensively.	
3.2	**Action:** Multi Tiered System of Supports (MTSS) **Need:** There is a need to address chronic absenteeism rates within Alisal USD. 2023 Chronic Absenteeism Rates All Students: 22.6 chronically absent EL: 20% chronically absent Homeless: 19.1% chronically absent Low Income: 22.1% chronically absent Foster Youth: NA (data is suppressed because fewer than 11 students tested) **Scope:**	This action is principally directed toward unduplicated pupils who are disproportionately impacted by chronic absenteeism. Through the Coordination of Services Team model, MTSS brings together mental health specialists, family resource center (FRC) staff, administrators, and support providers to assess needs, develop individualized plans, and refer students to targeted services. These supports address root causes such as trauma, instability, and disengagement that often affect ELs, low-income students, and foster youth. Because absenteeism affects all school sites, implementation is LEA-wide to ensure every school can deliver consistent and equitable support systems for student well-being and academic access.	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Positive Behavioral Interventions and Supports (PBIS) Program **Need:** The Alisal Union School District will offer continuous professional development for staff, support staff, and site administration in the areas of positive behavior interventions. Tier I supports all schools, but primarily to Bardin, Alisal, and Creekside due to the high number of suspension data as identified in the California Dashboard. Districtwide suspension rates: All students: 1.8% suspended at least one day Bardin Elementary: All Students, English Learners, Hispanic, Homeless Youth, Multiple Races/Two or More, Socioeconomically Disadvantaged, All students: 4.5% suspended at least one day Alisal Elementary: All Students, Hispanic, Socioeconomically Disadvantaged All students: 3.2% suspended at least one day Creekside Elementary: English Learner Cesar Chavez: SWD All students: 3.9% suspended at least one day	The Alisal Union School District will offer continuous professional development for staff, support staff, and site administration in the areas of positive behavior interventions, Tier I supports, which include restorative practices, such as class meetings, restorative circles, and circle keepers. School counselors, district social workers, parent education specialists, and PBIS site teams at all schools, specifically at Bardin, Alisal, and Creekside will monitor the school wide implementation of Tier I supports. This action is principally directed to EL and SED students. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring consistent and effective implementation of positive behavior interventions and Tier I supports across all schools	Suspension Rate Source: California Dashboard

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	Scope: LEA-wide		
3.4	**Action:** School Counselors (Red Indicators) **Need:** In 2023-2024, COST referral data demonstrated a large need for Tier 1-3 support services needed school-wide to support students' socio-emotional learning and mental health needs, especially students identified as homeless and foster youth, and English Learners. COST Referral data indicated Bardin, Alisal Community, Jesse G. Sanchez, and John E. Steinbeck Schools as the schools with the most referrals in the areas of anxiety/depression, separation and divorce, and behavior needs. This addresses the red indicators for chronic absenteeism for homeless youth at Monte Bella and SWD at Frank Paul and Jesse Sanchez. **Scope:** LEA-wide	This action is principally directed toward supporting unduplicated pupils by addressing the socio-emotional and mental health barriers that often drive chronic absenteeism and academic disengagement. Each school will have a dedicated school counselor providing individual and group counseling, referrals to external providers, and Tier 1 supports like SEL lessons and restorative practices. Counselors also provide parent education and professional development to staff, ensuring a supportive environment for high-need students. While unduplicated pupils experience the most acute needs, these services support all learners and are implemented LEA-wide to maintain equitable access across the district.	Chronic Absenteeism
3.5	**Action:** Health Services for Students	The Alisal Union School District will provide health aids, licensed vocational nurses (LVNs), Audiometrist, and registered nurses (RNs) through	Chronic Absenteeism

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	Need: Alisal Union School District is required to provide annual hearing screenings for students in TK/kindergarten or first grade, second, and fifth grades, students entering the California Public School System, and students with Individual Education Plans (IEPs). According to Section 540 Plans, a health aide must support students' medical conditions, such as diabetes, toileting, and/or other needs as specified by the 504 plan. The district does not currently have trained staff members that can be dedicated to providing auditory screening or health aides (1:1) to support students' medical needs. **Scope:** LEA-wide	contracted agencies as needed to support individual student health needs. Alisal will provide health aides, licensed vocational nurses (LVNs), audiometrists, and registered nurses (RNs) through contracted agencies as needed to support individual student health needs. This initiative directly supports low-income students by ensuring they have access to essential healthcare services regardless of their financial circumstances. By providing these resources, the district will address health disparities that may affect academic performance and overall well-being, thereby promoting equitable access to education and enhancing opportunities for success among all students, especially those from economically disadvantaged backgrounds. In addition, we recognize that all students, especially low-income students, may benefit from these services, so they are being implemented LEA-wide, ensuring access to essential health supports.	
3.6	**Action:** Family Resource Centers **Need:** The Alisal Union School District has over 1,750 students identified as Mckinney Vento. The California Dashboard identified 92.1% of Alisal Union School District students as socio-economically disadvantaged. These groups require support services from the family resource centers. Parent surveys identified a need for push-in site services. **Scope:**	The Alisal Union School District has three family resource centers (MLK FRC, Frank Paul FRC, and Alisal FRC) that provide comprehensive wrap-around services to students, parents, and families. The FRCs collaborate with all 12 school sites, school counselors, district social workers and the community school coordinator to push in services and plan school-wide activities that support the District's PBIS, Socio-emotional Health programs, school climate, family and student engagement. FRC Parent Education participates in Coordination of Services Team Meetings to support students' individual well being needs, and perform home visits as needed. The Alisal Union School District	Chronic Absenteeism

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	responsive, and trauma-informed support systems that promote student well-being and success.	
3.8	**Action:** Pupil Personal Department Director/Secretary **Need:** The need to provide student support services for socio-emotional learning was determined through parent surveys. Staff surveys also identified the need for Positive behavior intervention support. Alisal Union School District is determined to provide every student with specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs – especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction. **Scope:** LEA-wide	This action is principally directed toward improving services for unduplicated pupils who face systemic barriers to engagement and well-being. The Director of Pupil Personnel Services ensures alignment, oversight, and coherence across programs serving English Learners, socioeconomically disadvantaged students, foster youth, and homeless students. The director leads districtwide efforts to embed Tier 1–3 behavioral supports, coordinates MTSS implementation, oversees staff training in social-emotional learning (SEL), and ensures compliance with wellness and behavior-related initiatives. With the support of a department secretary, this leadership capacity ensures that school sites consistently identify and respond to the needs of vulnerable students. While unduplicated students benefit most from targeted improvements, implementation is LEA-wide to promote equitable access and system-wide fidelity across all schools.	Suspension Rate Source: California Dashboard
3.9	**Action:** Migrant Education Program English Learners- Migrant Students	This action is principally directed toward English Learners and low-income students who are identified as migrant. Through after-school and weekend programs, the district provides supplemental academic interventions and	CAASPP ELA Indicator for Migrant CAASPP English Language Proficiency

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	Need: The CAASPP Dashboard indicates that migrant students perform below the district average in all academic areas, with significant disparities between school sites. These funds support focusing on students and families from sites with higher needs. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	enrichment for migrant students to address instructional gaps. The program also includes family literacy workshops and culturally responsive parent education, supporting parents as partners in learning. By integrating family engagement and academic assistance, the action builds continuity in learning despite student transiency. While the services are tailored to the needs of migrant pupils, implementation is LEA-wide to ensure equity and continuity for eligible students regardless of their school of attendance.	CAASPP Math Language Proficiency
3.10	**Action:** STEM Robotics **Need:** Data shows achievement gaps in Math. There is a need to engage students in authentic,	The STEAM-Robotics curriculum partnership with Hartnell College Foundation addresses the need for enhanced STEAM education by engaging students in hands-on, project-based learning that fosters interest and skills in science, engineering, and math. Providing this program district-wide	CASSAP Mathematics

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	hands-on, project-based, and collaborative experiences through a science, engineering, and math curriculum that is both fun and exciting. Our 2023 CAASPP Math scores show: All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard Through a partnership with the Hartnell College Foundation, we aim to provide the STEAM-Robotics curriculum to all students. This will help build their interest, skills, and knowledge necessary to pursue STEAM careers in the future. **Scope:** LEA-wide	ensures all students have equitable access to advanced technology and STEAM knowledge, particularly benefiting underrepresented youth. This inclusivity supports diverse career pathways in STEAM fields, strengthening the district's overall educational and career readiness efforts. Implementing robotics programs LEA-wide addresses the needs of English learners, foster youth, and low-income students by providing equitable access to STEM education opportunities that foster critical skills and engagement. This approach ensures all students can benefit from hands-on learning experiences that prepare them for future academic and career success in a technology-driven world.	
3.11	**Action:** Nasa Semma **Need:** Through a partnership with the Hartnell College Foundation, we aim to provide the NASA curriculum to all students. This will help build their interest, skills, and knowledge necessary to pursue STEAM careers. We plan to engage students in authentic experiences based on the NASA curriculum that are fun	This action is principally directed toward unduplicated students by eliminating barriers to participation in high-quality STEAM enrichment experiences. Through a district partnership with the Hartnell College Foundation, the NASA SEMAA program provides hands-on, culturally relevant STEAM curriculum to inspire and equip students—especially those from underserved backgrounds—for future careers in science, technology, engineering, and math.	CAST Data

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	and exciting. Our ultimate goal is to encourage students to consider a career in a related field. This program is available district-wide to ensure that all students have access to new technology, knowledge related to STEAM, and the opportunity to explore and discover new approaches in this field. We hope to strengthen the STEAM pipeline for underrepresented youth throughout the school district. **Scope:** LEA-wide	The program is designed with equitable access in mind and intentionally provides opportunities beyond the regular school day. Implementation is LEA-wide to ensure that all schools and student populations, particularly English Learners and low-income students, benefit from consistent, rigorous, and engaging STEAM instruction.	
3.12	**Action:** Visual Arts and Performing Arts (VAPA) **Need:** There is a need to address chronic absenteeism within the district. Insights from LCAP surveys and community meetings reveal that parents are interested in exposing their children to Visual and Performing Arts (VAPA) to foster a love for the arts, support diverse interests, and promote cultural literacy. 2023 Chronic Absenteeism Rates All Students: 22.6 chronically absent EL: 20% chronically absent Homeless: 19.1% chronically absent Low Income: 22.1% chronically absent Foster Youth: NA (data is suppressed because fewer than 11 students tested)	The Visual and Performing Arts (VAPA) program addresses the need for comprehensive arts education and enrichment by providing students with opportunities to explore and develop their musical and artistic talents. By offering classes with multiple instruments, such as the as the color guard, drumline, and mariachi, the program enables students to improve their music skills and gain confidence through performances. Additionally, the VAPA program includes dance classes through the Folklorico program, and cheer, where students learn about culture, traditions, folklore, and history, enriching their cultural understanding and appreciation while participating in engaging performances. This action addresses the needs of English learners (ELs), foster youth, and low-income students by providing comprehensive Visual and Performing Arts (VAPA) education opportunities. It meets the desires expressed by parents in LCAP surveys and community meetings to expose their children to the arts, foster a love for creativity and support	Chronic Absenteeism

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	Scope: LEA-wide	diverse interests. Implementing the VAPA program LEA-wide ensures equitable access to arts education, enriching students' cultural literacy, and providing them with skills and confidence through diverse musical, artistic, and performance-based activities. This inclusive approach promotes academic engagement, cultural understanding, and personal development among all students, regardless of their background or socioeconomic status. This program is available district-wide and is designed to attract all students who have a passion for visual and performing arts. It provides opportunities for students who may not have access to these programs during their regular school day or whose families may not have the means to pay for such classes.	
3.13	**Action:** Sports Program **Need:** Students in grades 3-6 are invited to participate in a sports program during the school year. The program includes flag football, soccer, volleyball, and basketball. By taking part in this program, students will be able to build relationships and connections with other students, as well as develop their social skills, sportsmanship, and abilities. Participating in sports will also improve their physical and mental health, academic performance, and teach them important life skills such as discipline, responsibility, self-control, time management, goal setting, and perseverance.	The sports program for students in grades 3-6 directly addresses the need for opportunities that promote physical activity, social skills, and personal development. This action is principally directed toward unduplicated students by addressing the unique barriers they face in accessing extracurricular activities. The after-school sports program is designed to enhance student engagement and well-being through team sports such as flag football, soccer, volleyball, and basketball. Participation promotes physical fitness, builds positive peer relationships, and fosters key social-emotional skills such as discipline, teamwork, and perseverance—all of which contribute to reduced absenteeism and stronger school connectedness.	Chronic Absenteeism

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	This opportunity is available to all families in Alisal at no cost. Our aim is to provide this opportunity locally and make it accessible to the school district community. **Scope:** LEA-wide	Implementation LEA-wide ensures that all students across all sites, particularly unduplicated pupils, have equitable access to the program regardless of their school location or financial circumstances. This inclusive design helps foster belonging and engagement, supporting improved academic and behavioral outcomes districtwide.	
3.14	**Action:** Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions) **Need:** Addressing the needs of the whole child is a focus of the district. Assistant principals will be hired to support the implementation of the MTSS framework at each site. They will oversee all Tier 2 and Tier 3 services, including all 3 tiers in PBIS. **Scope:** LEA-wide	This action is principally directed toward improving outcomes for unduplicated pupils through the full implementation of a responsive MTSS framework. Each school site will be supported by an assistant principal whose role includes coordination and oversight of Tier 2 and Tier 3 interventions, including all levels of PBIS, targeted behavioral supports, and academic recovery systems. Assistant principals will serve as site MTSS leads, ensuring early identification, monitoring, and continuous progress review for students facing barriers to success. Providing this support LEA-wide ensures consistent implementation and equitable access to high-quality interventions across all schools, with a focus on closing opportunity and outcome gaps for unduplicated pupils.	Suspension California Dashboard
3.15	**Action:** District Performing Arts/Community **Need:** The identified need involves the creation of a Performing Arts/Community Center within the Alisal School District to foster family engagement, celebrate achievements, and	Currently, Alisal does not have a space where district-wide events can be held. The establishment of a Performing Arts/Community Center directly addresses the identified need for a space that fosters family engagement, celebration, and a sense of belonging for English learners, low-income families, and foster youth families within the Alisal School District. By providing a dedicated venue for community events and performances,	Chronic Absenteeism

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Engagement: Attendance **Scope:**	outreach, parent education classes, and access to mental and behavioral health resources, the district will strengthen partnerships with families of English Learners, foster youth, and low-income students. The Family and Community Engagement team will collaborate with school sites to build trust, reduce absenteeism, and enhance home-school communication. Implementation is LEA-wide to ensure every family, regardless of school site or language spoken, has equitable access to these services.	
3.19	**Action:** Independent Study **Need:** Chronic Absenteeism Rate for All students: 14.7% EL: 13% SED: 14.5% SWD: 19.7% Homeless: 13.5% **Scope:** LEA-wide	The Independent Study and attendance-related actions directly address the access and engagement barriers commonly experienced by unduplicated pupils. Independent Study offers a flexible instructional pathway for students who cannot consistently attend traditional in-person classes due to health concerns, transportation instability, or trauma-related issues. Providing these supports on an LEA-wide basis ensures consistent access and implementation at all schools where unduplicated pupils are significantly represented.	3.1 Chronic Absenteeism
4.1	**Action:** Enhanced Educational Experiences for EL, FY ,and SED Students with IEPs **Need:** All students with disabilities in the Alisal Union School District are performing at the lowest performance indicator on the California	This action is principally directed toward improving outcomes for students with disabilities, English Learners, foster youth, and low-income students. To do so, the district will provide a Teacher on Special Assignment (TOSA) and clerical support to implement job-embedded coaching and targeted professional development. These supports will	CAASPP English Language Arts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	dashboard. In ELA, SWD at the lowest level districtwide. EL and Homeless are also in the lowest level for ELA districtwide. **Scope:** LEA-wide	build teacher capacity to deliver differentiated instruction and ensure fidelity to IEP goals. Implementation is LEA-wide to ensure all students with disabilities and unduplicated pupils receive equitable access to improved instruction and support services regardless of school site.	
4.2	**Action:** Additional Professional Development Days for Certificated Staff **Need:** Certificated staff have an additional 5 professional development days to enhance their knowledge and skills in order to improve student learning. Every year certificated staff identify areas they need for professional development through the annual LCAP survey. District staff use the data to plan and deliver professional development requested by staff and align to student needs. **Scope:** LEA-wide	The addition of five professional development days for certificated staff, based on needs identified through the annual LCAP survey, ensures relevant and impactful training. This approach enhances teaching effectiveness by updating educators' skills and knowledge, directly improving student engagement and learning outcomes. Providing PD on a district-wide basis promotes equity and consistency, giving all staff access to the same quality training and fostering collaboration across schools. This centralized approach supports strategic alignment with district goals, ensuring systematic implementation of new strategies and continuous improvement, ultimately benefiting student achievement district-wide. To maximize the impact of these actions in increasing academic outcomes for EL, FY, and SED students, this action is being provided on an LEA-wide basis to ensure all certificated staff receive consistent, high-quality professional development. This approach promotes equity by providing equal access to impactful training across all schools, fostering collaboration, and ensuring systematic implementation of new strategies aligned with district goals.	CAASPP English Language Arts
4.3	**Action:** Recruitment and Retention of Highly Qualified Staff	The objective of increasing the compensation of certificated staff is to attract and retain high-quality educators, thereby guaranteeing consistency and	CAASPP ELA & Math EL Low-income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Data shows achievement gaps in English Language Arts and Math. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	stability, notably for a significant number of English learners, low-income students, and foster youth. A more experienced and effective teaching staff is achieved by attracting qualified teachers and reducing attrition through competitive salaries. To guarantee equity, ensure that all student groups receive consistent, high-quality instruction, and maintain high standards across all schools. To maximize the impact of these actions in increasing academic outcomes for EL, FY, and SED students, this action is being provided on an LEA-wide basis to attract and retain high-quality educators, ensuring consistency and stability in teaching for English learners, low-income students, and foster youth. This approach enhances equity by providing all student groups with access to experienced and effective teachers, thereby promoting consistent, high-quality instruction and maintaining rigorous academic standards across all schools in the district.	Foster Youth
4.4	**Action:** Building Capacity for Site and District Leaders (Red indicator) **Need:** The identified need is reflected on the California State Dashboard red indicators in ELA and Math. There is a need to build the capacity of the site leads to learn and grow	This action is principally directed toward closing achievement gaps for unduplicated pupils and students with disabilities through leadership development. The district will build the capacity of all 24 site leaders through monthly instructional leadership team (ILT) meetings, professional development, and strategic planning. Site leaders will be trained to guide their teams in implementing actions that directly address dashboard red indicators.	CAASPP English Language Arts and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their capacity to guide and lead the teams they serve. 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard Socioeconomically Disadvantaged: 63.2 points below standard 2023 CAASPP Math scores All students: 79.9 points below standard EL: 92.3 points below standard Homeless: 88.6 points below standard Students with Disabilities: 132.6 points below standard Socioeconomically Disadvantaged: 81.9 points below standard **Scope:** LEA-wide	This approach ensures consistent execution of evidence-based practices to accelerate learning for high-need student groups. Providing this leadership development LEA-wide ensures alignment, accountability, and equitable implementation of strategies across all school sites.	
4.5	**Action:** Technology Support **Need:** To support the district's technology infrastructure, there is a need to hire and maintain salaries for twelve computer technicians and one secretary. This team will ensure efficient operation, maintenance, and support of all technological resources across the district, facilitating effective teaching and learning.	The district must ensure stable and effective access to digital learning tools to support teaching and learning across all campuses. This need is particularly critical for English Learners, low-income students, and foster youth, who may face greater barriers to consistent technology access and usage at home and in school.This action is principally directed to support the academic progress of unduplicated pupils by eliminating technology-related barriers to learning. The district will maintain a team of 12 computer technicians and one secretary to ensure district-wide	CAASPP English Language Arts and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	technology operations function reliably, including maintaining devices, instructional platforms, assessment systems, and connectivity tools essential for English Learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students. This LEA-wide deployment ensures that all schools serving high concentrations of these students receive consistent, high-quality technical support necessary for effective, equitable instruction and assessment.	
4.6	**Action:** College Readiness **Need:** The California Dashboard identifies 92.1% of our students as socioeconomically disadvantaged. Most students identified in this group have parents who do not have a high school diploma. Parent input and the SEL survey have identified the great need for exposing students to higher education. 2023 CAASPP data in English Language Arts: 4th Grade All students: 21.98% met or exceeded standards EL: 10.76% met or exceeded standards Homeless: NA (data is suppressed because fewer than 11 students tested). Socioeconomically Disadvantaged: 21.25% met or exceeded standards 5th Grade	The Alisal Union School District will continue a partnership with local colleges and universities in order to expose students in 4th–6th grade, specifically English learner, low income, and foster youth student groups to college and career opportunities. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, to ensure equitable access to valuable resources that prepare students for future educational and career pathways, fostering a college-going culture across the district.	CAASPP English Language Arts, 4-6th Grade

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students: 29.67% met or exceeded standards EL: 10.81% met or exceeded standards Homeless: 46.67% met or exceeded standards Socioeconomically Disadvantaged: 28.57% met or exceeded standards 6th Grade All students: 35.26% met or exceeded standards EL: 10.84% met or exceeded standards Homeless: 16.67% met or exceeded standards Socioeconomically Disadvantaged: 34.16% met or exceeded standards **Scope:** LEA-wide		
4.7	**Action:** New Teacher Support Services **Need:** Data indicates achievement gaps in English Language Arts and Math among our student groups: 2023 CAASPP data in English Language Arts: All students: 60.4 points below standards EL: 81.2 points below standard Homeless: 77.3 points below standard Students with Disabilities: 124.3 points below standard	New teacher support services will include a Teacher on Special Assignment (TOSA) and clerical assistance to ensure that new teachers receive the professional development and guidance necessary for success in the classroom. The professional development will focus on addressing the specific needs of English learners, Foster Youth, and low-income students. This initiative is crucial for supporting new teachers as they begin their careers in the Alisal district. The TOSA will provide monthly support, including mentoring opportunities and reflective practices, while also assisting new teachers in clearing their credentials through the Monterey Office of Education. To maximize the impact of	CAASPP English Language Arts and Mathematics

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		diverse student populations, specifically targeting English language development through the integration of technology.	
4.9	**Action:** Educational Technology Teachers **Need:** The EdTech department is focusing on ELA learning in the EL population, as that is the most frequent red indicator for school sites on the CA School Dashboard. **Scope:** LEA-wide	The position of EdTech Director ensures that there will be an effective and well-developed Educational Technology professional development program in the Alisal USD that can work to make sure a focus on ELA development in English learners is a focus for the workshops and training that come out of the EdTech Department's team of professional developers. The EdTech director oversees, guides, and develops a team that serves all Alisal teachers, which therefore includes all Alisal students. The director will ensure that a focus on English learners is unwavering over the year. To maximize the impact of these actions on increasing academic outcomes for EL, FY, and SED students, this initiative of providing LEA-wide access ensures equitable educational resources and opportunities across diverse student populations, specifically targeting English language development.	CAASPP English Language Arts (ELA)
4.10	**Action:** Educational Technology **Need:** The EdTech department is focusing on ELA learning in the EL population, as that is the most frequent red indicator for school sites on the CA School Dashboard. **Scope:** LEA-wide	Effective use of technology in teaching generally and in pedagogically and culturally appropriate ways for the district's large EL population continues to be a need that we identify as district leadership through observation and according to teacher demand. Although the EdTech department serves all teachers in the district, and therefore all students, in the 24-25 school year, all of the professional development workshops that the EdTech Department team (EdTech Liaisons [ETLs]) deliver will have a persistent, implicit focus on technology integrative pedagogical practices that drive ELA learning in the EL population. The EdTech department is choosing the implicit focus	CAASPP English Language Arts (ELA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		on ELA learning in the EL population as that is the most frequent red indicator for school sites on the CA School Dashboard. To maximize the impact of this action, implementing effective use of technology in teaching, specifically tailored to support ELA learning for the district's EL population, benefits all students by fostering inclusive learning environments and equipping them with essential digital skills necessary for future success in a technologically advanced world. Therefore, it is being implemented LEA-wide.	
4.12	**Action:** Recruitment & Retention Increase for Certificated Staffing **Need:** The LEA's needs assessment identified a need to increase the percentage of appropriately credentialed and assigned certificated teachers. In 2021–22, 86.2% of teachers were appropriately credentialed, meaning approximately 13.8% of teaching assignments were not fully credentialed and/or appropriately assigned. This creates a particular need for low-income students, English learners, and foster youth, who are more likely to need consistent access to fully credentialed teachers, stable classroom instruction, designated and integrated English language development, academic intervention, and relationship-based supports. **Scope:**	This action is designed to improve services for unduplicated students by increasing the LEA's ability to recruit, hire, and retain appropriately credentialed certificated staff. The action may include recruitment activities, hiring incentives for hard-to-staff positions, retention stipends, credentialing pathway support, induction/mentoring, and other supports intended to reduce vacancies, misassignments, and staff turnover. Providing this action on an LEA-wide/schoolwide basis is appropriate because certificated staffing affects the instructional program across classrooms and grade levels; however, the action is principally directed toward improving outcomes for unduplicated students by prioritizing recruitment and retention efforts for schools, grade spans, subject areas, and programs where low-income students, English learners, and foster youth are most impacted by vacancies, turnover, or misassignments. Increasing the percentage of appropriately credentialed teachers will improve	Metric 4.1: The LEA will monitor the effectiveness of this action using the percentage of appropriately credentialed teachers, including data related to teacher misassignments and vacancies. The baseline for this metric is 86.2% in 2021–22. The LEA expects this action to increase the percentage of appropriately credentialed teachers over the three-year LCAP cycle.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	instructional continuity and access to high-quality, standards-aligned instruction for unduplicated students compared to the services provided to all students.	
5.1	**Action:** Preschool Support Program **Need:** The State CAASPP assessments (ELA % met and exceeded) for 3rd grade. Providing a research based intervention for student population served in Alisal Union School District. One year of preschool before students begin TK/K. **Scope:** Schoolwide	This intervention addresses the need for a research-based approach to early childhood education by implementing a one-year preschool program before students begin TK/K. This approach is provided in Alisal because there is a need to ensure equitable access to high-quality early childhood education across all schools within the district, fostering a strong foundation for student success. Offering the one-year preschool program LEA-wide ensures that all students in the district have equal access to high-quality early childhood education. This approach is important to provide every child, with a strong educational foundation before entering TK/K. By providing extra support and training, teachers are able to address Tier 1 instruction at higher levels. The district will support Early Learning Programs Universal Pre-Kindergarten in order to provide a research-based intervention for students learning English, especially those who are at risk for homelessness, low economic, and foster youth. Provide engaging, high-quality materials and experiences for children. Training will be provided for staff to ensure high-quality, developmentally appropriate programs. Parents will be provided a yearly survey to ensure that students are improving and the preschool program is providing a high-quality learning experience that includes culturally relevant teaching. Though designed for unduplicated students, any student can participate, as this is a strong foundation for all.	Preschool Assessments at the end of the year The State CAASPP assessments (ELA % met and exceeded) for 3rd grade

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.2	**Action:** Early Learning Professional Development **Need:** The Early Literacy Program will support academic progress for schools that are the lowest performing and in the red, as indicated on the California School Dashboard, CAASPP ELA 3rd grade. This will include professional development, school site-specific goals, and materials to support the lowest performing student groups. **Scope:** Schoolwide	To improve early literacy outcomes and align TK–3 instruction districtwide, Alisal Union School District will implement a coordinated professional development plan for early grade educators. This includes: Training on balanced literacy strategies, aligned to the needs of English learners, foster youth, and low-income students School-specific goals that reflect the data needs of unduplicated pupils Materials that support culturally and linguistically responsive instruction Coaching and follow-up for implementation fidelity Unduplicated students are enrolled at all school sites and disproportionately represented in the lowest-performing groups in early literacy. Aligning TK–3 literacy instruction and providing targeted PD LEA-wide ensures equitable access to high-quality instruction and closes early achievement gaps across the district. While all educators benefit from PD, this action is principally directed to improve services for unduplicated pupils who are most impacted by early literacy gaps.	Notes, sign-in, and agendas from trainings. CAASPP ELA 3rd grade
5.3	**Action:** Early Learning Program Support Director/Teacher PLC Support **Need:** The Early Learning Director and Teacher on Special Assignment will support the collaboration for TK teachers, provide extra support to other early grades related to	The district will fund an Early Learning Director and a Teacher on Special Assignment (TOSA) to lead and support early grade teachers (TK–3) through structured professional learning communities (PLCs), in-class coaching, and the development of curriculum and strategies aligned to the needs of English learners, low-income students, and foster youth. These roles are principally directed to improve instructional quality for unduplicated pupils by:	Survey, agenda, time in classrooms, and yearly plan. CAASPP ELA 3rd grade

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foundational literacy skills and focus on essential standards. **Scope:** Schoolwide	Leading targeted PLCs focused on early literacy and language acquisition Prioritizing support for schools and teachers serving high concentrations of English learners Overseeing the implementation of culturally responsive and developmentally appropriate curriculum Supporting the integration of social-emotional learning strategies into early instruction Although these supports will benefit all early grade teachers and students, they are being provided LEA-wide because English learners and unduplicated pupils are present across all schools, and the achievement gap is a district-wide concern. LEA-wide implementation ensures system-level coherence, equitable access to high-quality instruction, and alignment of early learning strategies.	
5.4	**Action:** Ed Services Reading Support **Need:** Twelve full-time (FT) Reading Specialists will provide support to each site for English learner, Low Income, and Foster youth who are not yet meeting or exceeding standards in English Language Arts and need additional support to accelerate outcomes. **Scope:** LEA-wide	The district will fund twelve full-time Reading Support Specialists, placing one at each school site. These specialists will provide direct, targeted support in reading for unduplicated pupils who are not meeting benchmarks in English Language Arts (ELA), with a focus on small-group instruction, Tier 2 interventions, and progress monitoring. This action is principally directed toward unduplicated pupils: Supports will prioritize students who are English learners, foster youth, or from low-income backgrounds.	Success criteria will be measured through on-going language arts assessments every 6–8 weeks, aligned with closing the reading gaps of identified students. CAASPP ELA 3rd grade

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
		Reading instruction will be tailored to the linguistic, academic, and socio-emotional needs of these student groups. Specialists will collaborate with classroom teachers to align supports with core instruction and help close opportunity gaps. This service is being implemented on an LEA-wide basis because: A coordinated districtwide model ensures consistent, equitable access to literacy support. The intervention structure enhances instructional coherence and resource efficiency across the district.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Newcomer Program **Need:** The district's plan to develop a comprehensive 3rd-6th grade Newcomer Program reflects a proactive approach to meeting the diverse needs of recently arrived students. By addressing both academic and socio-emotional challenges, this program aims to facilitate a smoother transition into the regular classroom environment. Academic support will	The district currently serves 218 newcomers 2nd-6th grade. Alisal aims to establish a holistic Newcomer Program catering to 3rd–6th grade students who have recently joined the educational system, with a focus on bolstering both academic proficiency and socio-emotional competencies essential for successful integration into mainstream classroom settings as newcomer students struggle to adapt to the rigor of a regular mainstream classroom. In addition, we recognize that all students may benefit from these services, so they are being	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	focus on building foundational skills necessary for success in grade-level curriculum, while socio-emotional activities will help students develop confidence, resilience, and a sense of belonging. By tailoring instruction and resources to the unique needs of 3rd-6th graders, the program ensures that students receive targeted support at a critical stage in their educational journey. Collaboration with community partners and families will further enhance the program's effectiveness, fostering a supportive network around students as they navigate their new academic and cultural surroundings. Ultimately, the Newcomer Program exemplifies the district's commitment to equity and inclusivity, ensuring that all students have the opportunity to thrive academically and socially, regardless of their background or circumstances **Scope:** Limited to Unduplicated Student Group(s)	implemented LEA-wide, to provide necessary academic support and socio-emotional competencies to newcomer students in 3rd–6th grades, fostering their successful integration into mainstream classrooms while enhancing overall educational outcomes across the district.	
2.2	**Action:** Instructional EL Specialist to Support English Learners (Red Indicator) **Need:** The district's decision to hire 6 specialists signifies a proactive approach to meeting the diverse needs of English learners (ELs) across school sites. These EL Specialist will serve as key facilitators in addressing multiple aspects crucial for EL success. Firstly, they will provide essential training to educators on designated	The EL Specialist directly addresses the need for comprehensive support for English learners (ELs) district-wide. These El Specialists will deliver training in designated and integrated language development strategies across school sites, ensuring educators possess the skills necessary to meet ELs' diverse needs effectively. This targeted training fosters consistency in language instruction, regardless of students' school locations. Moreover, the EL Specialist play a pivotal role in monitoring EL progress towards reclassification, facilitating timely interventions, and personalized support to overcome barriers to	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and integrated language development strategies, ensuring that ELs receive tailored instruction to support their English language acquisition while accessing grade-level content. Additionally, the EL specialist will play a pivotal role in monitoring EL progress towards reclassification, ensuring that students are making significant strides in language proficiency and academic achievement. Furthermore, by offering parent education workshops and support, the Coaches will empower families to actively engage in their children's education, fostering a collaborative partnership between home and school. In addition, they will support LTELS and their unique needs to move them through the reclassification process before they move to the next school. By providing this comprehensive support on a district-wide basis, the EL Specialist's purpose is to promote equity, consistency, and excellence in education for all ELs, including LTELS, ultimately enhancing their academic outcomes and overall educational experience. **Scope:** Limited to Unduplicated Student Group(s)	academic achievement. Additionally, the EL Specialist will engage in parent education initiatives to inform families about available English learner programs and supports, fostering collaborative relationships between home and school. Martin Luther King Jr. is currently in the red for ELPI on the state dashboard.	
2.3	**Action:** Language Development Support **Need:** The identified need is to have a common message around support for our English	The reason why this action will be provided district-wide is for all staff to receive a central message and for there to be consistency in support at all sites. This action addresses the needs of English learners and all students by prioritizing a cohesive approach to support language development and implementing best	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Language Learners and the use of best practices. The district recognizes the importance of continuous improvement in language development pedagogy to support staff in effectively meeting the diverse needs of students. To address this identified need, the district will continue its efforts to strengthen language development pedagogy by providing comprehensive training and resources. This training will equip educators with the knowledge and skills necessary to implement evidence-based instructional practices that promote language acquisition and proficiency across all subject areas. By offering ongoing professional development opportunities, the district ensures that staff remain current with best practices and instructional strategies tailored to the needs of diverse learners, including English learners and students from culturally and linguistically diverse backgrounds **Scope:** Limited to Unduplicated Student Group(s)	practices. By providing comprehensive training and resources, the district will equip educators with the necessary skills and knowledge to effectively facilitate language acquisition and proficiency across various subjects. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring equitable access to high-quality education that incorporates effective language development pedagogy and best practices across all classrooms.	
2.4	**Action:** Ellevation **Need:** Educators require comprehensive tools to effectively lead and monitor the progress of multilingual learners in academic settings. They need a platform that offers access to relevant data and instructional strategies, empowering them to make informed, data-	The action of implementing Ellevation addresses the need for comprehensive tools to support multilingual learners in academic settings. By providing access to relevant data and instructional strategies, Ellevation empowers educators to make informed, data-driven decisions that foster the success of these students. This platform is provided on an LEA-wide or school-wide basis to ensure equitable access to resources and support for all multilingual learners, regardless of their school or district. By adopting Ellevation district-	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	driven decisions that support the success of these students. **Scope:** Limited to Unduplicated Student Group(s)	wide, educational leaders demonstrate a commitment to addressing the diverse needs of multilingual learners and promoting their academic achievement across the entire educational community. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide, ensuring equitable access to high-quality education that incorporates effective language development pedagogy and best practices across all classrooms.	
2.5	**Action:** Long-Term English Language Learners **Need:** The district's decision to hire 6 specialists signifies a proactive approach to meeting the diverse needs of English learners (ELs) across school sites. These EL Specialist will serve as key facilitators in addressing multiple aspects crucial for EL success. Firstly, they will provide essential training to educators on designated and integrated language development strategies, ensuring that ELs receive tailored instruction to support their English language acquisition while accessing grade-level content. Additionally, the EL specialist will play a pivotal role in monitoring EL progress towards reclassification, ensuring that students are making significant strides in language proficiency and academic achievement. Furthermore, by offering parent education workshops and support, the Coaches will empower families to actively engage in their children's education, fostering a collaborative partnership between home and school. In	The EL Specialist directly addresses the need for comprehensive support for English learners (ELs) district-wide. These El Specialists will deliver training in designated and integrated language development strategies across school sites, ensuring educators possess the skills necessary to meet ELs' diverse needs effectively. This targeted training fosters consistency in language instruction, regardless of students' school locations. Moreover, the EL Specialist play a pivotal role in monitoring EL progress towards reclassification, facilitating timely interventions, and personalized support to overcome barriers to academic achievement. Additionally, the EL Specialist will engage in parent education initiatives to inform families about available English learner programs and supports, fostering collaborative relationships between home and school. Martin Luther King Jr. is currently in the red for ELPI on the state dashboard.	English Language Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	addition, they will support LTELS and their unique needs to move them through the reclassification process before they move to the next school. By providing this comprehensive support on a district-wide basis, the EL Specialist's purpose is to promote equity, consistency, and excellence in education for all ELs, including LTELS, ultimately enhancing their academic outcomes and overall educational experience. **Scope:** Limited to Unduplicated Student Group(s)		
4.11	**Action:** Professional Development Days for Special Education Staff to support Dually-Identified Students **Need:** Metric 1.1: The LEA's needs assessment identified significant academic needs in English Language Arts for English learners and students with disabilities, including students who are dually identified as both English learners and students with disabilities. CAASPP ELA results show that English learners performed 81.2 points below standard, while students with disabilities performed 124.3 points below standard. Additional unduplicated student groups also demonstrated need, including socioeconomically disadvantaged students at 63.2 points below standard and homeless youth at 77.3 points below standard.	The LEA will provide professional development days for special education staff focused on supporting dually identified students by strengthening implementation of IEP services, inclusive instructional practices, behavior supports, compliance requirements, and evidence-based strategies to better meet students' unique disability-related, academic, linguistic, behavioral, and social-emotional needs. This action is designed to improve services for English learners by ensuring special education staff are better prepared to provide instruction and supports that integrate language development with individualized disability-related services. Professional development will support staff in using accommodations, scaffolds, progress monitoring, inclusive practices, and targeted instructional strategies that increase access to core instruction and improve ELA outcomes for dually identified students.	Metric 1.1, ELs, and SWD

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	These data demonstrate a need to strengthen instructional practices for students who require both language development supports and disability-related supports. English learners who are dually identified need instruction that addresses academic language development, access to grade-level standards, IEP implementation, accommodations, behavior supports, and inclusive instructional practices. This action is principally directed toward English learners, including dually identified English learners, because the professional development is designed to improve staff capacity to meet their unique academic, linguistic, behavioral, and disability-related needs. **Scope:** Limited to Unduplicated Student Group(s)		

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

There are NO limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff. Alisal Union Elementary receives an additional 15% concentration grant add-on to increase the number of staff who provide direct services to students at schools with enrollment of unduplicated students equal to or less than 55%. Goal 1, Actions 3, 10, 11, 15, 16, provide for an increased staff who provide direct services to student, as well as Goal 2, Action 1, and Goal 3, Action 1, 6, and Goal 4, Action 3, 9.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:25
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:18

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	79,763,962	34,680,923	43.479%	2.260%	45.739%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,277,477.89	$2,285,939.00	$0.00	$0.00	$39,563,416.89	$31,674,958.00	$7,888,458.89

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Community Release Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,976,290.00	$0.00	$1,611,290.00	$365,000.00			$1,976,290.00	
1	1.2	Site Discretionary Funds to Support Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.3	Educational Services Equity Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$133,012.00	$6,000.00	$129,012.00	$10,000.00			$139,012.00	
1	1.4	Independent Reading Support AR	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$212,995.00	$212,995.00				$212,995.00	
1	1.5	IReady; Assessment System (New Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$353,009.00	$353,009.00				$353,009.00	
1	1.6	Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$430,598.00	$10,000.00	$430,598.00	$10,000.00			$440,598.00	
1	1.7	Professional Development for Certificated Staff (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,724.00	$415,900.00	$446,624.00	$355,000.00			$801,624.00	
1	1.8	Math Professional Development and Support (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$223,752.00	$30,000.00	$203,752.00	$50,000.00			$253,752.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Instructional Coaches (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,223,786.00	$0.00	$1,223,786.00				$1,223,786.00	
1	1.10	Curriculum and Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$367,637.00	$1,000.00	$368,637.00				$368,637.00	
1	1.11	Additional support staff for all TK and kindergarten program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-K	Ongoing	$2,161,378.00	$0.00	$2,161,378.00				$2,161,378.00	
1	1.12	Additional Learning Opportunities for Students- Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$195,400.00	$185,400.00	$10,000.00			$195,400.00	
1	1.13	Science Camp	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5th Grade	Ongoing	$0.00	$566,570.00	$566,570.00				$566,570.00	
1	1.14	Bilingual Teacher Stipend	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$830,745.00	$0.00	$830,745.00				$830,745.00	
1	1.15	Lower Class Sizes in TK-3rd grade	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-5	Ongoing	$3,270,757.00	$0.00	$3,270,757.00				$3,270,757.00	
1	1.16	Database Coordinator for unduplicated pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$201,164.00	$0.00	$201,164.00				$201,164.00	
1	1.17	Alisal Virtual Academy														
1	1.18	Student Tutoring	All	No			All Schools	Ongoing	$0.00	$196,446.00		$196,446.00			$196,446.00	
1	1.19	Classroom Learning Environments	All	No			All Schools	Ongoing	$0.00	$160,000.00		$160,000.00			$160,000.00	
2	2.1	Newcomer Program	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$359,250.00	$0.00	$359,250.00				$359,250.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$502,632.50	$1,800.00	$504,432.50				$504,432.50	
2	2.3	Language Development Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$19,418.00	$0.00	$19,418.00				$19,418.00	
2	2.4	Ellevation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$119,039.00	$119,039.00				$119,039.00	
2	2.5	Long-Term English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$504,432.50	$0.00	$504,432.50				$504,432.50	
3	3.1	SPED Staff (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,097,419.00	$0.00	$1,097,419.00				$1,097,419.00	
3	3.2	Multi Tiered System of Supports (MTSS)	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,960.00	$48,040.00	$22,960.00	$37,040.00			$60,000.00	
3	3.4	School Counselors (Red Indicators)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,877,941.00	$0.00	$1,877,941.00				$1,877,941.00	
3	3.5	Health Services for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$1,696.00	$14,000.00	$8,696.00	$7,000.00			$15,696.00	

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
						Low Income										
3	3.6	Family Resource Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,227,492.00	$7,125.00	$2,234,617.00				$2,234,617.00	
3	3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$810,329.00	$83,000.00	$813,329.00	$80,000.00			$893,329.00	
3	3.8	Pupil Personal Department Director/Secretary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$303,885.00	$1,900.00	$305,785.00				$305,785.00	
3	3.9	Migrant Education Program English Learners-Migrant Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,350.00	$15,350.00				$15,350.00	
3	3.10	STEM Robotics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$175,000.00	$175,000.00				$175,000.00	
3	3.11	Nasa Semma	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$46,201.00	$200,000.00	$246,201.00				$246,201.00	
3	3.12	Visual Arts and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.13	Sports Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$197,943.00	$0.00	$197,943.00				$197,943.00	
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,202,978.00	$0.00	$2,202,978.00				$2,202,978.00	
3	3.15	District Performing Arts/Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,596,554.89	$2,596,554.89				$2,596,554.89	
3	3.16	Site Discretionary Funds to support students in addressing social-	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$350,698.00	$452,677.00	$803,375.00				$803,375.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		emotional learning and behavior	Low Income			Low Income										
3	3.17	District Translator/Interpreter (New Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$99,258.00	$1,000.00	$100,258.00				$100,258.00	
3	3.18	Family and Community Engagement	All	No			All Schools	Ongoing	$0.00	$40,000.00	$0.00	$40,000.00			$40,000.00	
3	3.19	Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,813.00	$1,000.00	$9,813.00				$9,813.00	
3	3.20	Easter Seals	All	No			All Schools	Ongoing	$0.00	$170,000.00		$170,000.00			$170,000.00	
3	3.21	Student Engagement/Attendance	All	No			All Schools	Ongoing	$0.00	$385,000.00		$385,000.00			$385,000.00	
4	4.1	Enhanced Educational Experiences for EL, FY ,and SED Students with IEPs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$753,583.00	$0.00	$753,583.00				$753,583.00	
4	4.2	Additional Professional Development Days for Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,472,932.00	$0.00	$1,472,932.00				$1,472,932.00	
4	4.3	Recruitment and Retention of Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,770,149.00	$0.00	$1,770,149.00				$1,770,149.00	
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$663,453.00	$263,000.00	$400,453.00			$663,453.00	
4	4.5	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,543,322.00	$499,400.00	$2,042,722.00				$2,042,722.00	
4	4.6	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$72,000.00	$72,000.00				$72,000.00	
4	4.7	New Teacher Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$470,232.00	$5,000.00	$475,232.00				$475,232.00	

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
						Low Income										
4	4.8	Tech TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$351,796.00	$0.00	$351,796.00				$351,796.00	
4	4.9	Educational Technology Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$165,087.00	$0.00	$165,087.00				$165,087.00	
4	4.10	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$176,220.00	$90,300.00	$266,520.00				$266,520.00	
4	4.11	Professional Development Days for Special Education Staff to support Dually-Identified Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,803.00	$0.00	$50,803.00				$50,803.00	
4	4.12	Recruitment & Retention Increase for Certificated Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$63,312.00	$0.00	$63,312.00				$63,312.00	
5	5.1	Preschool Support Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Preschool	Ongoing	$252,629.00	$0.00	$252,629.00				$252,629.00	
5	5.2	Early Learning Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-2	Ongoing	$87,228.00	$6,000.00	$93,228.00				$93,228.00	
5	5.3	Early Learning Program Support Director/Teacher PLC Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK	Ongoing	$636,740.00	$500.00	$637,240.00				$637,240.00	
5	5.4	Ed Services Reading Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,053,736.00	$3,000.00	$2,056,736.00				$2,056,736.00	

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
79,763,962	34,680,923	43.479%	2.260%	45.739%	$37,277,477.89	0.000%	46.735 %	**Total:**	$37,277,477.89
								LEA-wide Total:	$29,304,870.89
								Limited Total:	$1,557,375.00
								Schoolwide Total:	$6,415,232.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Learning Community Release Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,611,290.00	
1	**1.2**	Site Discretionary Funds to Support Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.3**	Educational Services Equity Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,012.00	
1	**1.4**	Independent Reading Support AR	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$212,995.00	
1	**1.5**	IReady; Assessment System (New Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$353,009.00	
1	**1.6**	Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$430,598.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Professional Development for Certificated Staff (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$446,624.00	
1	1.8	Math Professional Development and Support (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,752.00	
1	1.9	Instructional Coaches (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,223,786.00	
1	1.10	Curriculum and Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$368,637.00	
1	1.11	Additional support staff for all TK and kindergarten program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-K	$2,161,378.00	
1	1.12	Additional Learning Opportunities for Students- Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,400.00	
1	1.13	Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 5th Grade	$566,570.00	
1	1.14	Bilingual Teacher Stipend	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$830,745.00	
1	1.15	Lower Class Sizes in TK-3rd grade	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5	$3,270,757.00	
1	1.16	Database Coordinator for unduplicated pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,164.00	
2	2.1	Newcomer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$359,250.00	
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$504,432.50	
2	2.3	Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,418.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Ellevation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$119,039.00	
2	2.5	Long-Term English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$504,432.50	
3	3.1	SPED Staff (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,097,419.00	
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,960.00	
3	3.4	School Counselors (Red Indicators)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,877,941.00	
3	3.5	Health Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,696.00	
3	3.6	Family Resource Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,234,617.00	
3	3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$813,329.00	
3	3.8	Pupil Personal Department Director/Secretary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$305,785.00	
3	3.9	Migrant Education Program English Learners- Migrant Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,350.00	
3	3.10	STEM Robotics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
3	3.11	Nasa Semma	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,201.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.12	Visual Arts and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
3	3.13	Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,943.00	
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,202,978.00	
3	3.15	District Performing Arts/Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,596,554.89	
3	3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$803,375.00	
3	3.17	District Translator/Interpreter (New Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,258.00	
3	3.19	Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,813.00	
4	4.1	Enhanced Educational Experiences for EL, FY ,and SED Students with IEPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$753,583.00	
4	4.2	Additional Professional Development Days for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,472,932.00	
4	4.3	Recruitment and Retention of Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,770,149.00	
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,000.00	
4	4.5	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,042,722.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.6	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,000.00	
4	4.7	New Teacher Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$475,232.00	
4	4.8	Tech TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,796.00	
4	4.9	Educational Technology Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,087.00	
4	4.10	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$266,520.00	
4	4.11	Professional Development Days for Special Education Staff to support Dually-Identified Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$50,803.00	
4	4.12	Recruitment & Retention Increase for Certificated Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,312.00	
5	5.1	Preschool Support Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Preschool	$252,629.00	
5	5.2	Early Learning Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-2	$93,228.00	
5	5.3	Early Learning Program Support Director/Teacher PLC Support	Yes	Schoolwide	English Learners Foster Youth Low Income	TK	$637,240.00	
5	5.4	Ed Services Reading Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,056,736.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$40,283,956.20	$36,847,972.52

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning Community Release Program	Yes	$2,226,702.00	$2,184,892
1	**1.2**	Site Discretionary Funds to Support Students	Yes	$813,615.00	$731,280.06
1	**1.3**	Educational Services Equity Department	Yes	$136,594.00	$43,917.31
1	**1.4**	Independent Reading Support AR	Yes	$212,167.00	$212,166.57
1	**1.5**	IReady; Assessment System (New Action)	Yes	$347,810.00	$347,810.00
1	**1.6**	Leadership and Accountability	Yes	$794,101.00	$394,563.65
1	**1.7**	Professional Development for Certificated Staff (Red Indicator)	Yes	$874,734.00	$1,056,489.20
1	**1.8**	Math Professional Development and Support (Red Indicator)	Yes	$222,840.00	$262,470.90
1	**1.9**	Instructional Coaches (Red Indicator)	Yes	$1,499,877.00	$1,476,406.04
1	**1.10**	Curriculum and Instruction Support	Yes	$362,982.00	$358,192.40
1	**1.11**	Additional support staff for all TK and	Yes	$3,066,402.00	$2,926,169.11

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)
		kindergarten program			
1	1.12	Additional Learning Opportunities for Students- Field Trips	Yes	$202,200.00	$129,482.64
1	1.13	Science Camp	Yes	$566,570.00	$387,924.08
1	1.14	Bilingual Teacher Stipend	Yes	$819,167.00	$732,019.93
1	1.15	Lower Class Sizes in TK-3rd grade	Yes	$3,189,128.00	$3,074,605.84
1	1.16	Database Coordinator for unduplicated pupils	Yes	$188,053.00	$186,107.27
1	1.17	Alisal Virtual Academy		$0	$0
1	1.18	Student Tutoring	No	$393,000.00	$211,973.70
1	1.19	Classroom Learning Environments	No	$105,970.00	$152,175.79
2	2.1	Newcomer Program	Yes	$341,254.00	$342,655.59
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	Yes	$476,752.50	$441,350.29
2	2.3	Language Development Support	Yes	$44,130.00	$19,410.42
2	2.4	Elevation	Yes	$69,750.00	$69,750.00
2	2.5	Long-Term English Language Learners	Yes	$476,752.50	$441,350.29
3	3.1	SPED Staff (Red Indicator)	Yes	$1,765,839.00	$1,028,046.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Multi Tiered System of Supports (MTSS)	Yes	$0.00	$0.00
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Yes	$58,279.00	$51,601.10
3	3.4	School Counselors (Red Indicators)	Yes	$1,758,868.00	$1,733,470.78
3	3.5	Health Services for Students	Yes	$167,000.00	$143,353.50
3	3.6	Family Resource Centers	Yes	$1,825,074.00	$2,011,242.97
3	3.7	Social Workers (New Action: One additional Social Worker Hired for Bardin Elementary) (Red Indicator)	Yes	$1,644,071.00	$1,394,806.77
3	3.8	Pupil Personal Department Director/Secretary	Yes	$296,982.00	$294,034.19
3	3.9	Migrant Education Program English Learners- Migrant Students	Yes	$20,000.00	$10,974.63
3	3.10	Robotics	Yes	$257,262.00	$171,129.98
3	3.11	Nasa Semma	Yes	$100,000.00	$233,656.42
3	3.12	Visual Arts and Performing Arts (VAPA)	Yes	$171,000.00	$92,832.63
3	3.13	Sports Program	Yes	$257,038.00	$229,401.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	Yes	$2,842,354.00	$2,015,437.76
3	3.15	District Performing Arts/Community	Yes	$749,142.20	$0.00
3	3.16	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	Yes	$0.00	$0.00
3	3.17	District Translator/Interpreter (New Action)	Yes	$100,695.00	$76,599.94
3	3.18	Family and Community Engagement	Yes	$0.00	$26,930.65
3	3.19	Independent Study	Yes	$6,952.00	$1,825.49
3	3.20	Easter Seals	No	$135,000.00	$0.00
3	3.21	Student Engagement/Attendance	No	$240,000.00	$379,780.39
4	4.1	Special Education	Yes	$132,573.00	$531,315.41
4	4.2	Additional Professional Development Days for Certificated Staff	Yes	$1,371,513.00	$1,376,023.02
4	4.3	Recruitment and Retention of Highly Qualified Staff	Yes	$1,656,237.00	$1,633,025.13
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	Yes	$1,092,729.00	$1,361,024.36
4	4.5	Technology Support	Yes	$1,465,020.00	$1,979,041.77
4	4.6	College Readiness	Yes	$72,000.00	$51,398.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.7**	New Teacher Support Services	Yes	$267,170.00	$289,227.95
4	**4.8**	Tech TOSA	Yes	$338,192.00	$337,102.02
4	**4.9**	Educational Technology Teachers	Yes	$158,909.00	$153,831.57
4	**4.10**	Educational Technology	Yes	$388,215.00	$320,399.05
5	**5.1**	Preschool Support Program	Yes	$954,257.00	$240,038.47
5	**5.2**	Early Learning Professional Development	Yes	$118,633.00	$110,464.61
5	**5.3**	Early Learning Program Support Director/Teacher PLC Support	Yes	$563,881.00	$515,027.78
5	**5.4**	Ed Services Reading Support	Yes	$1,878,520.00	$1,871,764.63

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)
$33,739,984	$36,650,314.20	$33,542,929.49	$3,107,384.71	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Community Release Program	Yes	$1,975,558.00	$2,014,051.72		
1	1.2	Site Discretionary Funds to Support Students	Yes	$813,615.00	$731,280.06		
1	1.3	Educational Services Equity Department	Yes	$136,594.00	$43,670.31		
1	1.4	Independent Reading Support AR	Yes	$212,167.00	$212,166.57		
1	1.5	IReady; Assessment System (New Action)	Yes	$347,810.00	$347,810.00		
1	1.6	Leadership and Accountability	Yes	$473,371.00	$382,369.93		
1	1.7	Professional Development for Certificated Staff (Red Indicator)	Yes	$341,936.00	$580,534.63		
1	1.8	Math Professional Development and Support (Red Indicator)	Yes	$222,840.00	$262,470.90		
1	1.9	Instructional Coaches (Red Indicator)	Yes	$1,499,877.00	$1,476,406.04		
1	1.10	Curriculum and Instruction Support	Yes	$362,982.00	$358,192.40		
1	1.11	Additional support staff for all TK and kindergarten program	Yes	$3,066,402.00	$2,926,169.11		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Additional Learning Opportunities for Students- Field Trips	Yes	$202,200.00	$129,482.64		
1	1.13	Science Camp	Yes	$566,570.00	$387,924.08		
1	1.14	Bilingual Teacher Stipend	Yes	$819,167.00	$732,019.93		
1	1.15	Lower Class Sizes in TK-3rd grade	Yes	$3,189,128.00	$3,074,605.84		
1	1.16	Database Coordinator for unduplicated pupils	Yes	$188,053.00	$186,107.27		
2	2.1	Newcomer Program	Yes	$341,254.00	$342,655.59		
2	2.2	Instructional EL Specialist to Support English Learners (Red Indicator)	Yes	$476,752.50	$441,350.29		
2	2.3	Language Development Support	Yes	$44,130.00	$19,410.42		
2	2.4	Elevation	Yes	$69,750.00	$69,750.00		
2	2.5	Long-Term English Language Learners	Yes	$476,752.50	$441,350.29		
3	3.1	SPED Staff (Red Indicator)	Yes	1,765,839	$1,028,046.77		
3	3.2	Multi Tiered System of Supports (MTSS)	Yes	$0.00	$0.00		
3	3.3	Positive Behavioral Interventions and Supports (PBIS) Program	Yes	$58,279.00	$53,038.83		
3	3.4	School Counselors (Red Indicators)	Yes	$1,758,868.00	$1,733,470.78		
3	3.5	Health Services for Students	Yes	$167,000.00	$143,353.50		
3	3.6	Family Resource Centers	Yes	$1,825,074.00	$2,011,424.97		
3	3.7	Social Workers (New Action: One additional Social Worker	Yes	$765,371.00	$770,806.65		

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)
		Hired for Bardin Elementary) (Red Indicator)					
3	**3.8**	Pupil Personal Department Director/Secretary	Yes	$296,982.00	$294,034.19		
3	**3.9**	Migrant Education Program English Learners- Migrant Students	Yes	$20,000.00	$10,974.63		
3	**3.10**	Robotics	Yes	$257,262	$171,129.98		
3	**3.11**	Nasa Semma	Yes	$100,000	$233,656.42		
3	**3.12**	Visual Arts and Performing Arts (VAPA)	Yes	$171,000.00	$92,832.63		
3	**3.13**	Sports Program	Yes	$257,038.00	$229,401.20		
3	**3.14**	Assistant Principals to support MTSS Implementation (Social-emotional, behavior & academic interventions)	Yes	$2,842,354.00	$2,015,489.24		
3	**3.15**	District Performing Arts/Community	Yes	749,142.20	$0.00		
3	**3.16**	Site Discretionary Funds to support students in addressing social-emotional learning and behavior	Yes	$0.00	$0.00		
3	**3.17**	District Translator/Interpreter (New Action)	Yes	$100,695.00	$76,599.94		
3	**3.18**	Family and Community Engagement	Yes	$0.00	$0.00		
3	**3.19**	Independent Study	Yes	$6,952.00	$1,825.49		
4	**4.1**	Special Education	Yes	$132,573	$531,315.41		
4	**4.2**	Additional Professional Development Days for Certificated Staff	Yes	$1,371,513.00	$1,376,049.01		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Recruitment and Retention of Highly Qualified Staff	Yes	$1,656,237.00	$1,633,025.13		
4	4.4	Building Capacity for Site and District Leaders (Red indicator)	Yes	$316,429.00	$108,380.35		
4	4.5	Technology Support	Yes	$1,465,020.00	$1,979,041.77		
4	4.6	College Readiness	Yes	$72,000.00	$51,398.50		
4	4.7	New Teacher Support Services	Yes	$267,170.00	$289,227.95		
4	4.8	Tech TOSA	Yes	$338,192.00	$337,102.02		
4	4.9	Educational Technology Teachers	Yes	$158,909.00	$153,831.57		
4	4.10	Educational Technology	Yes	$388,215.00	$320,399.05		
5	5.1	Preschool Support Program	Yes	$954,257	$240,038.47		
5	5.2	Early Learning Professional Development	Yes	$118,633.00	$110,464.61		
5	5.3	Early Learning Program Support Director/Teacher PLC Support	Yes	$563,881.00	$515,027.78		
5	5.4	Ed Services Reading Support	Yes	$1,878,520.00	$1,871,764.63		

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)
$78,202,954	$33,739,984	2.008%	45.152%	$33,542,929.49	0.000%	42.892%	$1,767,369.83	2.260%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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