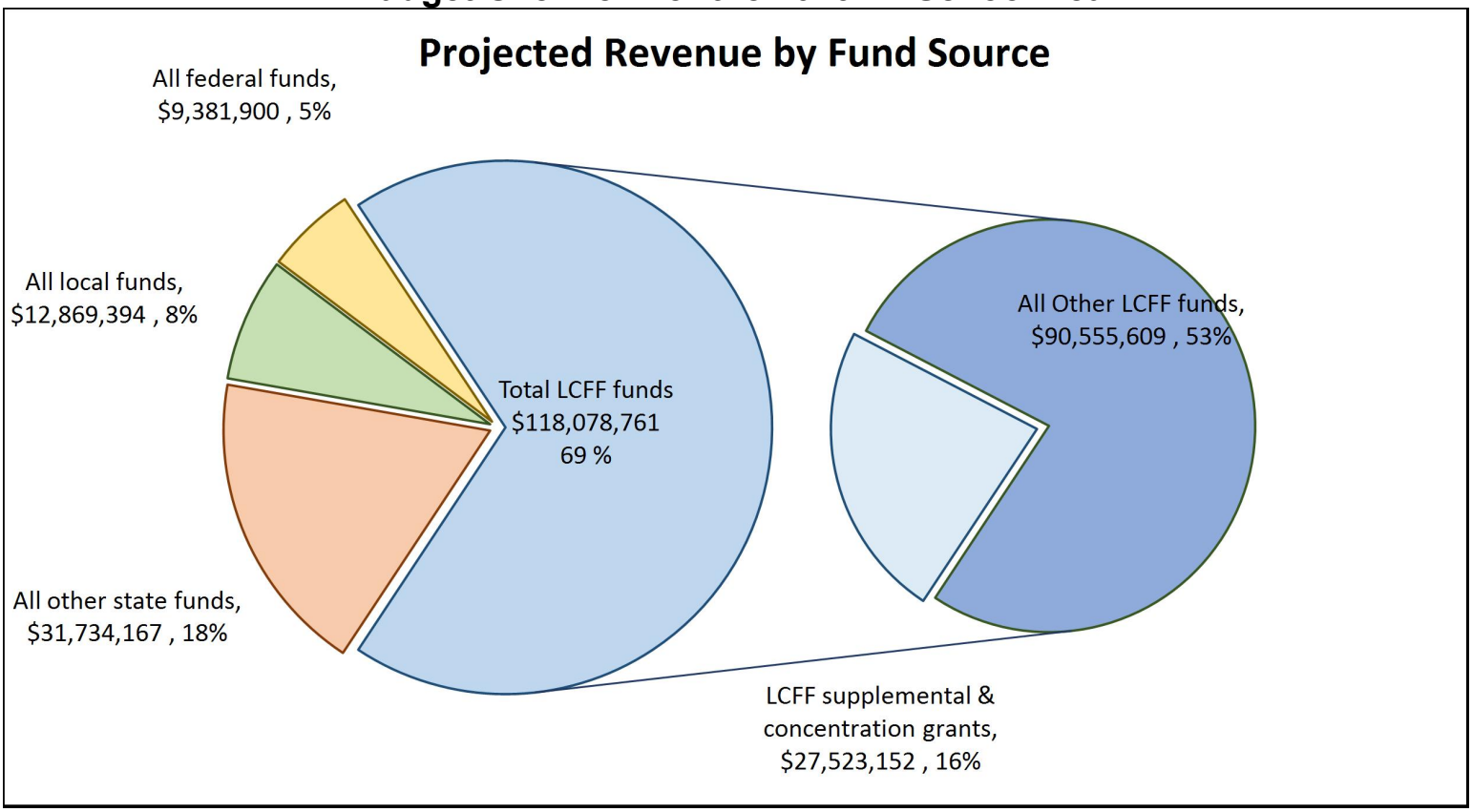
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salinas City Elementary School District
CDS Code: 27 66142 0000000
School Year: 2026-27
LEA contact information:
Ronald Dillender
Associate Superintendent, Educational Services
rdillender@salinascityesd.org
(831) 753-5600

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

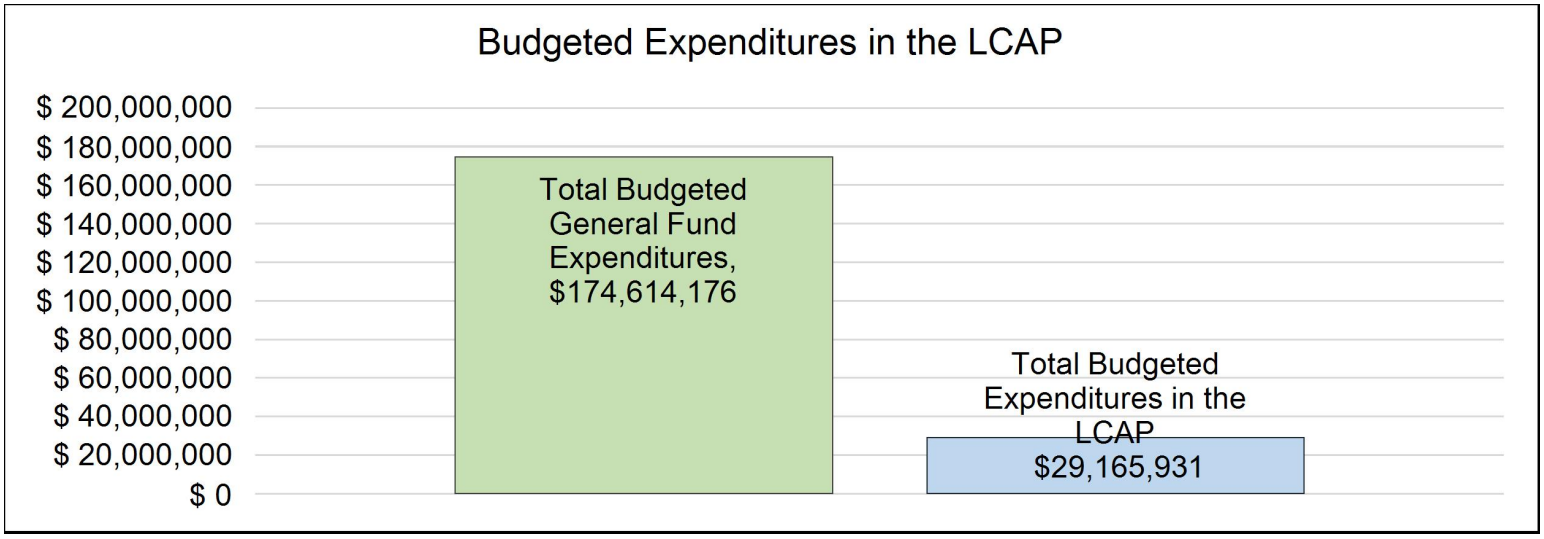


This chart shows the total general purpose revenue Salinas City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salinas City Elementary School District is $172,064,222, of which $118,078,761 is Local Control Funding Formula (LCFF), $31,734,167 is other state funds, $12,869,394 is local funds, and $9,381,900 is federal funds. Of the $118,078,761 in LCFF Funds, $27,523,152 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 Salinas City Elementary 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: Salinas City Elementary School District plans to spend $174,614,176 for the 2026-27 school year. Of that amount, $29,165,931 is tied to actions/services in the LCAP and $145,448,245 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Program expenditures of significance not included in the LCAP are Title I Part A (Academic Achievement), Title II Part A (High Quality Teachers),
Title III Part A (English Learners) and Title IV Part A (Student Support and Academic Enrichment). Also not included are Expanded Learning Programs and one time grants.
The general fund expenditures also include general operating costs of the district such as instructional staff, administration, maintenance, transportation, and special services.

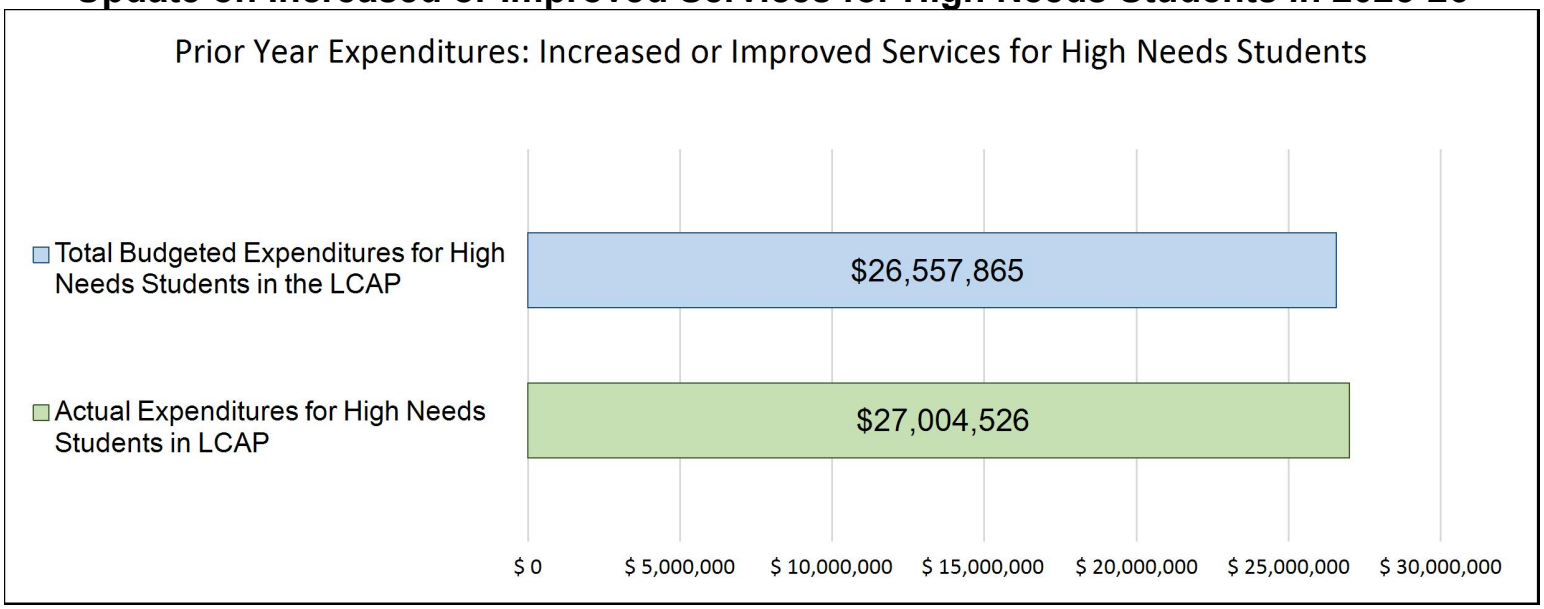
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Salinas City Elementary School District is projecting it will receive $27,523,152 based on the enrollment of Foster Youth, English learner, and low-income students. Salinas City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salinas City Elementary School District plans to spend $27,624,931 towards meeting this requirement, as described in the LCAP.

To increase and improve services for high needs students, Salinas City Elementary School District (SCESD) will continue to focus on ensuring that unduplicated students receive valuable resources to accelerate progress in learning and wellness. For a full description on how SCESD will increase or improve services for high needs students in the LCAP, please see the "Increased or Improved Services for Foster Youth, English Learners, and Low-Income students" section of the 2026-27 LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Salinas City Elementary 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 Salinas City Elementary 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, Salinas City Elementary School District's LCAP budgeted $26,557,865.00 for planned actions to increase or improve services for high needs students. Salinas City Elementary School District actually spent $27,004,526 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Salinas City Elementary School District	Ronald Dillender Associate Superintendent, Educational Services	rdillender@salinascityesd.org (831) 753-5600

Plan Summary [2026-27]

General Information

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

The Salinas City Elementary School District (SCESD) serves approximately 8,200 students across 15 schools in grades Transitional Kindergarten through sixth grade.

SCESD is a diverse district where approximately 90% of students identify as Hispanic/Latino, more than half of students are English Learners, over 76% are socioeconomically disadvantaged, and many students and families experience significant economic and social challenges. SCESD remains committed to ensuring every student has access to safe, supportive, and academically rigorous learning environments that prepare them to become confident learners, communicators, and problem-solvers in a global society.

SCESD has started a new journey together with an ongoing districtwide initiative focused on “Defining the Floor and Refining the Core” across all levels of the organization. This work establishes a shared commitment to strong Tier I instruction, high expectations, and equitable outcomes for every student. Through the district’s “5-3-5” commitment, SCESD is working to ensure every student is proficient in mathematics by the end of fifth grade, proficient in reading by the end of third grade, and every English Learner is reclassified within five years of enrollment in the district. In addition, SCESD is developing a districtwide Learner Profile that identifies the competencies the district strives to cultivate in every student: Creativity, Communication, Collaboration, Critical Thinking, and Character. Together, these efforts will help guide instructional practices, student supports, professional learning, and continuous improvement throughout the district.

Over the past several years, the district has continued to make progress in improving outcomes for students while recognizing that important work remains. California Dashboard results and local data show growth in several key areas, including reductions in chronic absenteeism

and suspension rates for many student groups. Chronic absenteeism has improved significantly from post-pandemic levels, declining from approximately 36% to under 20% districtwide, reflecting the impact of expanded family outreach, wellness supports, attendance interventions, and school-community partnerships. Suspension rates also improved for several student groups, including English Learners, African American students, Students with Disabilities, and Homeless Youth, demonstrating the positive impact of Multi-Tiered Systems of Support (MTSS), restorative practices, counseling services, and behavioral supports.

Academic achievement data shows areas of growth and continued opportunity. Districtwide performance in English Language Arts and Mathematics remains in the “Orange” performance level on the California Dashboard, while English Learner Progress Indicator (ELPI) performance improved to “Yellow” overall, with several schools reaching “Green” performance levels. Local assessment data, including STAR Reading and Mathematics, demonstrates encouraging growth trends for English Learners and Students with Disabilities, particularly in targeted intervention settings. At the same time, Dashboard results continue to show persistent achievement gaps for English Learners, Students with Disabilities, Homeless Youth, Socioeconomically Disadvantaged students, and Foster Youth in ELA and Mathematics. These results reinforce the district’s continued focus on high-quality Tier I instruction, targeted interventions, early literacy, language development, and accelerated learning opportunities aligned to the district’s “5-3-5” commitment: students reading proficiently by third grade, achieving mathematics proficiency by fifth grade, and English Learners reclassifying within five years.

SCESD continues to expand programs and services designed to support the whole child and improve equitable outcomes for all student groups. These efforts include expanded Dual Immersion programs, MTSS Intervention Teachers, mental health services, tutoring, Family Resource Centers, after-school and summer learning opportunities, and increased access to Visual and Performing Arts instruction. In addition, the district is strategically utilizing Learning Recovery Emergency Block Grant (LREBG) funds to strengthen targeted academic interventions, tutoring, chronic absenteeism supports, and enrichment opportunities for unduplicated student groups. These investments are intended to accelerate learning recovery, improve student engagement, and provide students with equitable access to meaningful educational experiences that support both academic achievement and social-emotional well-being.

As described in Goal 5, for the 2025–26 school year, Salinas City Virtual Academy (Now the "Salinas City STEAM Academy") was identified as an Equity Multiplier school site. Feedback from students, families, staff, and community partners helped shape targeted supports focused on improving student engagement, attendance, academic achievement, and wellness in the virtual learning environment.

In 2026-27, Salinas City STEAM Academy is expending the remainder of its 2025-2026 allocation.

Reflections: Annual Performance

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

SCESD continues to make meaningful progress toward improving student outcomes while recognizing that significant opportunities for growth remain. California Dashboard and local assessment data show encouraging gains in several areas, particularly in chronic absenteeism, suspension rates, English Learner progress, and targeted student supports. Districtwide chronic absenteeism has improved significantly from post-pandemic levels, declining from approximately 36% to below 20%, reflecting the impact of expanded family outreach, MTSS systems, Family Resource Centers, counseling services, and community partnerships. Suspension rates also improved for many

student groups, including English Learners, African American students, Homeless Youth, and Students with Disabilities, demonstrating the positive impact of restorative practices, behavior supports, wellness services, and school climate initiatives.

The 2025 Dashboard identified Socioeconomically Disadvantaged students as a continued area of need in English language arts, mathematics, and chronic absenteeism, which resulted in Year 1 Differentiated Assistance. Additional student groups requiring focused attention include English Learners, Students with Disabilities, Homeless Youth, and Foster Youth in ELA and mathematics. Chronic absenteeism remains an area of concern, particularly for Socioeconomically Disadvantaged students, Students with Disabilities, Homeless Youth, Hispanic students, and Salinas City STEAM Academy Homeless Youth.

Academic performance data reflects both progress and continued need. Districtwide performance in English Language Arts and Mathematics remained in the “Orange” performance level on the California Dashboard. English Learner Progress Indicator (ELPI) performance improved overall to “Yellow,” and several schools achieved “Green” status for English Learner progress. Local STAR assessment data also showed growth trends for English Learners and Students with Disabilities in targeted intervention settings. Additionally, the district increased the number of students reclassified as fluent English proficient, reflecting continued progress in language acquisition and instructional supports for multilingual learners. Despite these improvements, achievement gaps remain for English Learners, Students with Disabilities, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students in both ELA and Mathematics. These outcomes reinforce the district’s continued focus on strengthening Tier I instruction, accelerating literacy and mathematics achievement, expanding targeted interventions, and implementing the district’s “5-3-5” commitment to literacy, mathematics, and English Learner success.

SCESD continues to invest in programs and services designed to support the whole child and improve equitable outcomes for students. Expanded learning opportunities, MTSS Intervention Teachers, tutoring, mental health services, paraprofessional supports, Family Resource Centers, Dual Immersion programs, and Visual and Performing Arts opportunities continue to provide students with additional academic and social-emotional support. Currently, LREBG is not budgeted as part of the LCAP. These funds were expended during the 2025-2026 school year.

The district remains committed to continuous improvement through ongoing reflection, collaboration with educational partners, and data-driven decision-making. Feedback from students, families, staff, and community members continues to shape district priorities and guide efforts to ensure every student experiences academic success, belonging, wellness, and opportunity.

2023 CA Dashboard Results
The lowest performance indicators from the 2023 CA School Dashboard have been organized by school. At Boronda Meadows, the lowest-performing groups were All Students, English Learners, Hispanics, and Socioeconomically Disadvantaged in English Language Arts (ELA).

The Salinas City Virtual Academy showed low performance among Homeless Youth in Chronic Absenteeism (CHRO) and English Learner and All Students in ELA. El Gabilan Elementary had several low-performing groups, including All Students, English Learners, Hispanics Homeless Youth, and Socioeconomically Disadvantaged in ELA, with English Learners also performing poorly in the English Learner Progress Indicator (ELPI). At Henry F. Kammann Elementary, All Students, English Learners, Hispanics, Homeless Youth Socioeconomically Disadvantaged, and Students with Disabilities underperformed in ELA, while Homeless Youth and Students with
Disabilities also showed low performance in Math and Suspension (SUSP) respectively. Loma Vista Elementary reported low performance in ELA and Math for All Students, English Learners, Hispanics, Homeless Youth, and Socioeconomically Disadvantaged. Sherwood Elementary

also had underperformance in ELA and ELPI, particularly among All Students, English Learners, Hispanics, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities. At Laurel Wood Elementary, English Learners and Students with Disabilities underperformed in both ELA and Math. Los Padres Elementary showed low performance in ELA and ELPI for English Learners, Hispanics, and Homeless Youth. Monterey Park Elementary's lowest indicators included ELA, ELPI, Math, and SUSP for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Mission Park Elementary reported low performance in ELA and Math for Students with Disabilities and English Learners, respectively. Natividad Elementary had low performance among English Learners, Homeless Youth in ELA, and Students with Disabilities in SUSP. Roosevelt Elementary's lowest performance indicators were in ELA among English Learners, Hispanics, and Homeless Youth. University Park Elementary reported low performance in Math for Students with Disabilities.
Boronda DIAS - ELs in ELA
Kammann - Homeless, SWD - Math
Kammann - Homeless - Suspension
Sherwood - SWD - Math
Los Padres - SED - ELA
Monterey Park - EL, Homeless, SED, SWD - ELA
Monterey Park - EL - ELPI
Monterey Park - EL, SWD - Math
Monterey Park - EL - Suspensions
Mission Park - SWD - ELA
Mission Park - EL, SWD - Math
Districtwide - EL, Homeless, SED, SWD - ELA
Districtwide - SWD - Math
Districtwide - African American - Suspensions
Finally, districtwide data indicated English Learners as a low-performing group in ELA.

Reflections: Technical Assistance

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

Salinas City Elementary School District was identified for Year 1 Differentiated Assistance on the 2025 California School Dashboard based on the performance of socioeconomically disadvantaged students in English language arts, mathematics, and chronic absenteeism. In response, the district is engaging in technical assistance in collaboration with Monterey County Office of Education through the Mathematics Community of Practice and the Inclusive Learning Communities of Practice. This work is focused on strengthening district and site capacity to analyze student and school-level data, identify root causes, and improve instructional and systemwide responses aligned to the identified needs of socioeconomically disadvantaged students.
This technical assistance is connected to Goal 1, Fostering Inclusive Academic Excellence, and is being implemented through Actions 1.2, 1.3, 1.8, 1.12, 1.15, and 1.16, as well as through the district’s Power Days Campaign to address chronic absenteeism. Through these actions, the district is examining school-level implementation of academic intervention, attendance supports, and re-engagement strategies to better address the factors contributing to lower performance in English language arts and mathematics and higher rates of chronic

absenteeism for socioeconomically disadvantaged students. Together, these efforts reflect the district's ongoing work under Differentiated Assistance and are intended to improve outcomes in the areas that led to the identification.
As part of the district's Year 1 Differentiated Assistance work related to chronic absenteeism for socioeconomically disadvantaged students, SCESD has aligned multiple Goal 2 actions to strengthen attendance, engagement, wellness, and school climate supports, including MTSS and SEL monitoring, positive school events, student leadership opportunities, campus supervision, health and nursing supports, psychology services, SEL/MTSS materials, and the direct implementation of Goal 2, Action 2.20: District Supports to Decrease Chronic Absenteeism, which provides targeted case management, family outreach, attendance monitoring, early intervention, home visits, counseling, and crisis-response supports to reduce barriers to regular school attendance.

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.

There are no schools in Salinas City that qualify for CSI.

Salinas City STEAM Academy (SCSA) and Roosevelt school both qualify for TSI.

Support for Identified Schools

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

There are no schools in Salinas City that qualify for CSI.

SCSA qualified under criterion 2 for Homeless students. Roosevelt qualified under criterion 2 for Students with Disabilities. Both schools have met with the District staff and school community to discuss TSI, set goals, and put plans into action. District staff continue to meet with school principals to monitor achievement and progress toward goals.

Monitoring and Evaluating Effectiveness

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

There are no schools in Salinas City that qualify for CSI.

The District continues to work with the schools to ensure that goals are carried out and that criteria qualifying for TSI for these groups of students in the two schools is no longer met.

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
Parents and school community educational partners	SCESD conducted extensive engagement opportunities across all school sites during the 2025–2026 school year to gather input regarding the LCAP, ELOP, and Federal Programs. Engagement opportunities included School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Cafecitos, parent meetings, Expanded Learning Town Halls, and Dual Immersion parent information meetings. Meetings were held in English and Spanish, both in-person and virtually, to increase accessibility and participation. Parent and community meetings were held from February through April 2026 at all district school sites, including Boronda Meadows, Dual Immersion Academy of Salinas, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Salinas City STEAM Academy, Sherwood, and University Park. Districtwide Expanded Learning and ELOP meetings were also held virtually and at the District Office. Community surveys were distributed from February through April 2026 to gather additional input from families and community members regarding academic priorities, student wellness, school climate, and enrichment opportunities. SCESD conducted ongoing Dual Immersion parent information meetings throughout the school year, averaging approximately two meetings per month. These meetings gathered parent feedback regarding Dual Immersion programming, instructional supports, biliteracy development, and topics families wanted additional

Educational Partner(s)	Process for Engagement
	information about. Meetings were conducted both virtually and at Dual Immersion school sites. SCESD engaged families and community members through Expanded Learning Program Town Halls, ELOP orientation meetings, and site-based discussions focused on after-school and summer programming. Meetings included feedback regarding academic enrichment, student engagement, safety, wellness, and expanded learning opportunities for unduplicated student groups.
Students	Student voice was gathered through Student Council meetings, Student Leadership Teams, Lighthouse meetings, and districtwide student surveys conducted between February and April 2026. Students participated in discussions regarding school climate, academic supports, safety, engagement, wellness, enrichment opportunities, and instructional experiences. Student leadership groups at sites including Kammann, Laurel Wood, Loma Vista, Los Padres, Salinas City STEAM Academy, Sherwood, and other schools provided direct feedback regarding district programs and priorities.
Principals and Administrators	SCESD administrators guided and facilitated in-person input sessions at each of their schools. They were able to give feedback during these meetings, on staff surveys, and during in-person meetings. Principals and administrators were able to provide feedback at monthly district-wide management meetings, individual school feedback sessions, and surveys.
Teachers/Certificated/Classified Staff, Local Bargaining Units	Staff feedback opportunities were provided through site staff meetings, instructional leadership team meetings, MTSS collaboration meetings, and districtwide staff surveys conducted from February through April 2026. Teachers, administrators, paraprofessionals, MTSS staff, instructional coaches, counselors, and classified personnel provided input regarding instructional practices, interventions, attendance supports, wellness systems, professional learning, and student achievement priorities.Local bargaining units were consulted. Staff meetings were held at all school sites throughout February, March, and April 2026.
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) met multiple times during the 2025–2026 school year to review district goals, LCAP priorities, ELOP programming, and Federal Programs. Meetings were held at the

Educational Partner(s)	Process for Engagement
	District Office Board Room and included opportunities for parent representatives from every school site to provide input regarding academic achievement, school climate, attendance, family engagement, and district priorities. Meetings were held on January 21, 2026, February 18, 2026, March 18, 2026, and April 15, 2026.
District English Learner Advisory Committee (DELAC)	DELAC meetings were held on March 4, 2026, and April 8, 2026, to gather feedback from parents of English Learners regarding English Learner programs, language development supports, reclassification, academic interventions, attendance, and school climate. Meetings were conducted in person with translation supports provided.
School Board of Education	A Board Study session was conducted on April 7, 2026 in English. Opportunities were provided for public comment. The district LCAP team presented details about district goals, actions and services and also gathered feedback. The LCAP was presented to the Board of Education for information on Thursday, May 28, 2026 in English. Opportunities for Spanish translation were provided.
SPED Parent Advisory Committee/SELPA Consultation	Special Education Parent Meetings were held during the 2025–2026 school year to gather feedback from families of students with disabilities regarding academic supports, inclusion, interventions, wellness services, and communication with schools. Meetings were offered in person at varying times to increase family participation and accessibility. LCAP sent to SELPA director for consultation and feedback on May 28, 2026.
District Migrant Advisory Committee (DMAC)	A DMAC meeting was conducted on March 11, 2026, to gather input from migrant families regarding student needs, attendance, academic achievement, and support services for migrant students. Meetings were conducted in person and provided opportunities for parents to share recommendations and concerns regarding district programs and services.

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

The district took great care to ensure there were ample opportunities for all parents, guardians, students, and staff, to have a voice and provide district input on the use of state and local funds.

Meetings were held at each site as well as district committees and other meetings to give feedback on the following questions:

A summary of the feedback provided by specific educational partners.
Input collected from:
1. Student and family surveys
2. District English Language Advisory Committee (DELAC)
3. Parent Advisory Committee (PAC)
4. Salinas City Elementary School District - Board of Education
5. Students
6. Central Office administration and teams
7. School administrators

Educational partner feedback directly influenced the development of the 2026–2027 Local Control and Accountability Plan (LCAP). Through surveys, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Parent Advisory Committee (PAC) meetings, student leadership groups, staff meetings, Board study sessions, and community engagement opportunities, several consistent themes emerged across students, families, staff, and community members.

1. Academic Excellence and Targeted Interventions
Educational partners emphasized the need to strengthen literacy, mathematics, and English Language Development supports through tutoring, small-group instruction, intervention programs, and expanded academic supports for struggling students. Families and staff also requested stronger differentiation and support for advanced learners.

2. Support for English Learners and Diverse Student Needs
Families and staff consistently identified the importance of strengthening supports for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups requiring additional academic and social-emotional support. Educational partners emphasized the need for bilingual staff, targeted interventions, inclusive practices, and equitable access to programs and services.

3. Expanded Enrichment and Engaging Learning Opportunities
Students, families, and staff expressed strong support for enrichment opportunities that increase student engagement and motivation, including STEAM, Visual and Performing Arts, field trips, coding, science programs, leadership opportunities, Dual Immersion, and Expanded Learning Programs. Students particularly valued hands-on and interactive learning experiences.

4. Safe, Supportive, and Inclusive School Environments
Educational partners emphasized the importance of maintaining safe schools with strong supervision, positive school climates, anti-bullying supports, and inclusive learning environments. Families and staff highlighted the importance of PBIS, MTSS, student engagement structures, and consistent behavior expectations across schools.

5. Mental Health, Wellness, and Social-Emotional Supports

Families, students, and staff consistently requested expanded counseling services, wellness supports, psychologists, and social-emotional learning opportunities. Educational partners emphasized the importance of supporting the whole child through mental health services, relationship-building, and wellness-centered practices.

6. Increased Staffing and Student Supports
A consistent theme across all educational partner groups was the need for increased staffing, including teachers, paraprofessionals, counselors, supervisors, intervention staff, and support personnel. Educational partners emphasized that additional staffing is necessary to provide interventions, supervision, student support services, and high-quality instruction.

7. Professional Development and Support for Staff
Staff and families identified the importance of professional learning, collaboration time, instructional coaching, and support systems for teachers and staff. Educational partners requested continued professional development focused on English Learners, Students with Disabilities, behavior supports, and practical classroom strategies.

8. Stronger Family Engagement and Communication
Families and staff emphasized the importance of meaningful family engagement, transparent communication, multilingual outreach, and opportunities for authentic participation in decision-making. Educational partners requested more two-way communication, flexible meeting times, childcare, translation services, and stronger school-family partnerships.

9. Facilities, Infrastructure, and Campus Improvements
Students, families, and staff identified the need to improve facilities, playgrounds, classrooms, restrooms, cafeterias, ventilation, and campus infrastructure. Educational partners also highlighted the importance of maintaining clean, safe, and welcoming learning environments that support student well-being and engagement.

10. Student Voice, Belonging, and Learner Development
Students and families emphasized the importance of belonging, leadership opportunities, character development, and engaging educational experiences that help students feel connected and valued. Educational partners supported the district’s efforts to develop the SCESD Learner Profile and create learning environments that foster Creativity, Communication, Collaboration, Critical Thinking, and Character.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Fostering Inclusive Academic Excellence	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The accomplishment of this goal will ensure that all students are prepared academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities by helping them develop the tools they need to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to “mastered” on the BPST, “at or above benchmark” on STAR in Reading and Mathematics, and will continue to demonstrate growth on the Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Points in Distance from Standard (DFS) in ELA and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red	A. All: -65.5, Orange B. EL: -88, Red C. FY: n/a D. HIS: -70.1, Red E. HOM: -84.2, Red	A. All: -62.7, Orange B: EL: -83.3, Orange C: FY: n/a D. HIS: -66.5, Yellow	Achievement increases at least 3% in DFS and 1 color PL each year until green or better is achieved. All: -55 EL: -75	A. All: +2.6 B. EL: +4.4 C. FY: n/a D. HIS: +3.4 E. HOM: +5.9 F. SED: +1.6 G. SWD: +4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard	F. SED: -77.1, Red G. SWD: -135.7, Red 2024 CA Dashboard	E. HOM: -78.1, Orange F. SED: -74.7, Red G. SWD: -131, Orange 2025 CA Dashboard	FY: n/a HIS: -57 HOM: -72 SED: -64 SWD: -110	
1.2	Points in Distance from Standard (DFS) in Math and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: -72, Orange B. EL: -89.5, Red C. FY: n/a D. HIS: -76.1, Orange E. HOM: -85.4, Yellow F. SED: -82, Orange G. SWD: -147.5, Red 2023 CA Dashboard	A. All: -72.3, Orange B. EL: -89.5, Orange C. FY: n/a D. HIS: -75.8, Orange E. HOM: -85.3, Orange F. SED: -82.3, Orange G. SWD: -142.9, Orange 2024 CA Dashboard	A. All: -73.1, Orange B: EL: -87.6, Orange C: FY: n/a D. HIS: -76.4, Orange E. HOM: -83.6, Orange F. SED: -83.7, Orange G. SWD: -144.6, Red 2025 CA Dashboard	Achievement increases at least 3% in DFS and 1 color PL each year until green or better is achieved. All: -60 EL: -75 FY: n/a HIS: -63 HOM: -71 SED: -67 SWD: -120	A. All: -1.1 B. EL: +1.9 C. FY: n/a D. HIS: -0.3 E. HOM: +1.8 F. SED: -1.7 G. SWD: +2.9
1.3	Suspension Rate [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow KAM • HOM: 4.3%, Red	A. All: 1.9%, Yellow B. AA: 5.9%, Yellow C. EL: 1.9%, Orange D. FY: 5.3%, n/a E. HIS: 1.9%, Yellow F. HOM: 2.0%, Yellow G. SED: 1.9%,	A. All: 1.7%, Yellow B. AA: 4.7%, Yellow C. EL: 1.6%, Green D. FY: 0%, n/a E. HIS: 1.7%, Yellow F. HOM: 1.7%, Green G. SED: 1.8%,	Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%,	A. All: -0.1%, B. AA: -9%, C. EL: +0.1%, D. FY: -14.3% E. HIS: 0%, F. HOM: -0.4%, G. SED: -0.2%, H: SWD: -0.9% KAM • HOM: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MoP • EL: 4.1%, Red NAT • SWD: 10.6%, Red 2023 CA Dashboard	Yellow H: SWD: 2.8%, Green KAM • HOM: 4.6%, Orange MoP • EL: 2.2%, Green NAT • SWD: 6.5%, Orange 2024 CA Dashboard	Yellow H: SWD: 2.2%, Green KAM • HOM: 3.0%, Green MoP • EL: 1.6%, Green NAT • SWD: 1.7%, Green 2025 CA Dashboard	Green F. HOM: 1.5%, Green G. SED: 1.5%, Green H. SWD: 2.2%, Green Kammann • HOM: 2.1%, Green Monterey Park • EL: 2.1%, Green Natividad • SWD: 3.0%, Green	MoP • EL: -2.5% NAT • SWD: -8.9%
1.4	Percent of students performing at meeting or exceeding standards on the grade 5 CA Science Test (CAST) [Data Source: CAASPP-ELPAC.ETS.ORG]	A. All: 14.08% B. EL: 0.81% C. FY: n/a D. HIS: 12.72 E. HOM: 9.14% F. SED: 10.36% G. SWD: 4.50% 2022-23 CAASPP-ELPAC.ETS.ORG	A. All: 15.30% B. EL: 2.38% C. FY: n/a D. HIS: 13.56% E. HOM: 9.14% F. SED: 10.26% G. SWD: 3.20%	A. All: 14.83% [41.9, Orange] B. EL: 1.99% [38 Orange] C. FY: n/a D. HIS: 12.28% [40.9, Orange] E. HOM: 9.38% [38.5, Orange] F. SED: 11.24% [34.9, Orange] G. SWD: 2.04% [29 Red]	Achievement increases at least 3% of students meeting or exceeding standards each year All: 20% EL: 9% FY: n/a HIS: 19% HOM: 17% SED: 18% SWD: 12%	A. All: +0.75% B. EL: +1.18% C. FY: n/a D. HIS: -0.44% E. HOM: +0.24% F. SED: +0.88% G. SWD: -2.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2024-25 CAASPP-ELPAC.ETS.ORG and 2025 Dashboard		
1.5	Percent of students performing at or above state benchmarks on ELA and Math district progress monitoring assessments. [Data Source: STAR Reading & Math]	A. All: ELA 29.6% & Math 20.8% B. EL: ELA 8.0% & Math 10.2% C. SWD: ELA 8.5% & Math 6.2% Spring 2024 T2 STAR Renaissance Analytics	A. All: ELA 29.4% & Math 21.0% B. EL: ELA 8.0% & Math 10.2% C. SWD: ELA 7.9% & Math 6.1% Spring 2025 T2 STAR Renaissance Analytics	A. All: ELA 30.9% & Math 22.6% B. EL: ELA 8.4% & Math 10.7% C. SWD: ELA 8.0% & 7.0% Spring 2026 T2 STAR Renaissance Analytics	STAR achievement increases at least 3% each year in Language Arts and Mathematics. A. All: ELA 44.7% & Math 53% B. EL: ELA 20.9% & Math 36.9% C. SWD: ELA 20.4% & Math 26%	A. All: ELA +1.3% & Math +1.8% B. EL: ELA +0.4% & Math +0.5% C. SWD: ELA -0.5% & Math +0.8%
1.6	Percent of students performing at or above district benchmarks on ELA district progress monitoring assessments. Homeless and Foster Youth are not listed as specific subgroups because this data is not created by Renaissance Learning for the STAR examinations. [Data Source: STAR Early Literacy]	A. All: 36.9% B. EL: 24.5% C. SWD: 13.4% Spring 2024 T2 STAR Renaissance Analytics	A. All: 39.1% B. EL: 26.9% C. SWD: 16.1% Spring 2025 T2 STAR Renaissance Analytics	A. All: 34.7% B. EL: 21.2% C. SWD: 12.9% Spring 2026 T2 STAR Renaissance Analytics	STAR achievement increases at least 3% each year. A. All: 45.9% B. EL: 33.5% C. SWD: 22.4%	A. All: -2.2% B. EL: -3.3% C. SWD: -0.5%
1.7	Percent of students performing at or above district benchmarks on SLA and Math district	SEL: 69% RDG: 61.3% Math: 66.4%	SEL: 62.1% RDG: 62.2% Math: 69%	SEL: 76.0% RDG: 64.4% Math: 70.3%	STAR achievement increases at least 3% each year. SEL: 78%	SEL: +7% RDG:+3.1% Math: +3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress monitoring assessments. Homeless and Foster Youth are not listed as specific subgroups because this data is not created by Renaissance Learning for the STAR examinations. [Data Source: STAR SEL Span., Reading Span. & Math Span.]	Spring 2024 T2 STAR Renaissance Analytics	Spring 2025 T2 STAR Renaissance Analytics	Spring 2026 T2 STAR Renaissance Analytics	RDG: 70.3% Math: 75.4%	
1.8	Percent of students meeting or exceeding standards on Basic Phonics district progress monitoring assessment. [Data Source: Local Assessment BPST III]	K (Eng) = 52.1 % K (Span) = 50.2% 1st (Eng) = 32.1% 1st (Span) = 84.2% 2nd (Eng) = 54.5% 2nd (Span) = 80.3% Spring 2024 T2 BPST III-Illuminate	K (Eng) = 47.9 % K (Span) = 50.6% 1st (Eng) = 25.5% 1st (Span) = 62.2% 2nd (Eng) = 49.8% 2nd (Span) = 74.6% Spring 2025 T2 BPST III - Illuminate	K (Eng) = 50.8 % K (Span) = 54.4% 1st (Eng) = 25.9% 1st (Span) = 61.2% 2nd (Eng) = 48.9% 2nd (Span) = 79.3% Spring 2026 T2 BPST III - Illuminate	BPST III achievement increases at least 3% each year. K (Eng) = 61.1 % K (Span) = 59.2% 1st (Eng) = 41.1% 1st (Span) = 93.2% 2nd (Eng) = 63.5% 2nd (Span) = 89.3%	K (Eng) = -1.3 % K (Span) = +4.2% 1st (Eng) = -6.2% 1st (Span) = -23% 2nd (Eng) = -5.6% 2nd (Span) = -1%
1.9	Percent of students meeting or exceeding standards on Basic Math district progress monitoring assessment. [Data Source: Local Assessment BMST]	K (Eng) = 77.7% K (Span) = 82.3% Spring 2024 T2 BMST-Illuminate	K (Eng) = 69.6% K (Span) = 81.3% Spring 2025 T2 BPST III - Illuminate	K (Eng) = 69% K (Span) = 85.1% Spring 2026 T2 BMST - Illuminate	BMST achievement increases at least 3% each year. K (Eng) = 86.7% K (Span) = 88.3%	K (Eng) = -8.7% K (Span) = +2.8%
1.10	Percent of EL students making progress toward English Language	46.9% of EL students increased at least one ELPI level or	45.7% of EL students increased at least one ELPI	45.2% of EL students increased at least one ELPI	ELPI increases at least 5% and one color PL each year	-1.7% El Gabilan: +6.7% Los Padres: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development and color performance level (PL) [Data Source: CA Dashboard English Language Progress Indicator (ELPI)]	maintained ELPI level 4. Color PL: Orange El Gabilan: 41.7%, Red Los Padres: 40.9%, Red Monterey Park: 43.1%, Red Sherwood: 42%, Red 2023 CA Dashboard	level or maintained ELPI level 4. Color PL: Yellow El Gabilan: 41.8%, Orange Los Padres: 41.4%, Orange Monterey Park: 12.4%, Red Sherwood: 53.4%, Green 2024 CA Dashboard	level or maintained ELPI level 4. Color PL: Yellow El Gabilan: 48.4%, Green Los Padres: 44.3%, Yellow Monterey Park: 47.4%, Green Sherwood: 56.3%, Green 2025 CA Dashboard	until green or better. 58.9% of EL students increased at least one ELPI level or maintained ELPI level 4. Color PL: Green El Gabilan: 57.3%, Green Los Padres: 56.9%, Green Monterey Park: 57.7%, Green Sherwood: 57.4%, Green	Monterey Park: +4.3% Sherwood: +14.3%
1.11	Percent of ELs who: • decreased at least one ELPI level • maintained ELPI Levels 1, 2L, 2H, 3L, and 3H • progressed at least one ELPI Level • maintained ELPI Level 4 [Data Source: CA Dashboard]	• 16.5% of ELs decreased at least one ELPI level • 36.4% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H • 45.7% of ELs progressed at least one ELPI Level • 1.3% of ELs maintained ELPI Level 4 2023 CA Dashboard	• 17.1% of ELs decreased at least one ELPI level • 37.2% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H • 44.9% of ELs progressed at least one ELPI Level • 0.9% of ELs	• 15.8% of ELs decreased at least one ELPI level • 38.8% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H • 45.4% of ELs progressed at least one ELPI Level • 0% of ELs maintained ELPI	Percent of ELs increase at least 5% each year in progressing at least one ELPI level or maintaining ELPI Level 4 and one color PL until green or better. • 12.1% of ELs decreased at least one ELPI level • 29% of ELs maintaine	-0.7% of ELs decreased at least one ELPI level +2.4% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H -0.3% of ELs progressed at least one ELPI Level -1.3% of ELs maintained ELPI Level 4 Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			maintained ELPI Level 4 2024 CA Dashboard	Level 4 2025 CA Dashboard	d ELPI Levels 1, 2L, 2H, 3L, and 3H • 58% of ELs progressed at least one ELPI Level • 0.9% of ELs maintained ELPI Level 4	
1.12	Percent of EL students who are reclassified. [Data Source: CALPADS EOY3 Report]	9.8% (398/4072) of students were reclassified to fluent English proficient (RFEP). 2023 CALPADS EOY3 (2.16 Report)	9.8% (410/4187) of students were reclassified to fluent English proficient (RFEP). 2024 CALPADS EOY3 (2.16 Report)	10.5% (413/3926) of students were reclassified to fluent English proficient (RFEP). 2025 CALPADS EOY3 (2.16 Report)	10% or more eligible students reclassify each year.	+15 additional students from the baseline school year were reclassified
1.13	Points in Distance from Standard (DFS) in ELA and Mathematics by School Site. [Data Source: CA Dashboard]	DIA: ELA -68.3 & Math -62.1 • EL = ELA -90.6 BM: ELA -71 & Math -72.5 • EL = ELA -89.5 • HIS = ELA -70.6 • SED = ELA -73.4	DIA: ELA -40.2 & Math -56.6 • EL = ELA -67 BM: ELA -73.6 & Math -79.4 • EL = ELA --87.6 • HIS = ELA -73.9 • SED = ELA -80.3	DIA: ELA -34.7 & Math -42.9 • EL = ELA -61 BM: ELA -73.6 & Math -76.5 • EL = ELA -89.5 • HIS = ELA -76.8 • SED = ELA -81.7	Achievement improves at least 5% in DFS each year. DIA: ELA -62 & Math -56 • EL = ELA -82 BM: ELA -65 & Math -62	DIA: ELA +33.6 & Math +19.2 • EL = ELA +29.6 BM: ELA -2.6 & Math -4 • EL = ELA +0.0 • HIS = ELA -6.2 • SED = ELA -8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EG: ELA -78.7 & Math -83.9 • EL = ELA -89.5 • HIS = ELA -78.2 • HOM = ELA -84.5 • SED = ELA -85.2 KAM: ELA -78.6 & Math -81.9 • EL = ELA -93.9 • HIS = ELA -81.1 • HOM = ELA -95.3 & Math -99.1 • SED = ELA -88.9 • SWD = ELA -120.7 & Math -127.6 LW: ELA -44 & Math -60.7 • EL = ELA -91.2 & Math -116 • SWD = ELA -146.1 & Math -171.6 LIN: ELA -13.5 & Math -18.9	EG: ELA -65.9 & Math -74.8 • EL = ELA -74.9 • HIS = ELA -65.4 • HOM = ELA -74.2 • SED = ELA -69 KAM: ELA -72.2 & Math -78.6 • EL = ELA -83.7 • HIS = ELA -74.1 • HOM = ELA -100.2 & Math -91.9 • SED = ELA -78.5 • SWD = ELA -149.6 & Math -122.5 LW: ELA -63.7 & Math -72.5 • EL = ELA -115 & Math -132	EG: ELA -76.6 & Math -89 • EL = ELA -82 • HIS = ELA -75.3 • HOM = ELA -92.9 • SED = ELA -82.9 KAM: ELA -76.4 & Math -87.9 • EL = ELA -85.1 • HIS = ELA -78.1 • HOM = ELA -96.6 & Math -98 • SED = ELA -85.2 • SWD = ELA -143.3 & Math -142.9 LW: ELA -69.5 & Math -86.3 • EL = ELA -106 & Math -128.7	• EL = ELA -82 • HIS = ELA -64 • SED = ELA -67 EG: ELA -71 & Math -76 • EL = ELA -81 • HIS = ELA -71 • HOM = ELA -76 • SED = ELA -77 KAM: ELA -71 & Math-74 • EL = ELA -85 • HIS = ELA -73 • HOM = ELA -87& Math -91 • SED = ELA -80 • SWD = ELA -110 & Math -116	EG: ELA +2.1 & Math -5.1 • EL = ELA +7.5 • HIS = ELA +2.9 • HOM = ELA -8.4 • SED = ELA +0.3 KAM: ELA +2.2 & Math -6 • EL = ELA +8.8 • HIS = ELA +3.0 • HOM = ELA -1.3 & Math +1.1 • SED = ELA +10.4 • SWD = ELA -22.6 & Math -15.3 LW: ELA -25.5 & Math -25.6 • EL = ELA -2.9 & Math -12.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LV: ELA -101.9 & Math -113.9 • EL = ELA -117.3 & Math -129 • HIS = ELA -101.5 & Math -113.6 • HOM = ELA -110.1 & Math -117.9 • SED = ELA -106 & Math -117.8 LP: ELA -69.9 & Math -65 • EL = ELA -86.9 • HIS = ELA -70.2 • HOM = ELA -91.1 • SED = ELA -76.1 MiP: ELA -33.4 & Math -54.6 • EL = Math -95.6 • SWD = ELA -124.6 & Math -135.2 MoP: ELA -64.6 & Math -70	• SWD = ELA -136.8 & Math -169.8 LIN: ELA 0.0 & Math -9.5 LV: ELA -106.7 & Math -112.4 • EL = ELA -123.1 & Math -126.8 • HIS = ELA -106.8 & Math -111.5 • HOM = ELA -104.8 & Math -110.7 • SED = ELA -109 & Math -115.7 LP: ELA -73.3 & Math -62.1 • EL = ELA -86.4 • HIS = ELA -73 • HOM = ELA -91.7	• SWD = ELA -160.9 & Math -186.1 LIN: ELA +4.1 & Math -11.9 LV: ELA -102.7 & Math -114 • EL = ELA -120.2 & Math -124 • HIS = ELA -102.2 & Math -112.5 • HOM = ELA -95 & Math -110.4 • SED = ELA -103.7 & Math -118.5 LP: ELA -57.6 & Math -45.4 • EL = ELA -86.4 • HIS = ELA -68.6 • HOM = ELA -72.1		• SWD = ELA -14.8 & Math -14.5 LIN: ELA +17.6 & Math +7.0 LV: ELA -0.8 & Math -0.1 • EL = ELA -2.9 & Math +5.0 • HIS = ELA -0.7 & Math+1.1 • HOM = ELA +15.1 & Math +7.5 • SED = ELA +2.3 & Math -0.7 LP: ELA +12.3 & Math +19.6 • EL = ELA +0.5 • HIS = ELA +1.6 • HOM = ELA +19.0 • SED = ELA +10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL = ELA - 102.6 & Math - 105.6 • HOM = ELA - 74 • SWD = ELA - 161.9 & Math - 180.7 SED = ELA -71.9 NAT: ELA -78.2 & Math -91.7 • EL = ELA -90.2 • HOM = ELA - 87.1 ROS: ELA -69.9 & Math -80.4 • EL = ELA -81 • HIS = ELA - 72.2 • HOM = ELA - 81.6 SCVA: ELA -52 & Math -67.7 • EL = ELA -73.5 SES: ELA -87.1 & Math -81.9 • EL = ELA -93.4 • HIS = ELA - 85.9 • HOM = ELA - 93 • SED = ELA - 87.8	• SED = ELA -78.6 MiP: ELA -39.1 & Math -61 • EL = Math -84.1 • SWD = ELA - 117.6 & Math -123 MoP: ELA -59.7 & Math -70.3 • EL = ELA -104.6 & Math - 113.3 • HOM = ELA -73.9 • SWD = ELA - 183.8 & Math - 186.3 SED = ELA -69 NAT: ELA -97.5 & Math -104.8 • EL = ELA -112.5 • HOM = ELA - 102.5 ROS: ELA -71.7 & Math -79.2	• SED = ELA -65.6 MiP: ELA -24.5 & Math -55.6 • EL = Math -87.4 • SWD = ELA -81.5 & Math - 110.9 MoP: ELA -64.3 & Math -79.5 • EL = ELA -96 & Math - 112.5 • HOM = ELA -67.2 • SWD = ELA - 174.4 & Math - 192.8 SED = ELA -68.1 NAT: ELA -80.2 & Math -104.8 • EL = ELA -93.3 • HOM = ELA -83.8 ROS: ELA -71.1 & Math -79.2		MiP: ELA +8.9 & Math -1.0 • EL = Math +8.2 • SWD = ELA +43.1 & Math +24.3 MoP: ELA +0.3 & Math -9.5 • EL = ELA +6.6 & Math -6.9 • HOM = ELA +6.8 • SWD = ELA -12.5 & Math - 12.1 SED = ELA NAT: ELA -2.0 & Math -13.1 • EL = ELA -3.1 • HOM = ELA +3.3 ROS: ELA -1.2 & Math +1.2 • EL = ELA -2.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD = ELA - 181 & Math - 197.1 UP: ELA -34.5 & Math - 57.3 • SWD = Math - 105.9 2023 CA Dashboard	• EL = ELA -87.8 • HIS = ELA -75.3 • HOM = ELA -77.5 SCVA: ELA -33.2 & Math -45.3 • EL = ELA -53.1 SES: ELA -84.5 & Math -81.1 • EL = ELA -92.2 • HIS = ELA -85 • HOM = ELA -87.2 • SED = ELA -85.2 • SWD = ELA - 151.6 & Math - 152.8 UP: ELA -47.6 & Math -63.2 • SWD = Math -97 2024 CA Dashboard	• EL = ELA -83.7 • HIS = ELA -72.4 • HOM = ELA -83.8 SCVA: ELA -38 & Math -76.2 • EL = ELA -33.7 SES: ELA -68.6 & Math -73.4 • EL = ELA -74.8 • HIS = ELA -68.5 • HOM = ELA -69.8 • SED = ELA -69.8 • SWD = ELA - 134.3 & Math -146 UP: ELA -73.2 & Math -72.5 • SWD = Math - 126.8 2025 CA Dashboard		• HIS = ELA -0.2 • HOM = ELA -2.2 SCVA: ELA +14.0 & Math -8.5 • EL = ELA +39.8 SES: ELA +18.5 & Math +8.5 • EL = ELA +18.6 • HIS = ELA +17.4 • HOM = ELA +23.2 • SED = ELA +18.0 • SWD = ELA +46.7 & Math +51.1 UP: ELA -38.7 & Math -15.2 • SWD = Math - 20.9 2024 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Access to and enrollment in a Broad Course of Study Data Source: Local Indicator	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom. 2024 CA Dashboard - Local Indicator	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom. 2025 CA Dashboard - Local Indicator	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom 2026 CA Dashboard - Local Indicator in Progress	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom.	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all content areas within a self-contained classroom.
1.15	Implementation of State Standards Data Source: Local Indicator	100% of teachers are implementing the CA State Standards. All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless have access to state standards including English Language Development Standards. Administrators to observe implementation of the CA Standards.	100% of teachers are implementing the CA State Standards. All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless have access to state standards including English Language Development Standards. Administrators to observe	100% of teachers are implementing the CA State Standards. All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless have access to state standards including English Language Development Standards. Administrators to observe	100% of teachers are implementing the CA State Standards	100% of teachers are implementing the CA State Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 CA Dashboard - Local Indicator	implementation of the CA Standards. 2025 CA Dashboard - Local Indicator	implementation of the CA Standards. 2026 CA Dashboard - Local Indicator in Progress		

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.

1.1 Foster Youth and Homeless Student Supports
The implementation focused on services and supports were provided for students and families experiencing homelessness in the Salinas City Elementary School District. These services were provided primarily through Family Resource Centers in the District. As the year progressed, additional Family Resource Center resources were established at more schools. This action ensured that staffing was provided for these resource centers. By the end of the year, hundreds of referrals for support were processed by the district's Family Resource Centers. Despite this success, the need for these services outpaces the capacity of the District to fully provide them. The District is progressing toward the full implementation of the resources provided through the Community Schools Grant funding which will be arriving during the upcoming school year.

1.2 Paraprofessional Support for Unduplicated Students
The implementation focused on providing paraprofessionals (paraeducators) support for classrooms across the district. Services provided by paraprofessionals were focused on providing students and classes with intervention and acceleration support in a variety of classrooms and settings throughout the school day and after school.

1.3 Class Size Reduction Teachers
The District implemented this action by providing additional classroom teachers in an effort to provide more 1:1 and small group time for unduplicated students by providing fewer potential combination classes and smaller class sizes. Due to the increasing cost of benefits and negotiated salaries, the LCAP will not be able to sustain the same number of teachers from this action as it did this past year. In addition, some of these positions are being moved to Base funding.

1.4 English Language Learner - Teacher and Support Staff

The District implemented this action by providing staff to support the instruction and learning of English Learner students. English Language Resource Teachers (ELRT) acted as coaches and organizers of services for English Learners. ELRTs worked with grade level teams to plan instructional support for English Learners. ELRTs participated in numerous trainings that will be used to provide professional development over the upcoming school year. Specific to Newcomers, new programs that teachers could use to support the students and training were provided for teachers who chose to attend. This action also provided staff to assist in the initial and annual testing of students using the ELPAC. One additional ELRT was hired this year in order to strengthen the level of support provided.

1.5 English Language Learner Program Support
The District provided supplies and services for the personnel and services from action 1.4 to assist with training and organization.

1.6 BCBA and Behavior Supports
The District implemented this action by providing Board Certified Behavior Analysts to help train staff, consult, and provide direct services to students and staff regarding behavior. These staff contributed to decreasing suspension rates as well as expanded restorative practices. The District has found that while these services are beneficial, they are not enough on their own to support the increasingly challenging behaviors that teachers and staff are finding in many district classrooms.

1.7 Extended School Year
The District implemented the planned actions for this goal by providing Extended School Year tutoring and supports for students with disabilities during the summer (July) of 2025 and the summer of 2026 (June). As of the writing of this analysis, approximately 115 students are scheduled to participate in the Extended School Year programs.

1.8 Academic Acceleration
Funds set aside for academic acceleration were used for the Education Innovation Team, the NNAT (Naglieri Nonverbal Ability Test) assessment given to students, NCEE (National Center on Education and the Economy) for development of the District's Profile of a Learner, the Superintendent's student leadership council, and other programs to accelerate learning and support for advanced learners.

1.9 Vice Principals
The District implemented the planned actions for this goal by providing Vice Principals to 13 of the 15 schools. Those schools without a vice principal assigned have enrollments of less than 300 students. The vice principals have responsibility to work closely with the school principal to ensure high quality instruction and learning, work with the community, support students, and train staff. Vice principals have primary responsibility in schools related to PBIS structures, district and state assessments, and student discipline.

1.10 District Administrative Support
The District implemented this action by providing personnel to support programs serving students and their families.

1.11 Electronic Technicians
The District implemented this action by hiring Electronic Technicians whose main responsibility is to ensure a safe, secure, effective internet. Their roles continue to expand as this year they have trained teachers, and troubleshoot problems in classrooms. In addition, an increased focus on network security, the adoption of a new emergency notification and drill system, the replacement of numerous network components, and refreshing of student devices have all contributed to increased need for these technicians.

1.12 Intervention Teacher Support
The District implemented this action by providing Teachers on Special Assignment to each site whose primary responsibility includes the identification of needed interventions and making sure that students receive them. District Intervention (MTSS teachers) teachers provided systematic intervention support for our students by way of an acceleration model. MTSS teachers provided direct services to students, support to grade levels, and organized and trained paraprofessionals to provide intervention support to students who are below grade level. These teachers also reinforce and model effective Tier One practices as part of the MTSS process to assist the "Whole Child."

1.13 Field Trips (district funded)
The District implemented this action by providing some common field trip experiences for all students in grades 1-6. In 2026-2027, these field trip experiences will expand to Transitional Kindergarten and Kindergarten classes. These experiences were provided in an effort to expand student understanding and give first hand knowledge of many of the concepts being discussed during core instruction. These trips were also provided in an effort to reflect what was heard and learned from feedback given by families, students, and staff during the LCAP informational meetings.

1.14 Visual and Performing Arts Instruction
The District implemented this action by continuing to provide music teachers for all students. The SCESD music program continues to be a strong and consistent experience for our students to engage with the Visual and Performing Arts standards. The music teachers provide culturally relevant learning experiences for the students through the music. As the District transitions to improved services in the Arts, additional services in this area will be provided through Prop 28.

1.15 Online Supplemental Programs
The District implemented this action by purchasing the Renaissance Suite to help screen students in their Reading, Literacy, Spanish acquisition, and Mathematics progress. This also provided access for schools to the Accelerated Reader program and the MyOn library of online books. This also provides funding for the District's Data and Assessment platform, Illuminate.

1.16 Tutoring Services
The District implemented this action by providing tutoring services to students after school. The implementation focused on mathematics and language arts standards ensuring additional time and support for students in attendance.

1.17 Learning for All Students at School Sites
The implementation of this action focused on providing schools with higher numbers of unduplicated students additional funding for services and programs that may be unique for each site. The manner and implementation of these supports vary from school to school, but the requirement is that funds are used on resources that provide direct services and support to students, primarily regarding academic achievement.

1.18 Long Term English Learner Teacher and Support Staff
To support LTEL students' academic acceleration needs, this action item provides language development specifically for students mastering English, including supports for teachers, support staff who work with school teachers and families to ensure that all are supported and English Learners accelerate academically.

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.

EXPENDITURE DIFFERENCES:
The following represent changes to Supplemental/Concentration allotments of more than 10%.

1.4 English Language Learner - Teacher and Support Staff
$646,000.00 budgeted
$1,226,220.33 estimated actual expenditure
Increases due to unexpected additional rises in benefit costs and negotiated raises as well as additional staff and testers hired to support with assessments and classroom instruction.

1.8 Academic Acceleration
$350,000.00 budgeted
$148,386.32 estimated actual expenditure
The District used the LREBG funds associated with this action. The remaining S&C funds were used to support testing of Advanced Learners and other district programs supporting acceleration.

1.14 VAPA
$300,000.00 budgeted
$216,657.75 estimated actual expenditure
The cost for materials and personnel came in below the budgeted amounts. Remaining S&C funds were used to support other actions.

1.16 Tutoring Services
$911,812.00 budgeted
$709,678.25 estimated actual expenditure
The District used additional funding to provide high dosage tutoring of students in small group and individual settings.

1.17 Learning for All Students at School Sites
$2,000,000.00 budgeted
$1,651,405.95 estimated actual expenditure
Schools receiving funds to support students were told that there would be a decrease of 20% starting this year and continuing the 2026-2027 school year. This decrease in funding was able to be covered this year by the LREBG funding. Schools have already started their spending based on anticipated allotments.

1.18 Long Term English Language Learner - Teacher and Support Staff
$114,000.00 budgeted
$139,921.39 estimated actual expenditure

Additional training and support for LTEL students was provided using these funds. These funds also included actions found in action 3.11

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

To determine the effectiveness of actions in supporting progress toward the articulated goal, the LEA reviewed applicable outcome data, implementation evidence, and input from educational partners. Each action was evaluated using the following scale: Not Effective, Somewhat Effective, or Effective. Ratings reflect the extent to which the action contributed to measurable progress toward the goal and addressed the needs identified through data and educational partner feedback.

Overall, the actions in Goal 1 were somewhat effective to effective in improving student outcomes and expanding access to targeted academic supports, interventions, and enrichment opportunities. California Dashboard data showed districtwide English Language Arts performance improving approximately 10 points from prior years while remaining in the Orange performance category. Mathematics performance also improved but remained Orange overall. English Learner Progress Indicator (ELPI) performance improved to Yellow districtwide, with multiple schools achieving Green status. Chronic absenteeism improved from approximately 36% districtwide following the pandemic to below 20%, and suspension rates declined for several student groups, including English Learners, Students with Disabilities, and Homeless Youth. California Dashboard data showed that districtwide English Language Arts (ELA) performance improved by approximately 10 points from prior years but remained in the Orange performance category. Mathematics performance also improved from post-pandemic levels but remained in the Orange category overall. English Learner Progress Indicator (ELPI) performance improved to Yellow districtwide, with several school sites reaching Green performance levels for English Learner progress. Local STAR Reading and STAR Mathematics data showed growth for English Learners and Students with Disabilities participating in intervention supports. Reclassification rates also increased, indicating positive progress in language acquisition and instructional supports for multilingual learners. Despite these improvements, achievement gaps remain for English Learners, Students with Disabilities, Homeless Youth, Foster Youth, and Socioeconomically Disadvantaged students in ELA and Mathematics, indicating the need for continued acceleration and refinement of Tier I instruction.

1.1 Foster Youth and Homeless Supports
Effective
Family Resource Centers, case management, attendance outreach, and basic needs supports improved access to services for Foster Youth and Homeless students. Homeless students showed improvement in ELA, moving from -84.0 DFS/Red to -78.1 DFS/Orange, and improved slightly in Math, from -85.4 to -83.6 DFS. Attendance and engagement metrics also showed positive trends, suggesting that outreach and basic needs supports helped reduce barriers to participation. However, Homeless Youth continued to experience disproportionately high absenteeism and lower academic outcomes compared to all students. The district will continue and refine these supports to further improve attendance, stability, and academic achievement. While Renaissance Learning does not provide data specific to Foster and Homeless students, all students increased 1.1% on STAR Reading and 1.8% on STAR Math.

1.2 Paraprofessional Support
Effective
Paraprofessionals supported small-group intervention, targeted instruction, and classroom supports for unduplicated students. The district budgeted 83 paraprofessional positions; however, only 72 positions were filled during the year. Despite staffing shortages, intervention

services continued to support growth in STAR Reading and Mathematics outcomes for targeted students. Enhanced paraeducator support, targeted interventions during and outside the instructional day, and teacher support for implementing best practices contributed to improved academic outcomes for unduplicated students. ELA performance improved for several student groups, including English Learners, Homeless Youth, and Students with Disabilities, while Math performance showed gains for English Learners and Homeless Youth (Metrics 1.1 and 1.2). Local measures also indicated increased access to academic supports and interventions for students needing additional assistance (Metric 1.13). These results suggest that expanded instructional support services were effective in increasing academic access and promoting student achievement. However, continued implementation is needed to accelerate progress toward district targets, particularly for students with the greatest academic needs.

1.3 Class Size Reduction
Somewhat Effective
Smaller class sizes supported individualized instruction, particularly in TK–3 classrooms and intervention settings. Local literacy data showed improved reading outcomes in primary grades; however, Dashboard ELA results indicate that many student groups remain below standard and require continued acceleration support. Math outcomes showed modest improvement for these student groups, suggesting that additional instructional attention supported academic progress (Metric 1.2). Local measures also reflected increased access to academic supports and responsive instruction (Metric 1.13). While the action was effective in improving instructional access, continued implementation is needed to accelerate math growth for unduplicated students and close persistent achievement gaps.

1.4–1.5 English Learner Supports
Somewhat Effective
ELPI improved to Yellow districtwide and several schools achieved Green performance levels, demonstrating positive progress in language acquisition and reclassification efforts. District reclassification rates increased from prior years, reflecting stronger language development supports. However, English Learners continued to perform below standard in both ELA and Mathematics on the Dashboard, with ELA performance remaining in Orange and Mathematics remaining in Orange districtwide, indicating the need to strengthen designated and integrated ELD practices and Tier I instruction.

1.6 BCBA and Behavior Supports
Effective
Behavioral supports, BCBA services, and MTSS interventions contributed to reductions in suspension rates for Students with Disabilities and other student groups. Dashboard suspension data showed districtwide suspension improvements for African American students, English Learners, Students with Disabilities, and Homeless Youth, with several student groups moving performance levels upward from prior years. Student engagement survey data also helped monitor effectiveness by measuring students' sense of connection and support. While the action was effective in strengthening behavioral and social-emotional supports, continued implementation is needed to further improve engagement and outcomes for unduplicated students.

1.7 Extended School Year
Effective
Extended School Year services provided continued instructional support for students with disabilities during summer learning opportunities. Participation and engagement remained strong, and local Mathematics data showed improved outcomes for participating students. ELA outcomes showed improvement for several student groups, including Students with Disabilities, suggesting that extended learning

opportunities supported academic progress (Metric 1.1). Local measures also reflected increased access to supplemental academic supports and enrichment experiences (Metric 1.13). Continued implementation is needed to further strengthen ELA outcomes and close achievement gaps for unduplicated students with IEPs.

1.8 Academic Acceleration
Somewhat Effective
Academic acceleration efforts expanded access to tutoring, intervention, enrichment, advanced learner identification, and learner profile development opportunities. Students participating in intervention and tutoring programs demonstrated local assessment growth; however, Dashboard ELA and Mathematics performance (Metric 1.13) indicates that acceleration efforts must continue to strengthen grade-level proficiency outcomes. STAR growth data showed progress in student academic achievement, indicating that targeted small-group instruction and supplemental interventions supported learning acceleration (Metric 1.8). These supports also addressed students with high academic need and chronic absenteeism by increasing access to structured, consistent intervention aligned to core instruction.

1.9–1.12 Vice Principals, District Support, Technology, Intervention Teachers
Effective
These actions strengthened districtwide implementation systems, intervention coordination, assessment access, instructional support, and MTSS structures. MTSS Intervention Teachers supported data cycles, intervention planning, and student monitoring at school sites. Local STAR and BPST/BMST data demonstrated growth trends for students receiving intervention supports. Improvements in ELA and Math outcomes for several student groups, along with positive trends in suspension-related measures and local access measures, suggest these actions were effective in supporting academic progress, engagement, and inclusive academic excellence (Metrics 1.1, 1.2, 1.3, and 1.13). Continued implementation is needed to further accelerate achievement and reduce disparities among student groups.

1.13–1.17 Field Trips, VAPA, Online Programs, Tutoring, Site Allocations
Somewhat Effective
Educational partner feedback consistently identified enrichment opportunities, Visual and Performing Arts, field trips, and tutoring as highly valued programs that increased engagement and belonging. Tutoring and online supplemental programs supported targeted academic intervention efforts, while site allocations funded additional literacy and mathematics supports through LREBG funding. Despite positive engagement outcomes, Dashboard academic performance data indicates continued need for accelerated academic growth for unduplicated student groups. Field trips and Visual and Performing Arts programs increased student engagement and access to a broad course of study (Metric 1.14), while online programs and tutoring provided additional opportunities for academic acceleration and intervention. Site allocations enabled schools to address local student needs through targeted supports and services. Improvements in ELA achievement (Metric 1.1), Math achievement (Metric 1.2), and STAR growth (Metric 1.8) indicate that these actions contributed to student learning and academic progress. Access measures also demonstrated that students benefited from expanded educational opportunities and enrichment experiences (Metric 1.13 and Metric 1.14). Continued implementation is needed to sustain academic growth and ensure equitable access to supports that promote inclusive academic excellence. Suspension rates continue to decline (Metric 1.3).

1.18 LTEL Supports
Somewhat Effective
Targeted supports for Long-Term English Learners aligned to a clear district need identified through local and Dashboard data. Effectiveness will continue to be monitored through ELPI, reclassification rates, STAR Reading data, and ELA Dashboard outcomes for English Learners.

On the 2025-2026 dashboard, the LTEL students, although a relatively small group compared with the total number of English Learners, did not progress at the same rate. While English Learners scored "orange" on the dashboard with 4.1 points of growth, the LTELS scored "reed" with a decline of 17.8 points. For Mathematics, all English Learners maintained at "orange" level while LTEL students scored "red" and declined 9.6 points.

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.

Some actions have been adjusted with changes in allocations to reflect updated costs or other funding sources. Input from the community and staff did not reflect the need to change actions or goals, but they did reflect the need to consider and adjust how the action is being carried out. Additional professional development will be provided about defining the floor for instructional progress, grade level standards, and strategies to improve instructional practices. The District has also adopted the commitment and promise of “5-3-5” that represents that all students will be proficient in Mathematics by the end of the 5th grade, proficient readers by the end of 3rd grade, and reclassified by the end of their 5th year in SCESD. This emphasis on improving Tier One instruction in the classroom is in an effort to define the “floor” and refine core instructional practices to better represent the 80% of students who should be served by Tier One instruction.

Allotments for the 2026-2027 version of the LCAP were altered for the following actions. For those not listed, there are no changes to the allotments for the action.:

1.1 Foster Youth and Homeless Student Supports
$350,000 to $376,000 due to increased benefit and salary costs.

1.2 Paraprofessional Support for Unduplicated Students
$4,300,000 to $3,432,300 due to increased cost to provide this support. Many of these positions were funded for two additional years following the Recovery funds received after COVID. The majority of the eliminated positions were unfilled positions. Impacted employees were offered other positions in the District. Of those offered different positions, 3 employees chose to leave the District while the others remained with SCESD.

1.3 Class Size Reduction Teachers
$2,148,365 to $1,750,000 because a number of positions have been shifted to Base funding.

1.4 English Language Learner - Teacher and Support Staff
$646,000 to $1,000,000 due to increased benefit and salary costs, an additional ELRT, as well as increasing the number of support staff for English Learners.

1.5 English Language Learner Program Support
$17,400 to $15,000 to better reflect the actual cost and allocate resources to other actions

1.8 Academic Acceleration
$350,000 to $300,000 due to the funding being shifted from other sources

1.9 Vice Principals
$2,300,000 to $2,500,000 due to increased benefit and salary costs

1.10 District Administrative Support
$1,400,000 to $1,425,000.00 due to increased benefit and salary costs

1.11 Electronic Technicians
$975,000 to $999,450.00 due to increased benefit and salary costs

1.12 Intervention Teacher Support
$2,500,000 to $2,281,160.00 to better reflect the actual cost and allocate resources to other actions

1.13 Field Trips (District Funded)
$400,000 to $479,258 to support the increased costs of these trips

1.14 Visual and Performing Arts Instruction
$300,000 no change as the District uses allocations from Prop 28 to fund new VAPA initiatives

1.15 Online Supplemental Programs
$330,000 to $506,084 in order to accommodate instructional and SEL supplemental online programs

1.16 Tutoring Services
S&C funding for this was $180,000. It has been increased to $230,000 in order to potentially offset the loss of LREBG funding ($731,812) that had been provided last year.

1.17 Learning for All Students at School Sites
S&C funding for this was $1,600,000. It has been increased to $1,610,000 in order to potentially offset the loss of LREBG funding ($400,000) that had been provided last year.

1.18 Long Term English Language Learner - Teacher and Support Staff
$114,000 to $110,000 in order to reallocate funding to other areas

Metrics:
Action 1.14- Corrected this action metric numbers to read Metric 1.14 – Access to a Broad Course of Study.
Action 1.16 - Corrected this action metric numbers to readL: Metric 1.2 – Math DFS and Metric 1.3 – Suspensions

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	Foster Youth and Homeless Student Supports	To support Foster Youth and Homeless students' academic acceleration needs, this action seeks to supplement the Certificated and Classified staffing to assist Foster Youth students and families in the Family Resource Center and across the District.	$376,000.00	Yes
1.2	Paraprofessional Support for Unduplicated Students	To increase or improve the services of unduplicated students, this action includes enhancing paraeducator support, as well as providing interventions during the instructional day, interventions outside of the instructional day, teacher support for implementing best practice strategies, etc. This includes paraprofessional support for Kindergarten classrooms. Other grades and programs, including classes and supports for students with an IEP, may be included.	$3,739,079.00	Yes
1.3	Classroom Teachers to Reduce Class Size and Combination Classes	To support unduplicated students' academic excellence, this action seeks to decrease the number of students per class. This allows for more 1:1 interactions between teachers and students, particularly in classrooms with high numbers of English Learners and students experiencing homelessness.	$1,750,000.00	Yes
1.4	English Language Learner - Teacher and Support Staff	To support ELL/Newcomer students' academic acceleration needs, this action item provides teachers, support staff who work with school teachers and families to ensure that all are supported and English Learners accelerate academically through curriculum designed for students learning English.	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Language Learner Program Support	To support English Language Learner students' academic acceleration and linguistic skills, this action seeks to expand the services provided to them including options for a Language Development Center, certificated and classified staff support.	$15,000.00	Yes
1.6	BCBA and Behavior Supports	To support unduplicated students' social emotional and behavior needs, this action item provides Board Certified Behavior Analysts to give training and support for both classified and certificated school district staff as well as direct services to unduplicated students. This item would provide support also for unduplicated students who have an IEP.	$410,000.00	Yes
1.7	Extended School Year	To support unduplicated students' academic acceleration needs, this action item provides programming to supplement the required Extended School Year (ESY) for students. This funding is to be used during the summer to help integrate and enrich the experiences of unduplicated students with IEPs.	$45,000.00	Yes
1.8	Academic Acceleration	To support unduplicated students' academic acceleration needs and support inclusive academic excellence, SCESD provides staff and programs to provide academic acceleration and enrichment interventions to students. This action may include hourly pay for teachers and staff as well as programs to support academic inclusion and acceleration. LREBG funds will support students with high rates of chronic absenteeism and academic need by funding additional paraprofessional support and intervention staffing at school sites with high proportions of unduplicated students. Research shows that targeted small group instruction and academic interventions delivered by trained paraprofessionals and support staff are effective strategies for accelerating learning and addressing unfinished learning, especially for students who are socioeconomically disadvantaged, English Learners, and foster youth. According to the U.S. Department of Education and studies summarized by the What Works	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Clearinghouse, students benefit from consistent, structured intervention aligned to core instruction. The metric being used to monitor the action is Metric 1.2 - Points in Distance from Standard (DFS) in Math and Color Performance Level (PL) and Metric 1.8 – STAR Reading Growth. LREBG Funds had previously been used to support this action until they were expended.		
1.9	Vice Principals	To support unduplicated student's' academic acceleration needs, this action seeks to ensure schools have Vice Principals to provide additional services that support both the supplemental and extended learning opportunities. They work with families, community groups, special education staff, etc. to support the teaching and learning of students, focusing on students who are English Learners, Special Education, Foster Youth, and Homeless.	$2,500,000.00	Yes
1.10	District Administrative Support	To support unduplicated students' academic acceleration needs, this action seeks to pay for administrative and classified personnel who provide unduplicated pupil support to students, teachers, administrators, and programs throughout the district.	$1,425,000.00	Yes
1.11	Electronic Technicians	To support unduplicated students' academic acceleration needs, this action seeks to provide additional instructional technology (IT) staff who support the setup, maintenance, and repair of district online and technology services. In addition, these funds are to be used to fund one Education Technology Coach to support technology-based instruction in support of unduplicated student achievement. This action allows educators to drill down and disaggregate student data to determine needs in an accurate and efficient manner to better meet their needs.	$999,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Intervention Teacher Support	To support unduplicated students' academic acceleration needs, this action seeks to ensure that schools have access to a MTSS Intervention Teacher. This will be a certificated teacher focused on working with students as well as training teachers, and overseeing para-educators working with small groups.	$2,281,160.00	Yes
1.13	Field Trips and Learning Experiences (district funded)	To support unduplicated students' academic acceleration needs, this action seeks to provide district-wide inclusive academic enrichment trips and experiences for classes and grades across the district, and to support unduplicated students to participate in these opportunities.	$479,258.00	Yes
1.14	Visual and Performing Arts Instruction	To support unduplicated students', this action seeks to ensure they have access to a broad course of study in music and art in schools and individual classrooms. In 2025-2026 school year, LREBG funds supported students by expanding access to a broad course of study in Visual and Performing Arts, specifically through the provision of music and art instruction across school sites and classrooms, particularly for unduplicated students. For 2026-2027, we will continue with these actions, while supplementing with Prop 28 funds. Research shows that participation in arts education supports academic achievement, student engagement, and social-emotional development. According to studies compiled by the Arts Education Partnership and the National Endowment for the Arts, students from low-income backgrounds who have access to quality arts instruction are more likely to attend school regularly, perform better academically, and pursue postsecondary education. The metric being used to monitor the action is Metric 1.14 – Access to a Broad Course of Study. LREBG Funds had previously been used to support this action until they were expended.	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Online Supplemental Platforms	To support unduplicated student's academic acceleration needs, this action seeks to purchase online supplemental programs designed to be used by teachers as part of their intervention program to support unduplicated students beyond the core instruction. These programs will be annually evaluated for effectiveness, and pilot programs will be supported to find the most effective programs for students.	$506,084.00	Yes
1.16	Tutoring Services	To support unduplicated students' academic acceleration needs, this action seeks to provide additional small group support through tutoring services through extended learning programs. In 2025-2026 LREBG funds supported students by providing additional small group tutoring services through extended learning programs, with a focus on accelerating academic progress for unduplicated students. In 2026-2027, we will continue with these actions. Research from the U.S. Department of Education and the Institute of Education Sciences (IES) confirms that evidence-based tutoring programs—particularly those that offer frequent, sustained sessions with trained tutors—can significantly improve academic achievement in reading and mathematics for students who are struggling. These supports are especially effective for multilingual students and students from socioeconomically disadvantaged, backgrounds. The metric being used to monitor the action is Metric 1.2 – Math DFS and Metric 1.3 – Suspensions LREBG Funds had previously been used to support this action until they were expended.	$230,000.00	Yes
1.17	Learning for All Students at School Sites	To support unduplicated students' academic acceleration needs, this action seeks to provide schools with LCAP funds to use at their sites as needed for their unduplicated student population to improve literacy and Mathematics achievement. These funds are distributed based on the	$1,610,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		number of unduplicated students and will primarily benefit unduplicated student groups. This per student allocation of funds will be distributed by dividing the total allocation by the number of qualifying unduplicated students in these schools. Sites are asked to analyze the needs of their unduplicated students and craft action plans to support those needs in their school plans (SPSAs). In this way, the SPSAs align with the LCAP. All plans are monitored every quarter to monitor effectiveness and to make adjustments.		
1.18	Long Term English Language Learner - Teacher and Support Staff	To support LTEL students' academic acceleration needs, this action item provides language development specifically for students mastering English, including supports for teachers, support staff who work with school teachers and families to ensure that all are supported and English Learners accelerate academically.	$110,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe, Positive, and Well-Resourced Schools	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The accomplishment of this goal will ensure that all students will thrive in a safe, inclusive, nurturing, and well-maintained environment that prepares them to be respectful, compassionate, and empathetic global citizens.

This goal was developed to ensure safe, inclusive, nurturing, and well-maintained environments for all students to learn, develop and grow emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. The actions are intentionally subdivided into student groups and are designed to move SCESD students to “mastered” on the BPST, “at or above benchmark” on STAR assessments, as well as lower chronic absenteeism rates, suspension and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate M8 (March) [Data Source: SIS Dashboard Analytics]	M8-2024: The Chronic Absenteeism Rate = 18.5% M8 SIS Analytics Dashboard	M8-2025: The Chronic Absenteeism Rate = 19.7% M8 SIS Analytics Dashboard	M8-2026: The Chronic Absenteeism Rate = 18.1% M8 SIS Analytics Dashboard	Reduce chronic absenteeism rate to 10%	-0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Average Daily Attendance (ADA) Rate [Data Source: SIS ADA Reports]	M8-2024: The ADA rate = 93.75% M8 SIS ADA Report	M8-2025: The ADA rate = 93.52% M8 SIS ADA Report	M8-2026: The ADA rate = 93.26%	Increase the ADA rate to 97%	-0.49%
2.3	Chronic Absenteeism Rate and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: 27.1%, Yellow B. EL: 22.4%, Yellow C. FY: 33.3%, n/a D. HOM: 26.8%, Yellow E. SED: 28.7%, Yellow F. SWD: 40.2%, Yellow G. HIS: 27.4%, Yellow H. Homeless Youth at SCVA: 21%, Red	A. All: 19.7% Yellow B. EL: 16.7% Yellow C. FY: 36.8% n/a D. HOM: 19.8% Yellow E. SED: 21.3% Yellow F. SWD: 30.1% Yellow G. HIS: 19.9% Yellow H. Homeless Youth at SCVA: 32.6% Red	A. All: 20% Orange B. EL: 16.5% Orange C. FY: 15% Yellow D. HOM: 19.3% Yellow E. SED: 21.4% Red F. SWD: 29.3% Orange G. HIS: 20.3% Red H. Homeless Youth at SCVA: 32.4% Red	Reduce chronic absenteeism rate to 10% and increase one color PL each year until green or better is achieved. A. All 10%, Green B. EL: 10%, Green C. FY: 10%, n/a D. HOM: 10%, Green E. SED: 10%, Green F. SWD: 10%, Green G. HIS: 10%, Green	A. All: -7.1% B. EL: -5.9% C. FY: -18.3% D. HOM: -7.5% E. SED: -7.3% F. SWD: -10.9% G. HIS: -7.1% H. Homeless Youth at SCVA: +11.3%
2.4	Suspension Rate [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow Kammann • HOM: 4.3%, Red	A. All: 1.9%, Yellow B. AA: 5.9%, Yellow C. EL: 1.9%, Orange D. FY: 5.3%, n/a E. HIS: 1.9%, Yellow F. HOM: 2.0%, Yellow G. SED: 1.9%, Yellow	A. All: 1.7%, Yellow B. AA: 4.7%, Yellow C. EL: 1.6%, Green D. FY: 0%, n/a E. HIS: 1.7%, Yellow F. HOM: 1.7%, Green G. SED: 1.8%, Yellow	Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%, Green	A. All: -0.1%, B. AA: -9.0%, C. EL: +0.1%, D. FY: -14.3%, E. HIS: +0.0%, F. HOM: -0.4%, G. SED: -0.2%, H: SWD: -0.9%, Kammann • HOM: -1.3%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Monterey Park • EL: 4.1%, Red Natividad • SWD: 10.6%, Red 2023 CA Dashboard	H: SWD: 2.8%, Green Kammann • HOM: 4.6%, Orange Monterey Park • EL: 2.2%, Green Natividad • SWD: 6.5%, Orange 2024 CA Dashboard	H: SWD: 2.2%, Green KAM • HOM: 3.0%, Green MoP • EL: 1.6%, Green NAT • SWD: 1.7%, Green 2025 CA Dashboard	F. HOM: 1.5%, Green G. SED: 1.5%, Green H. SWD: 2.2%, Green Kammann • HOM: 2.1%, Green Monterey Park • EL: 2.1%, Green Natividad • SWD: 3.0%, Green	Monterey Park • EL: -2.5%, Natividad • SWD: -8.9%
2.5	Expulsion Rate [Data Source: DataQuest]	The LEA's expulsion rate was 0% 2022/23 DataQuest	The LEA's expulsion rate was 0% 2023/24 DataQuest	The LEA's expulsion rate was 0% 2024/25 DataQuest	Maintain expulsion rate to 0%	+0%
2.6	Culture and Climate Survey - School Belonging Percent of students who report a favorable response in feeling like they belong at the school.	Favorable responses = 59% 2023-2024 Student Survey	Favorable responses = 52% 2024-2025 Student Survey	Favorable responses = 64% 2025 Fall Student Survey	At least 65% of students provide a favorable response	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: Panorama Student Culture and Climate Survey]					
2.7	Culture and Climate Survey - School Safety Percent of students who report a favorable response in how often they worry about violence at their school. [Data Source: Panorama Student Culture and Climate Survey]	Favorable responses = 56% 2023-2024 Student Survey	Favorable responses = 57% 2024-2025 Student Survey	This was not surveyed in Fall 2025	At least 65% of students provide a favorable response	Not Available
2.8	Culture and Climate Survey - School Belonging Percent of students who report a favorable sense of school climate [Data Source: Panorama Student Culture and Climate Survey]	Favorable responses = 54% 2023-2024 Student Survey	Favorable responses = 47% 2024-2025 Student Survey	Favorable responses = 57% 2025 Fall Student Survey	At least 65% of students provide a favorable response	+3%
2.9	Safe, Clean, Functional Schools Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	Number of identified instances = 13 2022-23 Facility Inspection Tool (FIT)	Number of identified instances = 11 2023-24 Facility Inspection Tool (FIT) *This year the MOTS Dept. contracted a new	Number of identified instances = 9 2025-26 Facility Inspection Tool (FIT)	Number of Identified instances: 0%	-4 number of schools identified where facilities do not meet the “good repair”.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: Facility Inspection Tool (FIT) as reported on SARCs]		company to complete the FIT reports in a timely manner. Therefore, we were able to report the metrics in the LCAP and Local Indicators. Number of identified instances = 9 2024-25 Facility Inspection Tool (FIT)			
2.10	Percentage of meals provided meet nutritional guidelines [DataSource: National School Lunch Program (NSLP) Requirements]	Percentage of meals provided meet nutritional guidelines = Number of identified instances = 100% EL 100% Low Income 100% FY 100%	Percentage of meals provided meet nutritional guidelines = Number of identified instances = 100% EL 100% Low Income 100% FY 100%	Percentage of meals provided meet nutritional guidelines = Number of identified instances = 100% EL 100% Low Income 100% FY 100%	Maintain 100% of meals provided meet nutritional guidelines	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.

2.1 MTSS & SEL - Teachers and Support Staff
The District implemented this action by providing certificated staff (MTSS Teachers on Special Assignment) and classified personnel (Para Educator/Paraprofessionals) who supported teachers and administrators, in order to ensure the research-based tiered systems and strategies for students related to aspects of SEL and MTSS were organized, monitored, and well implemented.

2.2 MTSS & SEL - Monitoring and Support
The District implemented this action by providing a system software plan to support the organization of the district-wide MTSS to be used by all staff throughout the district in support of the unduplicated students. Through daily e-check-ins, students are able to communicate where they are in their regulation-- based on the Zones of Regulation and colors and share if they are in the 'Green', 'Blue', 'Yellow' or 'Red' zone. This information is used by teachers, administrators and support staff to plan actions, especially for students relating extreme feelings (in the blue or red zones).

2.3 Positive School Events
The District implemented this action by providing funding for positive school events. The programs could include but are not limited to: Red Ribbon Week, Pink Shirt Day, Kindness Challenge, Anti-Bully activities, mindfulness campaigns, etc. The District communicated through regular systems-- Parent Square, Weekly bulletins and school newsletters specific events in order to promote the year's theme of creating joy, connection and belonging.

2.4 Student Leadership Advisor
The District implemented this action by providing student leadership opportunities at every site overseen by a certificated teacher. This would be utilized to pay teachers the additional amounts to oversee these programs as well as provide possible field trips, experiences, and training for student leadership participants. All schools were offered 20 hours for teacher advisors to support student leadership activities, These coordinated in alignment with site and District initiatives, and student leaders had various opportunities to show their talents including panel participation at the spring Family Leadership Conference, the Film Festival, and the Invention Convention. Student leaders were also able to contribute ideas as part of the District's Profile of a Learner Committee, where they engaged in processes to determine competencies for student success.

2.5 Recess Enrichment and Positive Play
Funds remained in this action for any schools that needed additional training from Playworks. Because all schools have been trained and the budget was not used, this funding will be reallocated to other actions.

2.6 Nutritious Meals
The District implemented this action by providing funding for the implementation of healthy meals and training for students and parents to help prepare meals from scratch, with fresh fruits and vegetables. Funds remained in this action to do so. Because there has been nothing done with this budget for the last two years, this funding will be reallocated to other actions.

2.7 School Program Administrative Assistance

The District implemented this action by providing additional hours used by an Administrative Assistant to support families of unduplicated students and staff who served them at the school. This support included communicating directly with families for students struggling with attendance, providing resources for families, attending meetings related to student engagement, etc.

2.8 School Library Technicians
The District implemented this action by providing additional hours for Library Techs to ensure access and to support families of unduplicated students and staff who serve them at the school.

2.9 School Secretaries AA 2
The District implemented this action by providing additional hours for School Secretaries to support families of unduplicated students and staff who serve them at the school.

2.10 Campus Supervisors
The District implemented this action by providing additional hours for Campus Supervisors for training and to support unduplicated students and help them stay safe while at school.

2.11 Health Technicians and support staff
The District implemented this action by providing additional hours for Health Aides and other health services personnel to support families of unduplicated students and staff that serve them at the school.

2.12 Licensed Vocational Nurses
The District implemented this action by providing a salary to provide additional district's LVNs to support families of unduplicated students and staff that serve them at the school.

2.13 MTSS - Materials and Supplies
The District implemented this action by providing materials, professional services, supplies, and software to support PBIS and MTSS programs that support unduplicated students, their families and staff that serve them at the school. Because many of these supplies include SEL as part of the "whole child," the action will be renamed "SEL and MTSS - Materials and Supplies."

2.15 Mental Health Counselors - LCSW, LMFT
The District implemented this action by providing designated mental health counselors to ensure unduplicated student needs are met. On the 2025-2026 LCAP, this was noted as action 2.15.

2.16 Psychologists
The District implemented this action by providing funding to ensure a designated psychologist at each site. This action partially pays for additional positions.

2.17 Bully Prevention Services

The District implemented this action by providing funding for a bully prevention program in the schools that teaches unduplicated students and their peers ways to respond to possible bullying situations. The program also helps classes discuss situations before they become bully opportunities.

2.20 Chronic Absenteeism
The District implemented this action by hiring classified staff to organize resources, coordinate staff, monitor progress efforts, and conduct visits to the most chronically absent unduplicated students. The action also provides the purchasing of resources and supplies to support the chronic absenteeism efforts. These resources will include services directed to improve the attendance of homeless youth at the Salinas City Virtual Academy.

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.

EXPENDITURE DIFFERENCES:

2.2 MTSS & SEL - Monitoring and Support
$43,000 budgeted
$29,032.50 estimated actual expenditure
The District was able to negotiate a contract for the services and program that monitors student SEL for less than budgeted.

2.3 Positive School Events
$40,000 budgeted
$11,891.75 estimated actual expenditure
In order to be more conscientious of funding and incentives, the District encouraged schools to find more economical ways to celebrate and recognize important annual positive events.

2.4 Student Leadership Advisor
$30,000 budgeted
$3,947 estimated actual expenditure
These funds are assigned for each school. Some schools were still in the planning stages with their student leadership and commit to fully utilizing these funds in 2026-2027

2.5 Recess Enrichment and Positive Play
$50,000 budgeted
$0 estimated actual expenditure
This funding was set aside to support new teachers and staff in training for recess enrichment and positive play. The District was able to provide this training with internal staffing already in place. No additional schools required training.

2.6 Nutritious Meals
$50,000 budgeted

$0 estimated actual expenditure
These funds were previously used for cooking classes for students as part of the Expanded Learning Opportunities Program. There was a desire to bring these trainings to families this year. The District Wellness Committee is developing what these classes will look like and when they will be held.

2.9 School Secretaries AA 2
$10,000 budgeted
$58.34 estimated actual expenditure
These additional hours for AA2 (School Secretaries) are now embedded as part of their contract. These hours are no longer needed.

2.11 Health Technicians and support staff
$10,000 budgeted
$1,842.81 estimated actual expenditure
These extra hours were set aside for extra projects or tasks that sometimes require hours for Health Technicians. There were not as many of these projects or tasks as anticipated.

2.12 Licensed Vocational Nurses
$185,000 budgeted
$17,063.58 estimated actual expenditure
Change because position remained unfilled for much of the year so funds could be utilized in other areas. The full allocation will be provided in the 2026-2027 LCAP.

2.13 MTSS - Materials and Supplies
$50,000 budgeted
$0 estimated actual expenditure
These funds were set aside for purchase of a potential curriculum for instructional use to promote Social Emotional Learning. The planning for this curriculum took longer than expected. It will be utilized during the 2026-2027 school year.

2.20 Chronic Absenteeism
$150,000 budgeted
$93,444.24 estimated actual expenditure
Funding for one of these two positions was moved to another action in the LCAP. The second position remains in 2.20.

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

Overall, Goal 2 actions were effective in improving student attendance, reducing suspension rates, and strengthening wellness and behavioral supports across the district. Dashboard data showed chronic absenteeism declining significantly from approximately 36% districtwide following the pandemic to below 20%. Suspension rates also improved for English Learners, African American students, Homeless Youth, and Students with Disabilities, reflecting the impact of MTSS, PBIS, counseling, wellness, and attendance supports. California Dashboard data showed that chronic absenteeism improved significantly from post-pandemic levels, declining from approximately

36% districtwide to below 20%. Suspension rates also improved for many student groups, including English Learners, African American students, Homeless Youth, and Students with Disabilities. Local Panorama survey data and educational partner feedback demonstrated improvements in student safety and relationships at some sites, although student belonging and connectedness remain areas of continued focus. Student and family feedback consistently identified the importance of mental health supports, safe campuses, recess supports, positive school environments, and access to counselors and wellness services.

2.1 MTSS & SEL Teachers and Support Staff
Somewhat Effective
MTSS and SEL staff supported intervention systems, attendance outreach, behavior interventions, and wellness supports across school sites. Dashboard chronic absenteeism and suspension indicators improved districtwide, demonstrating positive impact of coordinated MTSS systems. Chronic Absenteeism declined by 7.1% and Suspension rates declined by 0.1%. Student Culture and Climate results were not available for use as a metric during the 2025-2026 school year.

2.2 MTSS & SEL Monitoring
Somewhat Effective
SEL monitoring systems improved the district's ability to identify students requiring behavioral or wellness support. Implementation varied across school sites, and continued refinement is needed to ensure consistent data use and intervention systems. Chronic absenteeism rates improved significantly from baseline levels for most student groups, including English Learners, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities (Metric 2.3). Local chronic absenteeism data also showed modest improvement from the prior year (Metric 2.1). These results suggest that coordinated tiered supports and student interventions were effective in increasing student engagement and connection to school. Continued implementation is needed to further reduce chronic absenteeism and improve attendance outcomes for all student groups.

2.3 Positive School Events
Effective
Positive school events supported school climate, belonging, PBIS implementation, and student engagement. Educational partner feedback indicated that students and families valued opportunities that promoted connection and school pride. Chronic absenteeism improved from 19.7% to 18.1% on local data (Metric 2.1), and Dashboard chronic absenteeism rates improved from baseline for most student groups, including English Learners, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities (Metric 2.3). These results suggest the action was effective in supporting engagement and reducing barriers to attendance. Continued implementation is needed to further reduce chronic absenteeism.

2.4 Student Leadership Advisor
Somewhat Effective
Student leadership opportunities increased student voice and participation at many school sites. Student feedback reflected positive engagement in leadership and school culture activities, though implementation was not consistent at every school site. Local chronic absenteeism data improved from 19.7% to 18.1% (Metric 2.1), while Dashboard chronic absenteeism rates improved from baseline levels for most student groups, including English Learners, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities (Metric 2.3). These results suggest that increased student engagement and participation in leadership activities contributed to

stronger school connectedness and improved attendance outcomes. Chronic Absenteeism declined by 7.1% and Suspension rates declined by 0.1%. Continued implementation is needed to further reduce chronic absenteeism and increase student engagement. Student Culture and Climate results were not available for use as a metric during the 2025-2026 school year.

2.5 Recess Enrichment and Positive Play
Not Implemented
The intended action from this item was not implemented. The training has been completed at each of the District's schools. These funds will be reallocated to other actions.

2.6 Nutritious Meals
Not Implemented
The intended action from this item was not implemented. These funds will be reallocated to other actions.

2.7–2.13 Administrative, Library, Clerical, Campus Supervision, Health, LVN, and MTSS Materials
Effective
These actions supported safe school operations, supervision, communication, health services, and student access to support systems. Educational partners consistently emphasized the importance of campus safety, supervision, and student wellness supports. Administrative, clerical, library, health, LVN, campus supervision, and MTSS materials supported attendance monitoring, student wellness, behavior response, supervision, and access to school resources. Chronic absenteeism improved from 19.7% to 18.1% locally (Metric 2.1), and Dashboard chronic absenteeism improved from baseline for most student groups (Metric 2.3). Average Daily Attendance remained an area of need but was monitored through attendance improvement efforts (Metric 2.2). Student belonging increased from 59% to 64%, and overall school climate increased from 54% to 57% favorable responses (Metrics 2.6 and 2.8). Suspension rates also decreased for nearly all student groups (Metric 2.4). These results indicate the grouped actions were effective in improving student engagement, safety, wellness, and school connectedness, while continued implementation is needed to further improve attendance and sustain climate gains.

2.15–2.16 Mental Health Counselors and Psychologists
Effective
Expanded counseling and mental health staffing addressed a major educational partner priority. Students gained increased access to counseling, behavioral supports, crisis intervention, and wellness services. Suspension rates improved for several student groups during implementation. Local chronic absenteeism improved from 19.7% to 18.1% (Metric 2.1), and Dashboard chronic absenteeism improved from baseline for most student groups, including English Learners, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities (Metric 2.3). These results suggest that expanded mental health and psychological supports helped reduce barriers to attendance and increased student connection to school. Continued implementation is needed to further reduce chronic absenteeism.

2.17 Bully Prevention
Somewhat Effective
Bully prevention activities and PBIS supports promoted safer and more inclusive campuses. While there was a reduction in suspension and office discipline referrals, student climate data and educational partner feedback indicate that continued work is needed to improve student belonging and reduce peer conflict.

2.20 Chronic Absenteeism
Effective
Attendance outreach, family engagement, MTSS supports, and attendance interventions contributed to substantial improvements in chronic absenteeism districtwide. District chronic absenteeism rates declined from approximately 36% following the pandemic to below 20% districtwide. Despite these improvements, rates remain elevated for Homeless Youth, Foster Youth, and Students with Disabilities, indicating the need for continued targeted attendance interventions and wraparound supports.

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.

Some actions have been adjusted with changes in allocations to reflect updated costs or other funding sources. Input from the community and staff did not reflect the need to change actions or goals, but they did reflect the need to consider and adjust how the action is being carried out.

Allotments for the 2026-2027 version of the LCAP were altered for the following actions.

2.1 MTSS & SEL - Teachers and Support Staff
$215,000 to $220,000 due to increased benefit and salary costs

2.2 MTSS & SEL - Monitoring and Support
$43,000 to $30,000 adjustment better reflects the real cost compared to the original estimate.

2.3 Positive School Events
$40,000 to $20,000 adjustment in order to reallocate funds to other areas

2.4 Student Leadership Advisor
$30,000 to $45,00 to encourage opportunities for student voice and enhance opportunities for student leadership

2.5 Recess Enrichment and Positive Play
$50,000 to $0 The intended action from this item was not implemented. The training has been completed at each of the District's schools. These funds will be reallocated to other actions.

2.6 Nutritious Meals
$50,000 to $10,000 The intended action from this item was not implemented. Some funds are still provided to provide training. The remaining funds are reallocated to support other actions.

2.7 School Program Administrative Assistance
$485,000 to $469,000 adjustment better reflects the real cost compared to the original estimate

2.8 School Library Technicians
$520,000 to $563,000 due to increased benefit and salary costs

2.9 School Secretaries AA 2 Additional Hours
$10,000 to $0 These funds for extra hours have not been utilized due to additional days built into the contract for this position.

2.10 Campus Supervisors
$210,000 to $271,300 due to increased benefit and salary costs

2.11 Health Technicians and support staff
$10,000 to $5,000 These funds for extra hours have not been fully used. The adjustment reflects the amount being utilized for these needed hours.

2.12 Licensed Vocational Nurses
$185,000 to $180,000 to more accurately reflect the cost of these services

2.13 SEL and MTSS - Materials and Supplies
$50,000 to $70,000 in order to accommodate need for additional SEL curriculum and support

2.14 Mental Health Counselors - LCSW, LMFT
This action is not funded by the LCAP

2.16 Psychologists
$320,000 to $355,000 due to increased benefit and salary costs

2.17 Bully Prevention Services
$40,000 to $50,000 adjusted to meet the need for these support services

2.20 Chronic Absenteeism
$150,000 to $103,000 because funding for one of these two positions was moved to another action in the LCAP. The second position remains in 2.20.

2.21 Physical and Mental Health Supports
$160,000 for this new action to provide additional physical and mental health services to 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
2.1	PBIS and Student Services - Teachers and Support Staff	To support the academic, social emotional, and behavioral needs of unduplicated students, this action provides certificated and classified personnel who support teachers and administrators, in order to ensure the researched-based tiered systems and strategies for students related to aspects of SEL and MTSS are organized, monitored, and well implemented.	$220,000.00	Yes
2.2	MTSS & SEL - Monitoring and Support	To support the wellness needs of unduplicated students this action provides a system software plan to support the organization of the district-wide MTSS to be used by all staff throughout the district in support of the unduplicated students.	$30,000.00	Yes
2.3	Positive School Events	To support the wellness needs of unduplicated students, this action provides for positive school events. The programs could include but are not limited to: Red Ribbon Week, Pink Shirt Day, Kindness Challenge, Anti-Bully activities, mindfulness campaigns, etc.	$20,000.00	Yes
2.4	Student Leadership	To support the wellness needs of unduplicated students, this action provides student leadership opportunities at every site overseen by a certificated teacher. This would be utilized to pay teachers the additional amounts to oversee these programs as well as provide possible field trips, experiences, and training for student leadership participants.	$45,000.00	Yes
2.5	Recess Enrichment and Positive Play	Program, training, and support for staff to promote a positive recess environment	$0.00	Yes
2.6	Nutritious Meals	To support the health needs of unduplicated students, this action provides funding for the implementation of healthy meals and training for students and parents to help prepare meals from scratch, with fresh fruits and vegetables.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	School Attendance Assistance	To support the wellness needs of unduplicated students, this action provides additional hours used by an Administrative Assistant to support families of unduplicated students and staff who serve them at the school. This support may include communicating directly with families for students struggling with attendance, providing resources for families, attending meetings related to student engagement, etc.	$469,000.00	Yes
2.8	School Library Technicians	To support the library access needs of unduplicated students this action provides additional hours for Library Techs to ensure access and to support families of unduplicated students and staff who serve them at the school.	$563,000.00	Yes
2.9	School Secretaries AA 2 Additional Hours	To support the family needs of unduplicated students, this action provides additional hours for School Secretaries to support families of unduplicated students and staff who serve them at the school.	$0.00	Yes
2.10	Campus Supervisors	To support the safety needs of unduplicated students, this action provides additional hours for Campus Supervisors for training and to support unduplicated students and help them stay safe while at school.	$271,300.00	Yes
2.11	Health Technicians and support staff	To support the health needs of unduplicated students, this action provides additional hours for Health Aides and other health services personnel to support families of unduplicated students and staff that serve them at the school.	$5,000.00	Yes
2.12	Licensed Vocational Nurses	To support the health needs of unduplicated students, this action provides a salary to provide additional district's LVNs to support families of unduplicated students and staff that serve them at the school.	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	SEL and MTSS - Materials and Supports	To support the wellness needs of unduplicated students this action provides materials, professional services, supplies, and software to support PBIS and MTSS programs that support unduplicated students, their families and staff that serve them at the school.	$70,000.00	Yes
2.15	Mental Health Counselors - LCSW, LMFT	To support the mental health needs of unduplicated students, this action provides designated mental health counselors to ensure unduplicated student needs are met.	$1,230,000.00	No
2.16	Psychologists	To support the mental health and needs of unduplicated special needs students, this action provides funding to ensure a designated psychologist at each site. This action partially pays for additional positions.	$355,000.00	Yes
2.17	Restorative Practices and Bully Prevention	To support the wellness needs of unduplicated students, this action provides funding for a bully prevention program in the schools that teaches unduplicated students and their peers ways to respond to possible bullying situations. The program also helps classes discuss situations before they become bully opportunities.	$50,000.00	Yes
2.20	District Supports to Decrease Chronic Absenteeism	This action is to fund staff and services to support the improvement in absenteeism of unduplicated students. By hiring two classified staff members to organize resources, coordinate staff, monitor progress efforts, and conduct visits to the most chronically absent unduplicated students. The action also provides the purchasing of resources and supplies to support the chronic absenteeism efforts. These resources will include services directed to improve the attendance of homeless youth at the Salinas City Virtual Academy.	$103,000.00	Yes
2.21	Physical and Mental Health Supports	To support the wellness needs of students and others, this funding provides resources and supports for physical and mental health.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate Quality Staff to Provide Excellent Service	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The accomplishment of this goal will ensure that all staff is highly qualified. Staff members who are hired will be retained, and provided with ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

This goal was developed with the belief that all students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers are appropriately assigned. [Data Source: Data Quest -Teacher Assignment Monitoring	Total Teaching FTE = 374.5 Clear = 312.5 (83.4%) Out-of-Field = 8 (2.1%) Intern = 5 (1.3%) Ineffective = 47 (12.6%) Incomplete = 2 (0.5%)	Total Teaching FTE = 389.3 Clear = 319.0 (81.9%) Out-of-Field = 6 (1.5%) Intern = 13 (3.3%)	Total Teaching FTE = 394.5 Clear = 314.5 (79.7%) Out-of-Field = 3 (0.8%)	100% of Teachers are appropriately assigned.	Total Teaching FTE = +20.0 Clear = +2.0 (-3.7%) Out-of-Field = -5 (-1.3%) Intern = +11.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Outcomes by Full-Time Equivalent (FTE)]	Unknown = 0 (0.0%) N/A = 0 (0.0%) DataQuest 2021-22	Ineffective = 42.3 (10.9%) Incomplete = 9 (2.3%) Unknown = 0 (0.0%) N/A = 0 (0.0%) DataQuest 2022-23	Intern = 16.5 (4.2%) Ineffective = 56.5 (14.3%) Incomplete = 4.0 (1%) Unknown = 0 (0.0%) N/A = 0 (0.0%) DataQuest 2023-24		(+2.9%) Ineffective = +9.5 (+1.7%) Incomplete = +2 (+0.5%) Unknown = +0 (+0.0%) N/A = +0 (+0.0%)
3.2	Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home [Data Source: Williams Walkthroughs]	2024 0/0%	2025 0/0%	2025/26 0/0%	0/0% of Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home.	0/0%
3.3	Suspension Rate [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow Kammann • HOM: 4.3%, Red Monterey Park • EL: 4.1%, Red	A. All: 1.9%, Yellow B. AA: 5.9%, Yellow C. EL: 1.9%, Orange D. FY: 5.3%, n/a E. HIS: 1.9%, Yellow F. HOM: 2.0%, Yellow G. SED: 1.9%, Yellow H: SWD: 2.8%, Green	A. All: 1.7%, Yellow B. AA: 4.7%, Yellow C. EL: 1.6%, Green D. FY: 0%, n/a E. HIS: 1.7%, Yellow F. HOM: 1.7%, Green G. SED: 1.8%, Yellow H: SWD: 2.2%, Green	Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%, Green F. HOM: 1.5%, Green G. SED: 1.5%,	A. All: -0.1% B. AA: -9.0% C. EL: +0.1% D. FY:-14.3% E. HIS: +0.0% F. HOM: -0.4% G. SED: -0.2% H: SWD: -0.9% Kammann • HOM: -1.3% Monterey Park • EL: -2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Natividad • SWD: 10.6%, Red 2023 CA Dashboard	Kammann • HOM: 4.6%, Orange Monterey Park • EL: 2.2%, Green Natividad • SWD: 6.5%, Orange 2024 CA Dashboard	KAM • HOM: 3.0%, Green MoP • EL: 1.6%, Green NAT • SWD: 1.7%, Green 2025 CA Dashboard	Green H. SWD: 2.2%, Green Kammann • HOM: 2.1%, Green Monterey Park • EL: 2.1%, Green Natividad • SWD: 3.0%, Green	Natividad • SWD: -8.9%
3.4	Points in Distance from Standard (DFS) in ELA and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red 2023 CA Dashboard	A. All: -65.5, Orange B. EL: -88, Red C. FY: n/a D. HIS: -70.1, Red E. HOM: -84.2, Red F. SED: -77.1, Red G. SWD: -135.7, Red 2024 CA Dashboard	A. All: -62.7, Orange B: EL: -83.3, Orange C: FY: n/a D. HIS: -66.5, Yellow E. HOM: -78.1, Orange F. SED: -74.7, Red G. SWD: -131, Orange 2025 CA Dashboard	Achievement increases at least 3% in DFS and one color PL each year until green or better is achieved. All: -55 EL: -75 FY: n/a HIS: -57 HOM: -72 SED: -64 SWD: -110	A. All:+2.6 B. EL:+4.4 C. FY: n/a D. HIS: +3.4 E. HOM: +5.9 F. SED: +1.6 G. SWD: +4.3
3.5	Points in Distance from Standard (DFS) in Math	A. All: -72, Orange B. EL: -89.5, Red C. FY: n/a	A. All: -72.3, Orange	A. All: -73.1, Orange	Achievement increases at least 3% in DFS and	A. All: -1.1 B. EL: +1.9 C. FY: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Color Performance Level (PL) [Data Source: CA Dashboard]	D. HIS: -76.1, Orange E. HOM: -85.4, Yellow F. SED: -82, Orange G. SWD: -147.5, Red 2023 CA Dashboard	B. EL: -89.5, Orange C. FY: n/a D. HIS: -75.8, Orange E. HOM: -85.3, Orange F. SED: -82.3, Orange G. SWD: -142.9, Orange 2024 CA Dashboard	B: EL: -87.6, Orange C: FY: n/a D. HIS: -76.4, Orange E. HOM: -83.6, Orange F. SED: -83.7, Orange G. SWD: -144.6, Red 2025 CA Dashboard	one color PL each year until green or better is achieved. All: -60 EL: -75 FY: n/a HIS: -63 HOM: -71 SED: -67 SWD: -120	D. HIS: -0.3 E. HOM: +1.8 F. SED: -1.7 G. SWD: +2.9
3.6	Teacher and staff satisfaction related to professional development (PD) opportunities is 75% or higher on local surveys following the events. [Data Source: LEA Staff PD Evaluation Survey]	Rate Level 4 = 48.5% Rate Level 5 = 37.9% Total = 86.4% 03.08.2024 PD Day Evaluation	Rate Level 4 = 43.6% Rate Level 5 = 30.0% Total = 73.6% 03.07.2025 PD Day Evaluation	Rate Level 4 = 20.7% Rate Level 5 = 19.8% Total = 40.5% 03.06.2026 PD Day Evaluation	Teacher and staff satisfaction related to professional development opportunities is 80% or higher on local surveys following the events.	Rate Level 4 = -27.8% Rate Level 5 = -18.1% Total = -45.9%

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.

3.1 Professional Learning to develop strong Tier I supports
The implementation of this goal focused on providing contracts for professional development to support district teachers and paraprofessionals. It was fully implemented.

3.2 ELL/LTEL Newcomers - Professional Learning and Training
The implementation of this goal focused on providing training for teachers on strategies and supports for English Learners. Specifically, trainings this year focused on Thinking Maps, GLAD, SPIRE, etc. Training will continue through the Summer of 2026.

3.4 Incentives and Stipends for Hard to Fill Positions
This action was carried out as planned. The number of stipends continues to increase. Adjustments were made to the budget. In order to compensate for these changes as well as the loss of LREBG, additional funds from Supplemental Concentration were allotted to this action for the upcoming year. In addition, the number and value of stipends is being negotiated with Labor Partners.

3.5 New Teacher Support
The implementation of this goal was carried out as planned. New teachers received support with induction and their first years of teaching.

3.6 Professional Development Days and Additional Hourly
The implementation of this goal was carried out as planned. Teachers and educators were provided professional development days as well as after school and self-directed learning opportunities.

3.7 Academic Coaches
The implementation of this goal was carried out as planned as Academic Coaches were provided at district schools. Academic Coaches helped contribute to collaboration meetings, work in cycles with individual teachers, and provide professional development.

3.8 Grade Level Release Teachers
The implementation of this goal was carried out as planning with Grade Level Release Teachers provided to relieve teacher teams for collaboration and professional development.

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

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

3.1 Professional Learning to develop strong Tier I supports
$315,000 budgeted
$31,552.11 estimated actual expenditure

This action was significantly supplemented by LREBG funding. Much of the funding for these opportunities was shifted to Title I and II funding.

3.2 ELL/LTEL NEWCOMERS - Professional Learning and Training
$100,000 budgeted
$59,978.51 estimated actual expenditure
Approximately 40% of this funding is being utilized in the month of June as teachers complete self-directed GLAD training.

3.4 Incentives and Stipends for Hard to Fill Positions
$500,000 budgeted
$635,970.94 estimated actual expenditure
The number of stipends far exceeded the budgeted amount. Additional funds needed to be added to compensate.

3.5 New Teacher Support
$330,000 budgeted
$433,372 estimated actual expenditure
Changes due to rises in benefit costs and negotiated raises

3.8 Grade Level Release Teachers
$800,000 budgeted
$696,433.68 estimated actual expenditure
The District hired, but then had some staff resign from the position mid year. This is a valuable position that will be added to during the upcoming year.

3.9 Prospective Teacher Residency Program (*LREBG funded)
$200,000 budgeted
$1,263.04 estimated actual expenditure
This item was fully funded by LREBG funds. The final payment with the respective universities is coming in June.

3.10 District-wide consultation and support (*LREBG funded)
$500,000 budgeted
$352,875.11 estimated actual expenditure
The final payment for this item arrives in June. That will be close to the budgeted amount.

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

Overall, Goal 3 actions were somewhat effective to effective in strengthening staff capacity, instructional coaching, collaboration, recruitment, and retention efforts. Professional learning, academic coaching, release time, and induction supports were implemented districtwide and supported instructional improvement efforts. Educational partner feedback from staff consistently emphasized the importance of collaboration time, instructional coaching, classroom support, and practical professional learning aligned to student needs. While staff appreciated professional learning opportunities, survey feedback also indicated a need for more differentiated and job-embedded support.

3.1 Professional Learning for Tier I Supports
Effective
Professional learning supported implementation of the district's "Define the Floor and Refine the Core" initiative and strengthened shared instructional expectations related to literacy, mathematics, and English Learner supports. Improvements in suspension outcomes for several student groups, including Homeless Youth and Students with Disabilities, suggest that staff training and implementation of positive behavior supports contributed to improved student behavior and school climate (Metric 3.3). Academic outcomes also improved in ELA and Math for several student groups, indicating that strengthened instructional practices supported student achievement (Metrics 3.4 and 3.5). While staff satisfaction with professional development opportunities declined and did not meet the district target (Metric 3.6), the overall student outcome data suggest that the training was effective in supporting student success. Continued refinement of professional learning opportunities will help improve staff satisfaction while sustaining positive student outcomes.

3.2 ELL/LTEL/Newcomer Professional Learning
Somewhat Effective
Professional learning opportunities focused on English Learners, LTEL students, and newcomers supported staff capacity building. Participation levels were lower than anticipated, and the district identified the need for more site-based coaching and practical implementation support. English Learner outcomes improved in both ELA and Math, with ELA Distance from Standard improving by 4.4 points and performance level increasing from Red to Orange, while Math Distance from Standard improved by 1.9 points (Metrics 3.4 and 3.5). Suspension rates for English Learners also improved, decreasing from 1.5% to 1.6% while maintaining a Green performance level (Metric 3.3). Although staff satisfaction with professional development opportunities declined and did not meet the district target (Metric 3.6), student outcome data indicate that the training was effective in strengthening instructional practices and improving outcomes for English Learners

3.4 Incentives and Stipends for Hard-to-Fill Positions
Effective
Incentives and stipends supported recruitment and retention efforts in high-need areas, including Special Education and Dual Immersion staffing. Staffing stability improved in several identified shortage areas. Teacher assignment data showed a reduction in out-of-field assignments, helping ensure students had greater access to appropriately credentialed staff (Metric 3.1). English Learners demonstrated improvement in ELA and Math performance, with ELA Distance from Standard improving by 4.4 points and Math Distance from Standard improving by 1.9 points (Metrics 3.4 and 3.5). Students with Disabilities also demonstrated improvement in ELA and Math outcomes, with ELA Distance from Standard improving by 4.3 points and Math Distance from Standard improving by 2.9 points (Metrics 3.4 and 3.5). These results suggest that attracting and retaining qualified staff contributed to improved instructional support and academic outcomes for targeted student groups.

3.5 New Teacher Support
Effective
New teacher induction, mentoring, and onboarding supports strengthened teacher readiness and retention. Educational partner feedback highlighted the importance of ongoing mentoring and collaboration supports for newer teachers. Teacher Assignment Monitoring data showed a reduction in out-of-field assignments, supporting the district's efforts to ensure students were served by appropriately prepared educators (Metric 3.1). The action was effective in building teacher capacity and supporting instructional quality.

3.6 Professional Development Days and Additional Hourly
Somewhat Effective
Professional development opportunities were implemented districtwide; however, staff feedback indicated the need for increased differentiation, classroom relevance, and implementation support connected to district priorities. Improvements in ELA outcomes were observed for several student groups, including English Learners, Homeless Youth, Hispanic students, and Students with Disabilities, while Math outcomes improved for English Learners, Homeless Youth, and Students with Disabilities (Metrics 3.4 and 3.5). Suspension rates also decreased for many student groups, including Homeless Youth and Students with Disabilities, indicating progress in creating positive and supportive learning environments (Metric 3.3). These results suggest that professional learning opportunities contributed to improved instructional practices and student outcomes.

3.7 Academic Coaches
Effective
Academic coaches supported instructional cycles, data analysis, lesson planning, collaboration, and intervention planning. Coaching supports contributed to stronger implementation of Tier I instruction and intervention systems. Improvements in ELA outcomes were observed for several student groups, including English Learners, Homeless Youth, Hispanic students, and Students with Disabilities, while Math outcomes improved for English Learners, Homeless Youth, and Students with Disabilities (Metrics 3.4 and 3.5). Suspension rates also decreased for many student groups, including Homeless Youth and Students with Disabilities, indicating progress in creating supportive learning environments that promote student success (Metric 3.3). These results suggest that instructional coaching was effective in strengthening teaching practices and improving student outcomes.

3.8 Grade-Level Release Teachers
Effective
Release time supported collaboration, planning, professional learning, and instructional alignment across grade levels and school sites. Staff identified collaboration time as an important contributor to instructional improvement efforts. These opportunities supported the implementation of targeted instructional strategies and strengthened alignment across grade levels. ELA outcomes improved for several student groups, including English Learners, Homeless Youth, Hispanic students, and Students with Disabilities, with gains in Distance from Standard and performance levels (Metric 3.4). These results suggest that collaborative planning and instructional support contributed to improved teaching practices and student academic achievement.

3.9–3.11 LREBG-Supported Professional Learning and LTEL Supports
Somewhat Effective
LREBG-funded professional learning and staffing supports aligned to district priorities related to literacy, mathematics, intervention, and English Learner supports. Continued monitoring through Dashboard outcomes, local assessment data, and educational partner feedback will

guide future refinement. Teacher Assignment Monitoring data showed a reduction in out-of-field assignments, supporting the district's efforts to ensure students were served by appropriately assigned and qualified educators (Metric 3.1). Academic outcomes improved for several student groups, including English Learners, Homeless Youth, and Students with Disabilities, with gains in both ELA and Math Distance from Standard measures (Metrics 3.4 and 3.5). Suspension rates also improved for many student groups, indicating progress in creating positive and supportive learning environments (Metric 3.3). While staff satisfaction with professional development opportunities declined and did not meet the district target (Metric 3.6), student outcome data suggest that the professional learning and instructional supports were effective in strengthening instructional practices and improving student outcomes.

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.

Some actions have been adjusted with changes in allocations to reflect updated costs or other funding sources. Input from the community and staff did not reflect the need to change actions or goals, but they did reflect the need to consider and adjust how the action is being carried out.

The District will be providing additional training and professional development to staff in order to carry out the changed actions in Goal One. Additional professional development will be provided about defining the floor for instructional progress, grade level standards, and strategies to improve instructional practices. The District has also adopted the commitment and promise of "5-3-5" that represents that all students will be proficient in Mathematics by the end of the 5th grade, proficient readers by the end of 3rd grade, and reclassified by the end of their 5th year in SCESD. This emphasis on improving Tier One instruction in the classroom is in an effort to define the "floor" and refine core instructional practices to better represent the 80% of students who should be served by Tier One instruction. A major emphasis for professional development will be based on improving educator clarity related to the standards and organizing and planning effective instruction. In addition, work will be done to further define and create experiences for students related to the "Profile of a Learner" where there is emphasis on helping learners to become critical thinkers, collaborators, communicators, and students of good character.

Allotments for the 2026-2027 version of the LCAP were altered for the following actions.

3.1 Professional Learning to develop strong Tier I supports
$315,000 to $15,000 Without the additional funding provided by the LREBG ($300,000), this is the amount available for this action. Further professional development support is found in action 3.6

3.2 "ELL/LTEL Newcomers - Professional Learning and Training
$100,000 to $100,000. There is no funding change to this action.

3.4 Incentives and Stipends for Hard to Fill Positions
$500,000 to $800,000 to support the district with incentives for new hires and stipends for existing positions in hard to fill categories

3.5 New Teacher Support

$330,000 to $350,000 due to rises in benefit costs and negotiated raises and provide for additional supplies and resources as well as prospective teacher residency programs

3.6 Teachers and Classified PD days per contract and additional hourly
$1,150,000 to $1,071,000 to better reflect the actual cost and allocate resources to other actions

3.7 Academic Coaches
$1,475,000 to $1,963,000 due to rises in benefit costs and negotiated raises

3.8 Grade Level Release Teachers
$800,000 to $1,200,000 to increase the number of substitutes supporting teacher collaboration and student high dosage tutoring

3.9 Prospective Teacher Residency Program
Due to the unavailability of LREBG funds, this action has been included in 3.5

3.10 District-wide consultation and support
$500,000 (LREBG in 2025-2026) $200,000 (S&C). This was a new action in the 2025-2026 LCAP funded through LREBG. Because LREBG is no longer available, this funding will come from Supplemental Concentration funds.

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	Professional Learning to develop strong Tier I supports	To support unduplicated student academic, behavioral, and wellness needs, this action provides for training for teachers, students, and families on topics addressing developing strong Tier I academic, behavior, and social emotional supports. The metrics being used to monitor the action are Metric 2.4 Suspension Rate, Metric 1.13 CAASPP Growth and DFS in Language Arts and Mathematics for each school, and Metric 3.6 Teacher and Staff Satisfaction.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	ELL, Newcomer, LTEL - Professional Learning and Training	Increase or improve the services to ELL / LTEL / Newcomer students at schools with high numbers, this goal seeks to provide training and support to Participants will receive training aligned to California ELD Standards and the MTSS framework to strengthen EL instructional practices, increase access to academic language, and improve reclassification outcomes., teachers, Campus supervisors, and other staff to implement programs and strategies that would support achievement and the improved implementation of MTSS structures for these students. This training may include professional learning for Designated and Integrated English Language Development, GLAD, Thinking Maps, reclassification, Dual Immersion, cultural sensitivity, etc. ELL : Participants will receive training aligned to California ELD Standards and the MTSS framework to strengthen EL instructional practices, increase access to academic language, and improve reclassification outcomes. The metric being used to monitor the action are Metric 2.4 Suspension Rate, Metric 1.13 CAASPP Growth and DFS in Language Arts and Mathematics for each school, and Metric 3.6 Teacher and Staff Satisfaction.	$100,000.00	Yes
3.4	Incentives and Stipends for Hard to Fill Positions	To support ELL/LTEL/Newcomer student academic acceleration, this action seeks to provide stipends of $1,500 for each BCLAD certified teacher in a position using these authorizations. To support Students with Disabilities student academic acceleration, this action provides stipends of $1,500 for hard to fill SPED positions. The metric being used to monitor the action is Metric 1.7 – Teacher Assignment and Credentialing.	$800,000.00	Yes
3.5	New Teacher Supports Program	To support unduplicated student academic acceleration, this action seeks to ensure a robust program for new teachers as they work with this student population (NT Support Coach, MCOE collaboration, PD days, and supplies, induction coaches, stipends, etc.).	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Professional Development Days and Additional Hourly	To support unduplicated student academic acceleration and wellness needs, this action establishes professional development and learning days (3 days per contract) as well as additional hours for attending approved events outside of the contracted workday in support of unduplicated students across the district.	$1,071,000.00	Yes
3.7	Academic Coaches	To support unduplicated student academic acceleration needs, this action provides additional funds to ensure that academic coaches provide instructional support for teachers in general and Special Education settings in the form of professional development and job-embedded coaching. This amount represents 59% of their salary as being paid from the LCAP.	$1,963,000.00	Yes
3.8	Grade Level Release Teachers	To support unduplicated student academic acceleration needs, this action provides Grade Level Release Teachers and other substitute teachers to relieve teachers in order for teams to collaborate and plan for improved instruction of unduplicated students and provide long-term substitute coverage.	$1,200,000.00	Yes
3.9	Prospective Teacher Residency Program	To support unduplicated students by working with local universities on the recruitment and training of new teachers through residency programs. To support unduplicated students, Salinas City will partner with local universities to recruit and train new teachers through a prospective teacher residency program. This action is designed to place well-prepared educators in classrooms serving unduplicated students, ensuring continuity and quality in instruction. The metric being used to monitor the action is Metric 1.7 – Teacher Assignment and Credentialing.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	District-wide consultation and support	To support unduplicated students by partnering with consultants to refine district systems and improve instruction and achievement through professional development and coaching. To support unduplicated students, Salinas City will partner with educational consultants to refine district systems and improve instructional practices and student achievement through ongoing professional development and coaching. The metric being used to monitor the action is Metric 3.6 – Professional Development Participation Rates.	$200,000.00	No
3.11	LTEL - Professional Learning and Training	Increase or improve the services to LTEL students at schools with high numbers, this goal seeks to provide training and support to Paraeducators, teachers, Campus supervisors, and other staff to implement programs and strategies that would support achievement and the improved implementation of MTSS structures for these students. This training may include professional learning for Designated and Integrated English Language Development, GLAD, Thinking Maps, reclassification, Dual Immersion, cultural sensitivity, etc. The metrics being used to monitor the action are Metric 2.4 Suspension Rate, Metric 1.13 CAASPP Growth and DFS in Language Arts and Mathematics for each school, and Metric 3.6 Teacher and Staff Satisfaction. Refer to action 3.2.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance Belonging and Strengthen Home, School, and Community Partnerships	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The accomplishment of this goal will foster positive working relationships between families, and community partners to ensure equitable activities across all schools to nurture the whole child in their learning experience.

This goal was developed to demonstrate the commitment to the education of our students by increasing parent involvement, participation, engagement and education. We understand the need to work together as a community, in order to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet the individual needs of all students, including foster youth, students with disabilities, English Learners, and students currently experiencing homelessness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The completion rate of district wide parent surveys. [Data Source: LEA Parent Survey]	Parent surveys completed: 4,706 (58.9%) 2023-24 LEA Parent Survey via Panorama	Parent surveys completed: 4,031 (48.65%) 2024-25 LEA Parent Survey via Panorama	Parent surveys completed: 2,774 (34.18%) 2025-26 LEA Parent Survey via Panorama	Increase parent participation in surveys by 3% each year, maintain 60%	-24.72%
4.2	Parent Involvement - Q5: "The school provides	Parent Involvement - Family Support average	Parent Involvement -	Parent Involvement -	Increase parent involvement in	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents with resources and training to promote parental involvement and student's learning at home." [Data Source: LEA Parent Survey]	score = 63% 2023-24 LEA Parent Survey via Panorama	Family Support average score = 64% 2024-25 LEA Parent Survey via Panorama	Family Support average score = 61% 2025-26 LEA Parent Survey via Panorama	surveys by 2% each year or maintain at least 60%	
4.3	Parent participation in site and district meetings and events, such as PTO/PTA, Open House, Back to School, etc. [Data Source: Sites/District Participation Logs]	Parent participants = 24,870 2023-24 Sites/District Participation Logs	Parent participants = 42,099 2024-25 Sites/District Participation Logs	Parent participants = 40,027 2025-26 Sites/District Participation Logs	Increase parent overall participation by 3% each year or overall by 10%.	+15,157
4.4	Parent engagement through input and advisory roles in events such as DELAC, PAC, SSC, ELAC, Title I, etc, including parents of students with disabilities and parents of unduplicated students. [Data Source: Sites/District Engagement Participation Logs]	Parent engagement participation = 3,010 2023-24 Sites/District Participation Logs	Parent engagement participation = 1,229 2024-25 Sites/District Participation Logs	Parent engagement participation = 1,807 2025-26 Sites/District Participation Logs	Increase parent engagement participation by 3% each year or overall by 10%.	-1,203
4.5	Parent education initiatives include school site and district-targeted learning events such as Family Literacy Nights,	Parent education participation = 6,421 2023-24 Sites/District Participation Logs	Parent education participation = 5,572	Parent education participation = 6,344	Increase parent education efforts by 3% each year or overall by 10%.	-77

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math Nights, and workshops on assisting children at home. [Data Source: Sites/District Parent Education Participation Logs]		2024-25 Sites/District Participation Logs	2025-26 Sites/District Participation Logs		

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.

4.1 Translation Clerk
The District implemented this action by providing support ELL/LTEL/Newcomer students' academic acceleration and wellness needs, this action allowed for the translation of documents and live translation for parents and the community.

4.2 Foster Youth and Homeless - Certificated and Support Staff
The District implemented this action by supporting foster and homeless students' academic acceleration and wellness needs, this action provided for partial salary coverage for the certificated administrator and support staff focused on supporting foster and homeless youth.

4.3 Foster Youth and Homeless - Supplies and Resources
The District implemented this action by supporting foster and homeless students' academic acceleration and wellness needs, this action provided for unique supplies for these students not already provided through other resources.

4.4 Foster Youth and Homeless - FRC Clerical Support
The District implemented this action by supporting unduplicated student academic acceleration and wellness needs, this action provided for additional hourly pay for staff working in the Family Resource Center focusing on homeless, low-income, migrant and foster families.

4.5 Parent Coordinators
The District implemented this action by supporting unduplicated student academic acceleration and wellness needs, this action ensured a Parent Coordinator for all sites. Parent Coordinators reach out and communicate with the families of our unduplicated students to increase parental involvement and supports.

4.6 Districtwide Communication Platform
The District implemented this action by supporting unduplicated student academic acceleration and wellness needs, this action provided funds to pay for a district-wide communication platform for all parents. The platform provided home language communication to support our EL households.

4.7 Parent Training
The District implemented this action by supporting the academic acceleration and wellness needs of unduplicated students, this action provided funding for parent training opportunities specifically designed for families of unduplicated students. These opportunities included participation in the Family Leadership Conference, English as a Second Language (ESL) classes offered through Family Resource Centers, mental health training for parents, computer classes, and access to technology devices. Additionally, the funding supported the promotion of language acquisition programs, including topics related to reclassification, as well as life skills training such as budgeting, completing applications, and securing housing. To ensure accessibility and effectiveness, the funding also covered related expenses such as transportation, materials, child care, trainers, and refreshments.

4.8 SPED - Parent Training
The District implemented this action through parent training opportunities that empowered low-income families, foster youth, and English learner families involved in special education. Unfortunately, for much of the year, the department director was unavailable. This resulted in these trainings being delayed. This action had been very effective and appreciated in past years. It will remain in this year's 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.

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

4.2 Foster Youth and Homeless - Certificated and Support Staff
$160,000 budgeted
$99,912.47 estimated actual expenditure
The original estimate was in anticipation of increased salary and benefit costs. Adjustment was made to better reflect the actual cost and allocate resources to other actions

4.4 Foster Youth and Homeless - FRC Clerical Support
$1,500 budgeted
$34.63 estimated actual expenditure
These additional hours for FRC support were not utilized.

4.6 Districtwide Communication Platform
$50,000 budgeted
$39,767.07 estimated actual expenditure

The cost of the communication platform renewal was less than anticipated.

4.7 Parent Training
$295,000 budgeted
$195,832.02 estimated actual expenditure
The twice a year Family Leadership Conferences were a tremendous success. Due to partnerships that have been developed with local agencies, the cost of these events was less than budgeted.

4.8 SPED - Parent Training
$12,000 budgeted
$429.27 estimated actual expenditure
These trainings have been extremely successful in the past. Due to the unexpected leave of key personnel, these trainings were not able to be scheduled as expected.

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

Overall, Goal 4 actions were somewhat effective to effective in strengthening communication, outreach, family engagement, and community partnerships. Family participation in school events, parent meetings, family resource supports, and community engagement opportunities increased during the year. Educational partner feedback demonstrated strong appreciation for Parent Coordinators, Family Resource Centers, translation supports, and family workshops. However, participation in some surveys, advisory committees, and educational sessions declined, indicating the need for continued efforts to strengthen consistent and meaningful family engagement.

4.1 Translation Clerk
Effective
Translation and interpretation services improved multilingual communication and increased family access to meetings, workshops, and district communications. Families consistently identified language access as a critical support. Parent perceptions that schools provide resources and training to support student learning remained above 60%, indicating that families continued to feel supported in their engagement with schools (Metric 4.2). Parent participation in school and district events also increased significantly from baseline, suggesting that communication and language access efforts helped remove barriers to family involvement (Metric 4.3). While ELPI outcomes were monitored as an additional indicator of effectiveness, the action primarily contributed to strengthening family-school partnerships and improving access to services for multilingual families.

4.2–4.4 Foster Youth and Homeless Family Supports
Effective
Family Resource Centers and targeted supports improved access to resources, referrals, attendance support, and community services for Foster Youth and Homeless families. Educational partner feedback identified these supports as highly valuable. Chronic absenteeism rates improved from baseline for Homeless Youth and most student groups, indicating that these supports helped reduce barriers to school attendance and engagement (Metric 2.3). Parent participation in school and district activities also increased substantially from baseline, demonstrating stronger family-school connections and access to support services (Metric 4.3). Additionally, ELA outcomes for Homeless

Youth improved, with Distance from Standard increasing from -84.0 to -78.1 and performance level improving from Red to Orange, suggesting that increased family support and stability contributed to improved academic outcomes (Goal 1, Metric 1.1). These results indicate that the actions were effective in strengthening family engagement, improving attendance, and supporting student achievement.

4.5 Parent Coordinators
Effective
Parent Coordinators strengthened school-family communication, family outreach, and participation in district programs and school activities. Family engagement increased at multiple school sites through parent workshops, outreach efforts, and school events.

4.6 Districtwide Communication Platform
Somewhat Effective
The communication platform improved home-language communication and expanded district outreach capacity. Although communication access improved, family survey participation declined, indicating the need for more interactive and relationship-centered engagement strategies.

4.7 Parent Training
Effective
Parent training opportunities included ESL classes, wellness workshops, leadership development, technology support, and educational sessions. Participation remained strong in general family engagement opportunities, though participation varied across advisory and educational sessions. The increase was partially measured through use of participation logs.

4.8 SPED Parent Training
Somewhat Effective
SPED parent trainings supported family understanding of IEP processes, student supports, and available services. Participation in targeted advisory groups declined compared to prior years, suggesting the need for more flexible scheduling and targeted outreach. Unfortunately, for much of the year, the department director was unavailable. This resulted in these trainings being delayed. This action had been very effective and appreciated in past years. It will remain in this year's LCAP.

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Some actions have been adjusted with changes in allocations to reflect updated costs or other funding sources. Input from the community and staff did not reflect the need to change actions or goals, but they did reflect the need to consider and adjust how the action is being carried out.

4.1 Translation Clerk
$50,600 to $50,600. No change to this action.

4.2 Foster Youth and Homeless - Certificated and Support Staff

$160,000 to $147,000 to better reflect the actual cost and allocate resources to other actions

4.3 Foster Youth and Homeless - Supplies and Resources
$25,000 to $50,000 to provide additional resources in support of SCESD families and Family Resource Center needs.

4.4 Clerical Support
$1,500 to $1,500. No change to this action.

4.5 Parent Coordinators
$1,100,000 to $1,062,500 to better reflect the actual cost and allocate resources to other actions

4.6 Districtwide Communication Platform
$50,000 to $50,000. No change to this action.

4.7 Parent Training
$295,000 to $200,000 to better reflect the actual cost and allocate resources to other actions

4.8 Special Education Parent Training
$12,000 to $12,000. No change to this action.

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	Translation Clerk	To support ELL/LTEL/Newcomer students' academic acceleration and wellness needs, this action allows for the translation of documents and live translation for parents and the community.	$50,600.00	Yes
4.2	Foster Youth and Homeless - Certificated and Support Staff	To support foster and homeless students' academic acceleration and wellness needs, this action provides for partial salary coverage for the certificated administrator and support staff focused on supporting foster and homeless youth.	$147,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Foster Youth and Homeless - Supplies and Resources	To support families and students with low Socio Economic status, foster and homeless students' academic acceleration and wellness needs, this action provides for unique supplies for these students not already provided through other resources.	$50,000.00	Yes
4.4	Foster Youth and Homeless - FRC Clerical Support	To support unduplicated student academic acceleration and wellness needs, this action provides for additional hourly pay for staff working in the Family Resource Center focusing on homeless, low-income, migrant and foster families.	$1,500.00	Yes
4.5	Parent Coordinators	To support unduplicated student academic acceleration and wellness needs, this action ensures a Parent Coordinator for sites. Parent Coordinators reach out and communicate with the families of our unduplicated students to increase parental involvement and supports.	$1,062,500.00	Yes
4.6	Districtwide Communication Platform	To support unduplicated student academic acceleration and wellness needs, this action provides funds to pay for a district-wide communication platform for all parents. The platform should provide home language communication to support our EL households.	$50,000.00	Yes
4.7	Parent Training	To support unduplicated student academic acceleration and wellness needs, this action provides funding for parent training for our unduplicated student families inclusive of, but not limited to: Family Leadership Conference English as a Second Language (ESL) - provide classes through Family Resource Centers Mental health parent training Computer classes Computer technology devices Advertising of language acquisition programs (DI) Reclassification Life Skills training (budgeting, applications, housing, etc.)	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funds to be used for: transportation, materials, child care, trainers, refreshments, etc. These beneficial sessions focus on supporting all families including any families of unduplicated students. The metric being used to monitor the action is Metric 4.2 – Number of families of unduplicated students participating in parent training opportunities.		
4.8	SPED - Parent Training	To support unduplicated special education students' academic acceleration and wellness needs, this action asks SCESD to hold parent training in the evenings. This will help parents support unduplicated students with special needs with social and emotional development.	$12,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the next three years, Salinas Virtual Academy (now Salinas City STEAM Academy, "SCSA") will reduce chronic absenteeism and increase academic performance in English Language Arts and Mathematics for Hispanic students, homeless students, and socioeconomically disadvantaged students—our identified Equity Multiplier student groups. Progress will be measured using California School Dashboard indicators for Chronic Absenteeism, as well as local attendance and assessment data. Targeted actions will include proactive attendance monitoring, personalized family outreach, culturally responsive engagement strategies, and expanded learning opportunities designed to meet the unique needs of students in a virtual learning environment. By creating these engaging experiences at SCSA and more focused outreach from the staff, work completion will increase, and Chronic Absenteeism rates will decrease.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of the 2024 California School Dashboard data identified a significant need to address chronic absenteeism at SCSA, particularly among Hispanic students, homeless students, and socioeconomically disadvantaged students—our Equity Multiplier student groups. These groups are currently performing in the red on the Chronic Absenteeism indicator, indicating an urgent need for targeted intervention.

Feedback from educational partners—including parents, staff, and community members—emphasized the importance of increasing consistent student engagement, strengthening culturally responsive supports, and providing high-quality instructional opportunities tailored to the virtual learning environment. The LEA developed this goal to directly address these inequities, improve attendance, and raise academic achievement, ensuring all students have equitable access to the resources and support necessary for success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rates: CA Dashboard All Students	2023 Dashboard Chronic Absenteeism Rates	2024 Dashboard	2025 Dashboard	Chronic Absenteeism Rates	All Students: +13.2% EL: +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Homeless Socioeconomically Disadvantaged	All Students: 18.3% (Yellow) EL: 18.4% (Yellow) Hispanic: 18.3% (Yellow) Homeless: 21.1% (Red) Socioeconomically Disadvantaged: 20.0% (Yellow)	Chronic Absenteeism Rates All Students: 25.7% (Red) EL: 20.0% (Orange) Hispanic: 23.6% (Red) Homeless: 32.6% (Red) Socioeconomically Disadvantaged: 26.1% (Red)	Chronic Absenteeism Rates All Students: 31.5% (Red) EL: 20.9% (Red) Hispanic: 31% (Red) Homeless: 32.4% (Red) Socioeconomically Disadvantaged: 34.1% (Red)	All Students: 19.7% EL:15.0% Hispanic: 18.0% Homeless: 23.0% Socioeconomically Disadvantaged: 20.0%	Hispanic: +12.7% Homeless: +11.3% Socioeconomically Disadvantaged: +14.1%
5.2						

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.

5.1 Attendance Improvement and Engagement Plan
SCSA did attendance recovery throughout the year to improve attendance. However, SCSA faced challenges with students attending the attendance recovery activities as well as staff to work at them.
Meetings were held with parents and students to emphasize the importance of completing assignments and participating in class. These meetings also included opportunities to train parents on how to support their children at home and help them be successful in a virtual setting.
A comprehensive approach to improving student attendance through recognition of consistent attendance, targeted supports for students with attendance challenges, and proactive engagement with families

5.2 Enhancing Comprehensive Visual and Performing Arts Education
SCSA contracted with the Arts Council of Monterey County in order to expand access to high quality arts education across visual, musical, theatrical, and dance disciplines to support students' creativity, engagement, and achievement. This was in an effort to engage more students, help them find their art, and encourage them to attend school and complete projects together. The original intention was to provide these classes for all students, but decided to offer to lower grades only for the first year in order to organize and work through issues for the future.

For the 26-27 school year, we have increased our partnership with the Art Council to include a dance program for students- Spring 2027

5.3 Development and Implementation of STEAM Aligned Curriculum
Teachers and staff from SCSA worked together to develop curriculum and instruction in order to engage students in lessons that encourage individualization, creativity, and innovation. For the 26-27 school year, we are looking to continue to use these funds to send staff to conferences around STEAM integration and possibly to trainings to better support our students who struggle with attendance (RTI conference)

5.4 STEAM Instructional Lead Teacher
A school STEAM teacher helped to create experiences both online and in person to help encourage and engage students in learning. Having a STEAM teacher and providing STEAM incentives for attendance and participation helped engage and motivate students to attend school. These opportunities gave students something exciting to look forward to and helped create a stronger connection between attendance and positive school experiences.

5.5 Targeted Professional Learning for Educators
Funds during the 2025-2026 school year increased collaboration times and support from the school's Academic Coach. In addition, teachers attended the CUE conference in order to expand their skills and knowledge. For the 26-27 school year, we will use funds to increase the collaboration and training opportunities for the staff at The Salinas City STEAM Academy. We will utilize our Academic Coach/STEAM and district technology department. The Homeless School Liaison met with the staff to give training on how to support students and their families.

5.6 STEAM Software
Providing STEAM software and STEAM-aligned curriculum allowed teachers to offer more engaging, hands-on learning experiences. These programs also included professional learning and training that helped teachers better understand how to effectively use and implement the resources in their classrooms.

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.

SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years.

5.1 Attendance Improvement and Engagement Plan
Budgeted $20,000
Actual Expenditures $1,045
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years. Many of the attendance challenges for SCSA are based on work completion. A challenge the school faces is engaging students when they are not physically at school. These funds were used to encourage more in person learning experiences and reward good attendance. For the 26-27 school year, we have increased the attendance improvement incentives to be able to provide bigger and more enticing incentives for students who meet our school attendance goal for each trimester (Trimester Awards, PBIS Store incentives, in-person meet-up incentives)

5.2 Enhancing Comprehensive Visual and Performing Arts Education

Budgeted $20,000
Actual Expenditure $9,657
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years. The school originally intended to provide these services school-wide. However, the school started with K-3 and will expand to the other grades. For the 26-27 school year, they have increased our partnership with the Art Council to include a dance program for students- Spring 2027

5.3 Development and Implementation of STEAM Aligned Curriculum
Budgeted $26,000
Actual Expenditure $2,093
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years. The school took time to find additional learning supports and programs which may be of support to students.
For the 26-27 school year, the school will continue to use these funds to send staff to conferences around STEAM integration and possibly to trainings to better support our students who struggle with attendance (RTI conference)

5.4 STEAM Instructional Lead Teacher
Budgeted $18,000
Actual Expenditure $18,052
For the 26-27 school year, we will continue to fund our STEAM Instructional Lead Teacher. The actual expenditure was the exact amount expended for the position.

5.5 Targeted Professional Learning for Educators
Budgeted $15,000
Actual Expenditure $2,094
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years.
For the 26-27 school year, they will use funds to increase the collaboration and training opportunities for the staff at The Salinas City STEAM Academy.

5.6 STEAM Software
Budgeted $12,000
Actual Expenditure $4,420
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years.
For the 26-27 school year, we will continue to pay for Seesaw and Defined Learning

The remaining budget will be used to continue to offer the supports and programs that were implemented in the 25-26 school year to this year's students at the Salinas City STEAM Academy.

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

5.1 Attendance Improvement and Engagement Plan

Not Effective
Efforts to include students in Attendance Recovery opportunities were challenging to have both students and staff attend. Chronic Absenteeism increased during the year.

5.2 Enhancing Comprehensive Visual and Performing Arts Education
Effective
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years. The school originally intended to provide these services school-wide. However, the school started with K-3 and will expand to the other grades. For the 26-27 school year, they have increased our partnership with the Art Council to include a dance program for students- Spring 2027

5.3 Development and Implementation of STEAM Aligned Curriculum
Somewhat Effective
SCSA tried various curriculum tools in an effort to support student learning. The school has learned what worked for engaging students and what still needs to be developed. The school will build on this knowledge as they implement this goal over the upcoming year.

5.4 STEAM Instructional Lead Teacher
Effective
For the 26-27 school year, we will continue to fund our STEAM Instructional Lead Teacher. This was highly effective in engaging students.

5.5 Targeted Professional Learning for Educators
Somewhat Effective
SCSA teachers benefitted from various professional development opportunities. The school will continue to focus on additional strategies and training to target quality of instruction and combat chronic absenteeism.

5.6 STEAM Software
Somewhat Effective
SCSA intends to use the Equity Multiplier funds to sustain and improve the actions listed in this plan over multiple years.
For the 26-27 school year, we will continue to pay for Seesaw and Defined Learning

Overall, the goals that were created were effective in supporting our efforts to address chronic absenteeism. While our data shows that our chronic absenteeism rate increased, the goals and strategies implemented helped build momentum toward reducing absenteeism and increasing student engagement.

Providing Saturday School opportunities allowed students to recover missing credits and make progress toward completing their academic requirements. Unfortunately, due to a lack of staff interest in taking on the additional assignment, we were unable to continue offering Saturday School throughout the year.

Implementing an Attendance Improvement and Engagement Plan was another effective strategy. The plan provided opportunities to meet with families, share attendance data, brainstorm strategies, implement supports, and follow up with families experiencing high levels of

absenteeism. A key component of this plan was conducting home visits. These visits were extremely effective in strengthening relationships with families and demonstrating that the school and families are a team working together to support students and reduce chronic absenteeism.

Overall, while our data indicates that additional work is needed, the strategies implemented provided valuable supports, increased student engagement, strengthened family partnerships, and created a strong foundation for continued efforts to reduce 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.

After reflecting on goals, metrics, and target outcomes, the school has made several changes to better support our school and reduce chronic absenteeism.
One change will be to purchase and provide additional hotspots for students. Providing hotspots will allow students to continue logging into class when they experience a loss of internet service at home, helping to minimize disruptions to their learning and attendance.
Another change is increasing the transportation we provide for in-person school events. These events and activities help engage students and families and create opportunities for students to feel connected to our school community. When students feel a strong sense of belonging and connection, they are more likely to want to attend school and participate regularly. Increasing access to these events will help strengthen relationships, build school connectedness, and ultimately support improved attendance.
SCSA will also post for a Saturday School attendance recovery teacher. This will help students recover missing ADA.
Another change that will be made is to provide more virtual opportunities for students to participate in engaging and meaningful activities.
SCSA has partnered with Hartnell College to provide students with the opportunity to participate in the Invention Convention. These enrichment opportunities will help motivate students to attend school, stay engaged, and take advantage of the different learning experiences available to them.

5.1 Attendance Improvement and Engagement Plan
The school will have an after-school attendance improvement teacher who will work with students twice a week who received no credit for the previous week.

The school is starting a Reading Challenge at school. This monthly challenge has the opportunity to make school fun for students. They will be excited and want to come to school and work on assignments to help reach their monthly goal

SCSA will increase the number of truancy meetings and trainings put on by administration and Community Liaison to create a positive line of communication between the families and school staff
Another change this year is increasing the transportation provided for in-person school events. These events and activities help engage students and families and create opportunities for students to feel connected to our school community. When students feel a strong sense of belonging and connection, they are more likely to want to attend school and participate regularly. Increasing access to these events will help strengthen relationships, build school connectedness, and ultimately support improved attendance.

5.2 Enhancing Comprehensive Visual and Performing Arts Education

Expanding Art Council to be offered to all students in Kinder-6th grade, and are partnering with them to provide dance classes for students

5.3 Development and Implementation of STEAM Aligned Curriculum
Another change that will be made is to provide more virtual opportunities for students to participate in engaging and meaningful activities. The school has partnered with Hartnell College to provide students with the opportunity to participate in the Invention Convention. These enrichment opportunities will help motivate students to attend school, stay engaged, and take advantage of the different learning experiences available to them.

5.4 STEAM Instructional Lead Teacher
No Change

5.5 Targeted Professional Learning for Educators
SCSA will continue to provide professional learning to educators in an effort to improve instruction and chronic absenteeism.

5.6 STEAM Software
The school will continue to provide online tools for students to practice their learning and showcase their knowledge.

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	Attendance Improvement and Engagement Plan	A comprehensive approach to improving student attendance through recognition of consistent attendance, targeted supports for students with attendance challenges, and proactive engagement with families.	$20,000.00	No
5.2	Enhancing Comprehensive Visual and Performing Arts Education	Expanding access to and quality of arts education across visual, musical, theatrical, and dance disciplines to support student creativity, engagement, and achievement in partnership with the Arts Council for Monterey County.	$20,000.00	No
5.3	Development and Implementation of STEAM-Aligned Curriculum	Designing and delivering interdisciplinary instruction that blends science, technology, engineering, arts, and mathematics to promote creativity, critical thinking, and real-world problem-solving skills for all students.	$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	STEAM Instructional Lead Teacher	An educator responsible for delivering and enhancing integrated science, technology, engineering, arts, and mathematics instruction, supporting interdisciplinary learning, and fostering creativity and problem-solving skills across grade levels.	$18,000.00	No
5.5	Targeted Professional Learning for Educators	Structured, research-based training designed to enhance instructional practices, deepen content knowledge, and support equitable student outcomes.	$15,000.00	No
5.6	STEAM Software	Use of STEAM software to provide access for students to independent learning.	$12,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$27,523,152	$3,158,738

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
30.683%	0.000%	$0.00	30.683%

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
1.2	**Action:** Paraprofessional Support for Unduplicated Students **Need:** Homeless youth were red on the 2023 CA Dashboard for: Language Arts: • El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide	This action will increase time and resources to provide specific academic and behavioral supports for unduplicated students across the district with opportunities for small group and individual, differentiated services. This action is designed to support unduplicated students, especially those performing in the red. However, because other students and student groups are also performing in the red, this action	Individual school SBA (CAASPP) achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups.

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
	Mathematics: • Kammann and Loma Vista Suspensions: • Kammann Low-Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Sherwood, and districtwide Mathematics: • Loma Vista English Learners were red on the 2023 CA Dashboard for: Language Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions: • Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide	will be available to any students who need increased time and support.	

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
	Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide Suspensions: • Natividad All students at Boronda Meadows, El Gabilan, Kammann, Loma Vista, and Sherwood scored red on the Language Arts dashboard. All students at Loma Vista scored red on the Mathematics dashboard. Black/African American students district-wide were red on the dashboard for Suspensions. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Mathematics: • Loma Vista **Scope:** LEA-wide		
1.3	**Action:** Classroom Teachers to Reduce Class Size and Combination Classes **Need:** Homeless youth were red on the 2023 CA Dashboard for: Language Arts:	This additional staffing is designed to provide more personalized and individual instructional support and keep class sizes low. If possible, it will be used to avoid combination classes. This will support the academic and social emotional needs to unduplicated and other students.	Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in 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
	• El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista Suspensions: • Kammann Low-Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Sherwood, and districtwide Mathematics: • Loma Vista English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts:	This action is designed to provide more individual instructional support primarily for unduplicated students, especially those performing in the red. However, because other students and student groups are also performing in the red, this action will be available any students who needs the increase time and support.	

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
	• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide All students at Loma Vista scored red on the dashboard for Mathematics. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide Mathematics: • Loma Vista **Scope:** LEA-wide		
1.6	**Action:** BCBA and Behavior Supports **Need:** English Learner students at Monterey Park, homeless youth at Kammann, and Students with Disabilities at Natividad were all red on the 2023 Dashboard for suspensions. In addition, on the Spring 2024 student culture and climate survey, the lowest performing areas for students across the district was School Engagement with an overall favorable	This support and training is designed to assist students and the staff who work with Homeless Youth, English Learners and others to decrease suspension rates and improve school belonging and engagement. Unduplicated students as well as students with disabilities are across the district, necessitating the need to provide services district-wide. Behavior supports provided will reduce suspension rates for English learners, low-income students, foster youth, and students with disabilities by	Suspension rates in 2025 are yellow or better for unduplicated, students with disabilities, and all other student groups. Results from the student survey identify that positive responses for student engagement are at least 60%.

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	response of 53% English Learners responded with 55% positive responses. **Scope:** LEA-wide	addressing behavioral issues with targeted interventions like PBIS, social-emotional learning, and restorative practices. These strategies promote positive behavior and conflict resolution, helping to keep students in the classroom and fostering a more inclusive and supportive school environment.	
1.7	**Action:** Extended School Year **Need:** A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red 2023 CA ELA CAASPP Dashboard **Scope:** LEA-wide	An extended school year supports academic growth in ELA for low-income, foster youth, and English learners, particularly for those students who also have an IEP, by providing additional instructional time to address learning gaps. This extra time allows for targeted interventions, reinforcing language skills and literacy development. By preventing summer learning loss, an extended school year helps these students maintain and advance their progress in ELA.	CA ELA CAASPP Dashboard
1.8	**Action:** Academic Acceleration **Need:** Spring 2023 T2 STAR Reading Analytics A. All: 36.9% B. EL: 24.5% C. SWD: 13.4% **Scope:**	This action is designed to increase academic acceleration. Academic acceleration improves literacy outcomes for English learners, low-income students, foster youth, and students with disabilities by offering challenging learning experiences with personalized support. This approach boosts motivation, engagement, and literacy levels, helping students reach their full potential and succeed academically.	STAR Reading results

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	LEA-wide	This action is designed specifically for unduplicated students. However, as space and resources are available, any student who wishes to participate may do so.	
1.9	**Action:** Vice Principals **Need:** Homeless and Low Income youth were red on the 2023 CA Dashboard for: Suspensions: • Kammann English Learners were red on the 2023 CA Dashboard for: Langauge Arts: Suspensions: • Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Suspensions: • Natividad Black/African American students district wide were red on the dashboard for Suspensions. **Scope:** Schoolwide	This additional staffing is designed to provide more personalized and individual instructional support for classes and students. Vice Principals assist in the monitoring of academic, social emotional, behavior, and family programs. They work with families and represent SCESD as LEA representatives. While primarily designed to support unduplicated students these actions are being provided at an LEA level because it is the most effective way to use staff an fiscal resources.	Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Unduplicated students are not red on the dashboard for suspensions at any site.
1.10	**Action:** District Administrative Support **Need:**	Administrators and staff overseeing the programs and effectiveness of services provided for unduplicated youth. District administrators are being provided specifically to support the	Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference

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	Districtwide we are seeing ELA scores for unduplicated students and Students with Disabilities scoring red on the CA dashboard. We know that the academic needs are part of holistic support for the education process designed to help our students in these processes. **Scope:** LEA-wide	programs/staff/resources dedicated in accelerating outcomes for unduplicated students. They ensure these programs are well-coordinated, evidence-based, and tailored to address the unique needs of these student groups. By providing professional development for teachers, monitoring progress, and allocating appropriate funding, administrators create a supportive framework that enhances literacy instruction and outcomes. Their leadership and oversight ensure that all students receive the required increased and improved supports to achieve academic success. This action is principally designed to oversee the supports for unduplicated students. However, these oversights will benefit all students in the same manner.	from standard (DFS) in Language Arts and Mathematics.
1.11	**Action:** Electronic Technicians **Need:** Points in Distance from Standard (DFS) in ELA and Mathematics by School Site (Metrics 1.13) English Learners, low-income students, and foster/homeless youth continue to perform below standard in ELA and mathematics, and many rely on district-provided devices, instructional platforms, and assessment systems to access intervention, language development, and core instruction. **Scope:**	Electronic Technicians support the instructional technology systems used for assessment, intervention, online supplemental programs, and classroom instruction. This action is principally directed to unduplicated students because it ensures reliable access to the technology tools used to deliver targeted academic intervention, progress monitoring, language supports, and data-informed instruction. This action is designed to provide increased access to instructional technology and technicians to support accelerated outcomes for EL, SED, and FY in ELA and Math, distance from standard. Instructional technology can significantly increase ELA and math scores for English learners, low-income students, foster youth, and students with	1:1 policy maintained CA Dashboard ELA and Math DFS for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students;

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	LEA-wide	disabilities by providing personalized and adaptive learning experiences. These technologies offer interactive and engaging content that can be tailored to individual learning needs, helping bridge understanding gaps. Tools such as educational software, apps, and online resources support differentiated instruction, enabling students to learn at their own pace. By enhancing access to quality learning materials and providing immediate feedback, instructional technology empowers all students to improve their ELA and math skills effectively. This action is designed to accelerate unduplicated outcomes. Because unduplicated students are enrolled across all school sites, maintaining consistent technology access districtwide is the most effective way to ensure that English Learners, low-income students, and foster/homeless youth can access digital instruction and interventions without interruption.	
1.12	**Action:** Intervention Teacher Support **Need:** ELA, English Learners scored 87.7 points below standard, Homeless students scored 84 points below standard, Socioeconomically Disadvantaged students scored 76.3 points below standard, and Students with Disabilities scored 135.3 points below standard, with each group performing at the Red performance level. In mathematics, English Learners scored 89.5 points below standard, Homeless students scored 85.4 points below standard, Socioeconomically Disadvantaged students	This action provides organizational and direct support for the academic, behavior, and social-emotional services provided to unduplicated and all other student groups. MTSS (Multi-Tiered System of Support) intervention teachers can significantly increase ELA and math scores for English learners, low-income students, foster youth, and students with disabilities by providing targeted, data-driven instruction tailored to each student's needs. These teachers use evidence-based interventions and progress monitoring to address learning gaps and ensure that every student receives the appropriate level of support.	CAASPP ELA and mathematics Distance from Standard and California School Dashboard performance levels for English Learners, Socioeconomically Disadvantaged students, Homeless students, and all students. Unduplicated student SBA (CAASPP) achievement increases at least 5% each

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	scored 82 points below standard, and Students with Disabilities scored 147.5 points below standard. These results indicate that unduplicated pupils are performing significantly below grade-level standards and need targeted instructional supports, progress monitoring, and access to effective academic interventions to improve outcomes on CAASPP ELA and math assessments. **Scope:** LEA-wide	This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.	year in their difference from standard (DFS) in Language Arts and Mathematics. Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.
1.13	**Action:** Field Trips and Learning Experiences (district funded) **Need:** A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red 2023 CA ELA CAASPP Dashboard **Scope:** LEA-wide	Academic enrichment field trips accelerate academic growth in ELA for low-income, foster youth, and English learners by providing immersive, real-world experiences that enhance vocabulary and comprehension. These trips expose students to new concepts and environments, which they can later explore through reading and writing activities. This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.	CA ELA CAASPP Dashboard
1.14	**Action:** Visual and Performing Arts Instruction **Need:**	Increased access to visual and performing arts instruction can boost engagement and lower suspension rates, specifically for English learners, low-income students, and foster youth by providing	Suspension rates less than 2.20%

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	Suspension Rates A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow English Learners, low-income students, and foster/homeless youth demonstrate continued needs in engagement, belonging, attendance, and academic performance. Educational partner feedback also identified enrichment and arts access as important supports for student engagement and school connectedness. **Scope:** LEA-wide	an inclusive and expressive outlet for creativity, critical thinking, and language development. Arts education fosters a sense of belonging and self-worth, allowing students to explore their talents and interests in a supportive environment. This engagement helps reduce behavioral issues by channeling energy into positive activities, leading to improved classroom behavior and decreased suspension rates. This action expands access to music and arts instruction, which supports school engagement, language development, creativity, and student belonging. The action is principally directed to unduplicated students because it provides enrichment opportunities that many low-income, foster/homeless, and English Learner students may not otherwise access outside the school day. This action is designed to increase engagement and lower suspension rates for unduplicated students (FY, Homeless, SED). However, as other student groups can benefit from VAPA instruction, such as AA and SWD, it will be provided to all students.	
1.15	**Action:** Online Supplemental Platforms **Need:** FORMATIVE ASSESSMENTS AND TARGETING SUPPORTS English Learners, low-income students, and foster/homeless youth continue to demonstrate significant gaps in ELA and mathematics on the CA Dashboard and local STAR assessments. These students need more frequent progress monitoring,	This action will provide funding and guidance to schools related to online academic programs, which will differentiate student practice and assist teachers in planning instruction. Online supplemental programs boost ELA outcomes for English learners, low-income students, foster youth, and students with disabilities by offering personalized and flexible learning opportunities. These programs provide interactive resources tailored to individual needs, keeping students engaged and motivated. They support improved reading and writing skills with immediate feedback	Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.

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	differentiated practice, and targeted instructional supports aligned to grade-level standards. **Scope:** LEA-wide	and consistent practice, leading to better overall ELA performance.Online supplemental platforms provide diagnostic data, adaptive practice, intervention lessons, and progress monitoring tools that teachers use to identify unfinished learning and provide targeted support. This action is principally directed to unduplicated students because platform data will be used to prioritize interventions for English Learners, low-income students, and foster/homeless youth performing below benchmark. This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.	
1.16	**Action:** Tutoring Services **Need:** NEED FOR TARGETED SUPPORTS FOR UNDUPLICATED STUDENTS, ELO English Learners, low-income students, and foster/homeless youth continue to perform below standard in ELA and mathematics, with Socioeconomically Disadvantaged students also identified for Differentiated Assistance in ELA, mathematics, and chronic absenteeism. These students need additional instructional time and targeted small-group support beyond the regular school day. **Scope:**	This action provides additional after school, weekend, and vacation time tutoring options for unduplicated students throughout the district. After-school tutoring enhances ELA and math outcomes for English learners, low-income students, foster youth, and students with disabilities by providing increased personalized academic support. These programs offer targeted instruction that reinforces classroom learning, improves comprehension, and builds confidence in ELA and math. For disadvantaged students facing educational challenges, after-school tutoring can be instrumental in closing achievement gaps and ensuring equitable access to academic success. This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be	Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.

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	LEA-wide	provided to any student who can benefit from this increased support.	
1.17	**Action:** Learning for All Students at School Sites **Need:** Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts:	To honor each school community to tailor actions to meet their unique needs, this action provides schools with additional funding to assist with their school wide and grade level programs targeting academic acceleration, intervention, and inclusion. This allows schools to allocate resources where they are most needed. This flexibility enables schools to invest in targeted interventions, such as specialized literacy programs, additional teaching staff, or enhanced professional development for educators. By tailoring resources to address specific (unduplicated) student needs, schools can provide more effective support and instruction, ultimately improving ELA proficiency across diverse student populations. This approach promotes equity and community control. This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.	Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.

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	• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide All students at Loma Vista scored red on the dashboard for Mathematics. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide Mathematics: • Loma Vista **Scope:** LEA-wide		
2.1	**Action:** PBIS and Student Services - Teachers and Support Staff **Need:** Chronic absenteeism rate 27.1% for Homeless Youth at SCVA Suspension rate - Red on the 2023 CA Dashboard: • African American students - district wide • Homeless youth at Kammann • English Learners at Monterey Park	This action ensures the implementation of multi tiered systems of supports to foster safe and inclusive schools to increase student belongingness, engagement and wellbeing, decrease chronic absenteeism and student suspension for English Learners, Low Income, and Homeless students. Because other students such as Students with Disabilities, Low Income, African American, and other student groups require these services, these services will be provided LEA wide.	Dashboard - Chronic Absenteeism: 10% or less in 3 years, All groups green or blue on the Dashboard. Suspension rates: All students and groups are yellow or better on the dashboard by 2027. Culture and Climate survey results:At least

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	• Students with Disabilities at Natividad Student culture and climate survey results: • School engagement 53% • School climate 54% • School belonging 59% **Scope:** LEA-wide		70% of students provide a favorable response in engagement, climate and belonging.
2.2	**Action:** MTSS & SEL - Monitoring and Support **Need:** Chronic absenteeism rate 27.1% Suspension rate - Red on the 2023 CA Dashboard: • African American students - district wide • Homeless youth at Kammann • English Learners at Monterey Park • Students with Disabilities at Natividad Student culture and climate survey results: • School engagement 53% • School climate 54% • School belonging 59% **Scope:** LEA-wide	This action is designed to support English Learners, Foster Youth, and low-income students (homeless youth) by providing staff with a systematic way to collect and evaluate student information and data, identify trends, and implement effective behavioral skills and strategies to increase student engagement and participation and reduce chronic absenteeism and suspension rates. Though these actions are principally directed at the student groups listed above, other student groups (African American, Students with Disabilities) will also benefit. As such, this action is available to all students who could benefit.	Chronic Absenteeism Rate
2.3	**Action:** Positive School Events	This action supports the social-emotional, well-being and academic success of students by	CHRONIC ABSENTEEISM

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	Need: SUPPORT AN INCREASE IN ATTENDANCE RATES AND SUPPORT CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% SCVA chronic absenteeism rate STUDENT SURVEY RESULTS - SCHOOL ENGAGEMENT Student culture and climate survey results: • School engagement 53% • School climate 54% • School belonging 59% SEL SCREENER RESULTS **Scope:** LEA-wide	promoting positive behaviors, fostering a sense of belonging, and creating a supportive and inclusive environment to reduce suspension and chronic absenteeism with a focus on English Learners, Foster Youth and Low Income students. In addition, positive school events create a welcoming and inclusive school culture and offer opportunities for students to feel connected and valued within their school community. Positive school events motivate students to attend regularly and participate actively in school activities. This engagement promotes a positive attitude towards learning and school, ultimately leading to improved attendance rates and academic success for all students. These actions are principally designed for the student groups listed above. However, other students groups (Hispanic, Students with Disabilities, and ALL) will also benefit. As such, this action is an LEA wide action and all students will participate.	
2.4	**Action:** Student Leadership **Need:** STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&C SURVEY Student culture and climate survey results: • School engagement 53% • School climate 54% • School belonging 59% FAMILY AND STAKEHOLDER INPUT/FEEDBACK **Scope:**	This action encourages active participation and engagement in school activities district-wide and seeks to promote the development of leadership and social skills, prioritizing English Learners, Foster Youth, and Low-Income students. Students develop leadership skills and confidence by participating in leadership roles while contributing to a supportive and inclusive school environment. These opportunities foster a sense of belonging and responsibility, motivating students to excel academically and participate fully in school activities.	STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&C SURVEY Chronic Absenteeism

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	LEA-wide	These actions are principally designed for the student groups listed above. However, other students groups will also benefit. As such, this action is an LEA wide action and all students who would like to participate may do so.	
2.5	**Action:** Recess Enrichment and Positive Play **Need:** STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&C SURVEY Student culture and climate survey results: • School engagement 53% • School climate 54% • School belonging 59% **Scope:** Schoolwide	This action fosters safety within schools district-wide while enhancing student involvement and inclusivity through a diverse array of engaging activities catered specifically for English Learners, Foster Youth and Low Income students.	Suspensions
2.6	**Action:** Nutritious Meals **Need:** The identified need comes from direct feedback from our educational partners; families of English Learners, Low Income families, the Board of Education, etc. In addition, Low-income students, foster youth, homeless youth, and English Learners may experience food insecurity or limited access to nutrition education, which can affect attendance, wellness, and readiness to learn. **Scope:**	This action builds strong partnerships with agricultural farms in the Salinas Valley, promoting healthy food awareness and consumption options for English learners, low-income students, and foster youth. Increasing access to nutritious foods enhances their overall health and well-being, fostering healthier lifestyles among these student populations.This action will provide nutrition education and family training focused on preparing healthy meals, accessing school nutrition services, and supporting student wellness. The action is principally directed to unduplicated students and families most likely to experience food insecurity and related barriers to consistent engagement in school.	Percentage of meals provided meet nutritional guidelines by student groups

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	LEA-wide	This action is being provided throughout the LEA to maximize its impact, as all students benefit from healthy, nutritious meals.	
2.7	**Action:** School Attendance Assistance **Need:** CA rates - reds English Learners, low-income students, and foster/homeless youth continue to perform below standard in ELA and need increased access to books, literacy resources, digital texts, and support using library and media resources. **Scope:** LEA-wide	This action increases positive relationships specifically with families of English Learners, Foster Youth, and Low Income by providing additional opportunities for guardians to access the precise information required to promote student academic and social emotional well being and also contributing to increase school attendance, engagement and involvement. This action is being provided throughout the LEA in order to maximize the impact of positive relationships for all, and serves to lower chronic absenteeism rates for all students.	Chronic Absenteeism rates
2.8	**Action:** School Library Technicians **Need:** FEEDBACK FROM EDUCATIONAL PARTNERS **Scope:** Schoolwide	Library Technicians increase student access to print and digital literacy materials, support use of online reading platforms, and help students select appropriate reading materials. This action is principally directed to unduplicated students by expanding access to literacy-rich environments and resources that may not be available at home. As a result, this action provides extra opportunities for EL, FY, and low-income students district-wide to overcome barriers to access to technology, academic resources, guidance, and one-to-one academic support beyond the school day. Libraries offer a wide range of books, multimedia materials, and educational resources that cater to	Culture and Climate belonging, engagement 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
		diverse learning needs and interests. They serve as inclusive spaces where students can explore, research, and access information that aligns with their learning styles and abilities. These actions are designed to support the requests from unduplicated student families. However, because libraries often provide a quiet and supportive environment for studying and collaborating, this action enhances all students' educational outcomes and opportunities.	
2.9	**Action:** School Secretaries AA 2 Additional Hours **Need:** FAMILY ENGAGEMENT SURVEY RESULTS ATTENDANCE IMPROVEMENT **Scope:** LEA-wide	This action fosters strong relationships with school community members. It provides additional opportunities specifically for families of English Learners, Foster Youth, and Low-income to access necessary resources and information required to increase school attendance, engagement, and involvement. Though intentionally designed to support unduplicated families, all families can benefit from increased support and can access these resources as available.	ATTENDANCE IMPROVEMENT
2.10	**Action:** Campus Supervisors **Need:** STUDENT SAFETY SURVEY RESULTS CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% SUSPENSION RATES Suspension rate - Red on the 2023 CA Dashboard: • African American students - district-wide • Homeless youth at Kammann	This action contributes to the increased safety and well-being of students and promotes positive relationships and school engagement to increase student attendance and participation. This action is designed to support suspension rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to additional safety measures. As such, this action is available to all students.	SUSPENSION RATES

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• English Learners at Monterey Park • Students with Disabilities at Natividad **Scope:** Schoolwide		
2.11	**Action:** Health Technicians and support staff **Need:** CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS STUDENT SAFETY RSULTS **Scope:** Schoolwide	This action provides additional hours to support and promote safety, good health, and the well-being of students by providing targeted health education, access to healthcare for students who may face barriers, and health screening and assessment opportunities in an effort to reduce chronic absenteeism and increase student engagement and participation at school. This action is designed to support the chronic absenteeism rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to healthcare. As such, this action is available to all students.	CHRONIC ABSENTEEISM
2.12	**Action:** Licensed Vocational Nurses **Need:** CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA Low-income, foster/homeless, and English Learner students may experience health-related barriers that affect attendance, engagement, and access to instruction.	This action provides additional professional services and training opportunities for staff, which are required to meet the individual needs of students with unique circumstances, reduce barriers to good health and well-being, and increase school attendance, engagement, and participation. This action is principally directed to unduplicated students who are more likely to experience barriers to consistent health care and school attendance. This action is designed to support the chronic absenteeism rates of unduplicated students. Other student groups (African American, Students with	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
	Chronic absenteeism remains elevated for several unduplicated student groups, particularly homeless and socioeconomically disadvantaged students. **Scope:** LEA-wide	Disabilities) will also benefit from access to healthcare. As such, this action is available to all students.	
2.13	**Action:** SEL and MTSS - Materials and Supports **Need:** CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHEIVEMENT STUDENT SURVEY RESULTS Student culture and climate survey results: • School engagement 53% • School climate 54% • School belonging 59% **Scope:** LEA-wide	This action provides opportunities for professional development to support the individual needs of diverse populations, software to collect and evaluate student data and monitor progress, and materials to implement researched-based systems and supports to effectively implement Tier I strategies to reduce chronic absenteeism and increase student engagement and participation. This action is designed to support the chronic absenteeism rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to healthcare. As such, this action is available to all students.	CHRONIC ABSENTEEISM
2.16	**Action:** Psychologists **Need:** CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA	This action provides opportunities to support the unique needs of student groups and reduces barriers to access education by providing a series of supports that include, assessments and evaluations to identify learning disabilities and/or delays or other factors that impact learning, individual and group counseling, crisis intervention in emergency situations, consultation and collaboration with parents, teachers,	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
	English Learners, low-income students, and foster/homeless youth demonstrate needs in attendance, school connectedness, behavior, and social-emotional wellness. Many students who require mental health or psychological support are also unduplicated students and need timely access to assessment, consultation, and intervention. **Scope:** LEA-wide	administrators.Psychologists provide assessment, consultation, crisis response, behavior support, and collaboration with school teams and families. This action is principally directed to unduplicated students by expanding access to wellness and behavioral supports that reduce barriers to attendance, engagement, and learning. This action is designed to support the needs of English learners, foster youth, and low-income students (ELA and Chronic Absenteeism rates). However, as other students need access to these increased services and resources are available, they may also have access to this action.	
2.17	**Action:** Restorative Practices and Bully Prevention **Need:** SUSPENSION RATES, MoP, NAT, KAM HOMELESS YOUTH, EL, SWD Suspension rate - Red on the 2023 CA Dashboard: • African American students - district wide • Homeless youth at Kammann • English Learners at Monterey Park • Students with Disabilities at Natividad DISTRICT-WIDE AA STUDENTS **Scope:** LEA-wide	This action fosters a safe and inclusive learning environment that equips students with the skills and strategies necessary to address bullying effectively. It includes skill-building workshops, trauma-informed and cultural sensitivity approaches, and parent and community involvement. This action specifically addressed the suspension rates for Homeless Youth, English learners, and low-income students. As shown on the CA Dashboard, other students and student groups can also benefit from this action and will have access.	SUSPENSION RATES
2.20	**Action:** District Supports to Decrease Chronic Absenteeism	This action provides comprehensive support tailored to students' unique needs to reduce chronic absenteeism. It includes case	Chronic Absenteeism A. All: 27.1%, Yellow B. EL: 22.4%, Yellow

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: Chronic absenteeism rate 27.1% **Scope:** LEA-wide	management, crisis intervention, individual and group counseling, and parent and family support and resources. Attendance clerks track attendance closely, intervene early to address barriers and conduct home visits to understand and support students and their families. This proactive approach fosters collaboration between home and school, promoting regular attendance and enhancing educational outcomes for all students. This action is designed to support the needs of English learners, foster youth, and low-income students (Chronic Absenteeism rates). However, as other students need access to these increased services and resources are available, they may also have access to these additional supports.	C. FY: 33.3%, n/a D. HOM: 26.8%, Yellow E. SED: 28.7%, Yellow F. SWD: 40.2%, Yellow G. HIS: 27.4%, Yellow
2.21	**Action:** Physical and Mental Health Supports **Need:** Chronic Absenteeism 20% **Scope:** LEA-wide	This action aims to improve attendance by supporting unduplicated students and their families when there are questions about physical and mental health, this action will provide mental and physical health services to families.	2.1, 2.2, 2.3
3.1	**Action:** Professional Learning to develop strong Tier I supports **Need:** Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:	This action is designed to meet the specific needs of Homeless youth, low-income youth, and English learners (red indicator) in ELA, Math, and suspension rates. This action is to provide professional development to support learning in the classroom, develop nurturing relationships with students, and work to give students and staff tools to assist with their social-emotional learning are essential to future growth. These needs are so	Suspension rates in 2025 are yellow or better for unduplicated students with disabilities, and all other student groups. SBA (CAASPP) achievement increases at least 3% each year in their difference from standard

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
	• Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista Suspensions: • Kammann English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions: • Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide	widespread (including African American and Hispanic students) that it is logical to include all schools and staff in this action. Professional learning will focus on high-quality Tier I instruction, standards clarity, integrated and designated ELD, culturally responsive instruction, and classroom-based supports for students with unfinished learning. This action is principally directed to unduplicated students because training will emphasize instructional practices needed to improve outcomes for English Learners, low-income students, and foster/homeless youth.	(DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.

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
	Suspensions: • Natividad All students at Loma Vista scored red on the dashboard for Mathematics. Black/African American students district wide were red on the dashboard for Suspensions. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide Mathematics: • Loma Vista English Learners, low-income students, and foster/homeless youth continue to demonstrate gaps in ELA, mathematics, attendance, and engagement. These outcomes indicate a need to strengthen Tier I instruction, classroom routines, ELD practices, and evidence-based academic and behavioral supports. **Scope:** LEA-wide		
3.4	**Action:** Incentives and Stipends for Hard to Fill Positions **Need:**	This additional stipend is designed to attract and retain teachers for the dual language program that supports English Learners. The Dual Language program is one of the language development options for Newcomer students.	Teacher assignment and credentialing rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners were red on the CA Dashboard for: • Language Arts: DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, and Sherwood. • Mathematics: Laurel Wood, Loma Vista, Mission Park, Monterey Park • ELPI: El Gabilan, Los Padres, Monterey Park, Sherwood • Suspensions: Monterey Park Students with Disabilities were red on the CA Dashboard for: • Language Arts: Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and Districtwide • Mathematics: Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and Districtwide • Suspensions: Natividad English Learners, low-income students, and foster/homeless youth need consistent access to effective instruction. New teachers serving schools with high unduplicated counts need additional coaching, induction, and support to implement effective Tier I instruction, ELD strategies, classroom management, and intervention practices. **Scope:** LEA-wide	The additional stipend is also designed to attract and retain teachers for the Special Education programs in the district. This action provides mentoring, induction, coaching, professional learning, and onboarding for new teachers, with emphasis on instructional practices that support unduplicated students. Supports will include strategies for English Learners, culturally responsive instruction, progress monitoring, and classroom systems that increase engagement and academic growth. This action is designed specifically to increase highly qualified teachers for unduplicated students. However, because HQT benefits all, it is an LEA-wide action.	

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
3.5	**Action:** New Teacher Supports Program **Need:** Based on the CALPADS current data, 83.4% of SCESD teachers are highly qualified. **Scope:** LEA-wide	This action seeks to do two things. In order to provide the highest quality, well trained teachers, this will attract and attain a greater number of highly qualified, well-trained teachers. This action will also work with new and existing staff to increase their knowledge and skill to help them become highly qualified.	Teaching Assignment Monitoring Outcomes from Data Quest
3.6	**Action:** Professional Development Days and Additional Hourly **Need:** Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista Suspensions: • Kammann English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide	This action seeks to improve the services and support provided by SCESD staff. It will provide funding for staff to meet outside of their work hours and days to receive additional professional learning and development. This action addresses the unique needs of unduplicated students by ensuring highly qualified teachers will support English learners, low-income students, foster youth, and students with disabilities by using inclusive teaching practices that cater to diverse learning needs. They create equitable classroom environments through differentiated instruction and culturally responsive methods, ensuring every student feels valued and capable of achieving academic success. This action is designed to support the needs of English learners, foster youth, and low-income students. However, highly qualified teachers who work as a team (collective efficacy) have a high positive effect on all students.	Student groups identified as red on the Dashboard for Language Arts and Mathematics. Student groups identified as red on the Dashboard for 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
	ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions: • Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide Suspensions: • Natividad All students at Loma Vista scored red on the dashboard for Mathematics. Black/African American students district wide were red on the dashboard for Suspensions. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide Mathematics: • Loma Vista		

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		
3.7	**Action:** Academic Coaches **Need:** Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista Suspensions: • Kammann English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions:	This action ensures unduplicated students are provided with personalized academic guidance, mentorship, and resources to help them succeed at school. This team works with those providing instructional support to students to improve their practice. This action is designed to support the needs of English learners, foster youth, and low-income students (red on the Dashboard for Language Arts, Mathematics, Suspensions.) However, as other students need access to these personalized academic services, and resources are available, other student groups may also have access to these supports.	Student groups who scored red on the Dashboard for Language Arts, Mathematics, 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
	• Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide Suspensions: • Natividad All students at Loma Vista scored red on the dashboard for Mathematics. Black/African American students district wide were red on the dashboard for Suspensions. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide Mathematics: • Loma Vista **Scope:** Schoolwide		
3.8	**Action:** Grade Level Release Teachers	This action provides opportunities for teachers to foster a collaborative approach to meet the diverse needs of unduplicated students by evaluating data,	CA Dashboard for 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
	Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista Suspensions: • Kammann English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions: • Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts:	sharing best practices, developing support plans, and planning family engagement strategies. This action is designed to support the needs of English learners, foster youth, and low-income students (red on the Dashboard for Language Arts, Mathematics, Suspensions.) However, as other students need access to these personalized academic services, and resources are available, other student groups may also have access to these supports.	

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
	• Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide Mathematics: • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide Suspensions: • Natividad All students at Loma Vista scored red on the dashboard for Mathematics. Black/African American students district wide were red on the dashboard for Suspensions. Hispanic students were red on the CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide Mathematics: • Loma Vista **Scope:** LEA-wide		
4.5	**Action:** Parent Coordinators **Need:** Parent Involvement - Family Support average score = 69% 2023-24 LEA Parent Survey via Panorama	Parent coordinators accelerate academic growth and parental participation for low-income, foster youth, and English learners by building strong relationships between families and schools. They provide resources, workshops, and support to help parents engage more effectively in their children's education, which leads to improved student outcomes. By empowering parents to participate	LEA Parent Survey via Panorama Parent Involvement - Family Support average score

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	actively in their children's learning, parent coordinators help foster a collaborative environment that enhances academic success.	
4.6	**Action:** Districtwide Communication Platform **Need:** Parent Involvement - Family Support average score = 69% 2023-24 LEA Parent Survey via Panorama **Scope:** LEA-wide	Communicating with families in multiple languages accelerates academic growth. It also increases parental participation for low-income, foster youth, and English learners by ensuring all parents can understand and engage with their child's education. This inclusive communication fosters stronger family-school partnerships and partition, ultimately improving student academic outcomes. Though designed for low-income, foster youth, and English learner families, stronger communication benefits all families.	LEA Parent Survey via Panorama
4.7	**Action:** Parent Training **Need:** 2023-24 Sites/District Participation Logs Parent participants = 24,870 **Scope:** LEA-wide	Parent training accelerates parental participation, especially for low-income, foster youth, and English learner families, by equipping them with the skills and knowledge needed to effectively support their children's education. The sessions listed in Action 4.7 help parents build their own skills and confidence in engaging with the community and their children's school. As a result, parents become more active partners in their children's learning, leading to improved academic outcomes and stronger family-school connections. This action is designed specifically for unduplicated students' families. However, this is best practice for all families.	Sites/District Participation Logs
4.8	**Action:** SPED - Parent Training **Need:** 2023-24 Sites/District Participation Logs	Parent training empowers low-income, foster youth, and English learner families involved in special education by offering guidance on navigating special education services and understanding individualized learning plans. These	Sites/District Participation Logs- for Parents with students with disabilities

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
	Parent participants = 24,870 **Scope:** LEA-wide	sessions help parents become active participants in their child's education, improving communication with teachers and ensuring their children receive tailored support. This increased involvement leads to better academic and social outcomes for students with special needs.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Foster Youth and Homeless Student Supports **Need:** Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: • Kammann and Loma Vista Suspensions: • Kammann **Scope:** Limited to Unduplicated Student Group(s)	This resource will provide staffing and basic needs resources through the Family Resource Centers. While this action is primarily to support homeless and low income youth, this will also be provided to any student and family facing challenges and needing additional supports. This will assist all families in the district for creating environments where their children are safe, well fed, and ready to learn.	Foster Youth and Homeless SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Foster Youth and Homeless STAR Reading and Mathematics achievement increases at least 3% each year. Foster Youth and Homeless students are not red on the dashboard for suspensions at any site.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Language Learner - Teacher and Support Staff **Need:** English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park **Scope:** Limited to Unduplicated Student Group(s)	This personnel will provide training and support to teachers and paraprofessionals giving service to English Learners. Because this need exists at every school in the District, services will be provided LEA-wide. Although primarily designed for English Learners, these strategies would support all students across the District.	English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups. Percent of EL students making progress toward English Language Development and color performance level (PL)
1.5	**Action:** English Language Learner Program Support **Need:** English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide	The SCESD Emergent Bilingual Master Plan provides guidelines to provide differentiated support to Newcomer students in SCESD. This action will help provide staff and flexibility for schools to adapt the services according to the need of the individual English Language Learner Newcomer student.	English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park **Scope:** Limited to Unduplicated Student Group(s)		
1.18	**Action:** Long Term English Language Learner - Teacher and Support Staff **Need:** Long Term English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park **Scope:** Limited to Unduplicated Student Group(s)	This personnel will provide training and support to teachers and paraprofessionals giving service to Long Term English Learners. Because this need exists at every school in the District, services will be provided LEA-wide. Although primarily designed for Long Term English Learners, these strategies would support all students across the District.	Long Term English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups. Percent of LTEL students making progress toward English Language Development and color performance level (PL)
3.2	**Action:**	Professional development to support learning in the classroom for English Learners, developing	Suspension rates in 2025 are yellow or better for

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELL, Newcomer, LTEL - Professional Learning and Training **Need:** English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions: • Monterey Park English Learners and Long-Term English Learners continue to perform below standard in ELA and mathematics and require stronger language development supports. ELPI improved overall, but the district remains focused on increasing language progress and reclassification outcomes. **Scope:** Limited to Unduplicated Student Group(s)	nurturing relationships with them, and working to give these students and staff tools to assist with their social emotional learning are essential to future growth. This action provides professional learning on designated and integrated ELD, newcomer supports, LTEL strategies, GLAD, Thinking Maps, reclassification practices, and culturally responsive instruction. It is principally directed to English Learners and LTELs because the training is designed to strengthen teachers' ability to provide language-rich instruction and targeted supports that improve access to grade-level content.	unduplicated students with disabilities, and all other student groups. SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.
3.11	**Action:** LTEL - Professional Learning and Training **Need:**	Professional development to support learning in the classroom for English Learners, developing nurturing relationships with them, and working to give these students and staff tools to assist with	Suspension rates in 2025 are yellow or better for unduplicated students with disabilities, and all other student groups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners were red on the 2023 CA Dashboard for: Langauge Arts: • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: • El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics: • Laurel Wood, Loma Vista, Mission Park, and Monterey Park Suspensions: • Monterey Park **Scope:** Limited to Unduplicated Student Group(s)	their social emotional learning are essential to future growth.	SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.
4.1	**Action:** Translation Clerk **Need:** English Learners were red on the 2023 CA Dashboard: Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Moterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park. Suspensions: Monterey Park. ELPI: El Gabilan, Los Padres, Monterey Park, and Sherwood.	Increase family outreach and engagement for EL families and encourage them to be part of the decision-making process; this position will provide opportunities for communication in the native language of families.	2023-24 Family Support average score of 70% will increase by 2% every year. ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Hispanic students were red on the 2023 CA Dashboard: Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, and Sherwood. Mathematics: Loma Vista. This is also a requirement of California's Education Code Section 48985. **Scope:** Limited to Unduplicated Student Group(s)		
4.2	**Action:** Foster Youth and Homeless - Certificated and Support Staff **Need:** Homeless Youth were red on the 2023 CA Dashboard: Language Arts: Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, and Sherwood. Mathematics: Kammann and Loma Vista. Suspensions: Kammann and Natividad. Socialeconomicly Disadvantaged were red on the 2023 CA Dashboard: Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, and Sherwood. Mathematics: Loma Vista English Learners were red on the 2023 CA Dashboard: Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Moterey Park,	Provides support services for families experiencing Homelessness and Foster Youth Families. Services include social-emotional classes, technology, learning a second language, navigation through the school system, ordering, monitoring and providing items such as school clothing, outwear, socks, backpacks, school supplies, personal hygiene items, reading books, non-perishable food, blankets, bus passes to students/families, etc. These services are provided at the FRC, are delivered to sites, or are delivered to the family home/location.	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park. Suspensions: Monterey Park. **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Foster Youth and Homeless - Supplies and Resources **Need:** Homeless Youth were red on the 2023 CA Dashboard: Language Arts: Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, and Sherwood, El Gabilan and Districtwide Mathematics: Kammann and Loma Vista. Suspensions: Kammann and Natividad. Socialeconomicly Disadvantaged were red on the 2023 CA Dashboard: Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, and Sherwood, districtwide Mathematics: Loma Vista English Learners were red on the 2023 CA Dashboard: Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Moterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park.	Provides supplies and resources to be used by the Family Resource Center staff as they provide support services for families experiencing low Socio Economic status, Homelessness and Foster Youth. Services include social-emotional classes, technology, learning a second language, navigation through the school system, ordering, monitoring and providing items such as school clothing, outwear, socks, backpacks, school supplies, personal hygiene items, reading books, non-perishable food, blankets, bus passes to students/families, etc. These services are provided at the FRC, are delivered to sites, or are delivered to the family home/location.	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Suspensions: Monterey Park. **Scope:** Limited to Unduplicated Student Group(s)		
4.4	**Action:** Foster Youth and Homeless - FRC Clerical Support **Need:** Homeless Youth were red on the 2023 CA Dashboard: Language Arts: Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, and Sherwood. Mathematics: Kammann and Loma Vista. Suspensions: Kammann and Natividad. Socialeconomicly Disadvantaged were red on the 2023 CA Dashboard: Language Arts: Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, and Sherwood. Mathematics: Loma Vista English Learners were red on the 2023 CA Dashboard: Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Moterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park. Suspensions: Monterey Park. **Scope:**	Supports additional hours that may be required to be used by the Family Resource Center staff as they provide support services for families experiencing Homelessness and Foster Youth Families. Services include social-emotional classes, technology, learning a second language, navigation through the school system, ordering, monitoring and providing items such as school clothing, outwear, socks, backpacks, school supplies, personal hygiene items, reading books, non-perishable food, blankets, bus passes to students/families, etc. These services are provided at the FRC, are delivered to sites, or are delivered to the family home/location.	ELA CAASPP

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

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

There are no limited actions associated with a Planned Percentage of Improved Services in the Contributing Summary Table.

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.

The funding provided by the LCAP provides paraprofessional support to students and classrooms, action 1.2. The paraprofessionals work with individual and small groups of unduplicated students to provide targeted instruction and reinforcement of learning.

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	1:61	1:58
Staff-to-student ratio of certificated staff providing direct services to students	1:20.5	1:19.9

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	89,701,348	27,523,152	30.683%	0.000%	30.683%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$27,824,931.00	$1,341,000.00	$0.00	$0.00	$29,165,931.00	$25,241,589.00	$3,924,342.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foster Youth and Homeless Student Supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$376,000.00	$0.00	$376,000.00				$376,000.00	
1	1.2	Paraprofessional Support for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,739,079.00	$0.00	$3,739,079.00				$3,739,079.00	
1	1.3	Classroom Teachers to Reduce Class Size and Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,750,000.00	$0.00	$1,750,000.00				$1,750,000.00	
1	1.4	English Language Learner - Teacher and Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,000,000.00	$0.00	$1,000,000.00				$1,000,000.00	
1	1.5	English Language Learner Program Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.6	BCBA and Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$410,000.00	$0.00	$410,000.00				$410,000.00	
1	1.7	Extended School Year	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Academic Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$240,000.00	$60,000.00	$300,000.00				$300,000.00	
1	1.9	Vice Principals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	$2,500,000.00	$0.00	$2,500,000.00				$2,500,000.00	
1	1.10	District Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,425,000.00	$0.00	$1,425,000.00				$1,425,000.00	
1	1.11	Electronic Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$999,450.00	$0.00	$999,450.00				$999,450.00	
1	1.12	Intervention Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,281,160.00	$0.00	$2,281,160.00				$2,281,160.00	
1	1.13	Field Trips and Learning Experiences (district funded)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$479,258.00	$479,258.00				$479,258.00	
1	1.14	Visual and Performing Arts Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$225,000.00	$0.00	$225,000.00				$225,000.00	
1	1.15	Online Supplemental Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$506,084.00	$506,084.00				$506,084.00	
1	1.16	Tutoring Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$230,000.00	$230,000.00				$230,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Learning for All Students at School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,610,000.00	$1,610,000.00				$1,610,000.00	
1	1.18	Long Term English Language Learner - Teacher and Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$110,000.00	$0.00	$110,000.00				$110,000.00	
2	2.1	PBIS and Student Services - Teachers and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$220,000.00	$0.00	$220,000.00				$220,000.00	
2	2.2	MTSS & SEL - Monitoring and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.3	Positive School Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.4	Student Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$15,000.00	$45,000.00				$45,000.00	
2	2.5	Recess Enrichment and Positive Play	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.6	Nutritious Meals	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$5,000.00	$10,000.00				$10,000.00	
2	2.7	School Attendance Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$469,000.00	$0.00	$469,000.00				$469,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.8**	School Library Technicians	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	$563,000.00	$0.00	$563,000.00				$563,000.00	
2	**2.9**	School Secretaries AA 2 Additional Hours	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	
2	**2.10**	Campus Supervisors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	$271,300.00	$0.00	$271,300.00				$271,300.00	
2	**2.11**	Health Technicians and support staff	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park									
2	2.12	Licensed Vocational Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$180,000.00	$0.00	$180,000.00				$180,000.00	
2	2.13	SEL and MTSS - Materials and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$70,000.00	$70,000.00				$70,000.00	
2	2.15	Mental Health Counselors - LCSW, LMFT	All	No			All Schools	Ongoing	$1,230,000.00	$0.00		$1,230,000.00			$1,230,000.00	
2	2.16	Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$355,000.00	$0.00	$355,000.00				$355,000.00	
2	2.17	Restorative Practices and Bully Prevention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.20	District Supports to Decrease Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$103,000.00	$0.00	$103,000.00				$103,000.00	
2	2.21	Physical and Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$160,000.00	$160,000.00				$160,000.00	
3	3.1	Professional Learning to develop strong Tier I supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,000.00	$0.00	$15,000.00				$15,000.00	
3	3.2	ELL, Newcomer, LTEL - Professional Learning and Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.4	Incentives and Stipends for Hard to Fill Positions	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$800,000.00	$0.00	$800,000.00				$800,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	New Teacher Supports Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$320,000.00	$30,000.00	$350,000.00				$350,000.00	
3	3.6	Professional Development Days and Additional Hourly	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,071,000.00	$0.00	$1,071,000.00				$1,071,000.00	
3	3.7	Academic Coaches	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	$1,963,000.00	$0.00	$1,963,000.00				$1,963,000.00	
3	3.8	Grade Level Release Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,200,000.00	$0.00	$1,200,000.00				$1,200,000.00	
3	3.9	Prospective Teacher Residency Program	All	No			All Schools	2025-2026 school year	$0.00	$0.00	$0.00				$0.00	
3	3.10	District-wide consultation and support	All	No			All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
3	3.11	LTEL - Professional Learning and Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing								
4	4.1	Translation Clerk	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$50,600.00	$0.00	$50,600.00				$50,600.00	
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Foster Youth Low Income	Yes	Limited to Unduplicated	Foster Youth Low Income	All Schools	Ongoing	$147,000.00	$0.00	$147,000.00				$147,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
4	4.3	Foster Youth and Homeless - Supplies and Resources	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$1,500.00	$0.00	$1,500.00				$1,500.00	
4	4.5	Parent Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,062,500.00	$0.00	$1,062,500.00				$1,062,500.00	
4	4.6	Districtwide Communication Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.7	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
4	4.8	SPED - Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,000.00	$6,000.00	$12,000.00				$12,000.00	
5	5.1	Attendance Improvement and Engagement Plan	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
5	5.2	Enhancing Comprehensive Visual and Performing Arts Education	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
5	5.3	Development and Implementation of STEAM-Aligned Curriculum	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	$0.00	$26,000.00		$26,000.00			$26,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.4	STEAM Instructional Lead Teacher	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	$18,000.00	$0.00		$18,000.00			$18,000.00	
5	5.5	Targeted Professional Learning for Educators	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.6	STEAM Software	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	$0.00	$12,000.00		$12,000.00			$12,000.00	

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
89,701,348	27,523,152	30.683%	0.000%	30.683%	$27,624,931.00	0.000%	30.797 %	**Total:**	$27,624,931.00
								LEA-wide Total:	$20,472,531.00
								Limited Total:	$1,850,100.00
								Schoolwide Total:	$5,302,300.00

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**	Foster Youth and Homeless Student Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$376,000.00	
1	**1.2**	Paraprofessional Support for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,739,079.00	
1	**1.3**	Classroom Teachers to Reduce Class Size and Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,750,000.00	
1	**1.4**	English Language Learner - Teacher and Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000,000.00	
1	**1.5**	English Language Learner Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	
1	**1.6**	BCBA and Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$410,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Extended School Year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
1	1.8	Academic Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
1	1.9	Vice Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	$2,500,000.00	
1	1.10	District Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,425,000.00	
1	1.11	Electronic Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$999,450.00	
1	1.12	Intervention Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,281,160.00	
1	1.13	Field Trips and Learning Experiences (district funded)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,258.00	
1	1.14	Visual and Performing Arts Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,000.00	
1	1.15	Online Supplemental Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$506,084.00	
1	1.16	Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.17	Learning for All Students at School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,610,000.00	
1	1.18	Long Term English Language Learner - Teacher and Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$110,000.00	
2	2.1	PBIS and Student Services - Teachers and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	
2	2.2	MTSS & SEL - Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.3	Positive School Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.4	Student Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
2	2.5	Recess Enrichment and Positive Play	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	$0.00	
2	2.6	Nutritious Meals	Yes	LEA-wide	Foster Youth Low Income	All Schools	$10,000.00	
2	2.7	School Attendance Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$469,000.00	
2	2.8	School Library Technicians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan,	$563,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park		
2	**2.9**	School Secretaries AA 2 Additional Hours	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.10**	Campus Supervisors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	$271,300.00	
2	**2.11**	Health Technicians and support staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	$5,000.00	
2	**2.12**	Licensed Vocational Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	SEL and MTSS - Materials and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
2	2.16	Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$355,000.00	
2	2.17	Restorative Practices and Bully Prevention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.20	District Supports to Decrease Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,000.00	
2	2.21	Physical and Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
3	3.1	Professional Learning to develop strong Tier I supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.2	ELL, Newcomer, LTEL - Professional Learning and Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,000.00	
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	LEA-wide	English Learners	All Schools	$800,000.00	
3	3.5	New Teacher Supports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
3	3.6	Professional Development Days and Additional Hourly	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,071,000.00	
3	3.7	Academic Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt,	$1,963,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Sherwood, University Park		
3	3.8	Grade Level Release Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
3	3.11	LTEL - Professional Learning and Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4.1	Translation Clerk	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,600.00	
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$147,000.00	
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$50,000.00	
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$1,500.00	
4	4.5	Parent Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,062,500.00	
4	4.6	Districtwide Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
4	4.7	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
4	4.8	SPED - Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,300,677.00	$28,786,480.02

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**	Foster Youth and Homeless Student Supports	Yes	$350,000.00	320,541.65
1	**1.2**	Paraprofessional Support for Unduplicated Students	Yes	$4,300,000.00	4,009,993.77
1	**1.3**	Class Size Reduction Teachers	Yes	$2,148,365.00	2,475,710.84
1	**1.4**	English Language Learner - Teacher and Support Staff	Yes	$646,000.00	1,226,220.33
1	**1.5**	English Language Learner Program Support	Yes	$17,400.00	13,808.04
1	**1.6**	BCBA and Behavior Supports	Yes	$400,000.00	395,435.22
1	**1.7**	Extended School Year	Yes	$45,000.00	32,025.38
1	**1.8**	Academic Acceleration	Yes	$350,000.00	148,386.32
1	**1.9**	Vice Principals	Yes	$2,300,000.00	2,421,993.63
1	**1.10**	District Administrative Support	Yes	$1,400,000.00	1,592,254.75
1	**1.11**	Electronic Technicians	Yes	$975,000.00	997,423.14

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	1.12	Intervention Teacher Support	Yes	$2,500,000.00	2,189,018.93
1	1.13	Field Trips (district funded)	Yes	$400,000.00	327,820.05
1	1.14	Visual and Performing Arts Instruction	Yes	$300,000.00	216,657.75
1	1.15	Online Supplemental Programs	Yes	$330,000.00	317,348.53
1	1.16	Tutoring Services	Yes	$911,812.00	709,678.25
1	1.17	Learning for All Students at School Sites	Yes	$2,000,000.00	1,651,405.95
1	1.18	Long Term English Language Learner - Teacher and Support Staff	Yes	$114,000.00	139,921.39
2	2.1	MTSS & SEL - Teachers and Support Staff	Yes	$215,000.00	208,604.71
2	2.2	MTSS & SEL - Monitoring and Support	Yes	$43,000.00	29,032.50
2	2.3	Positive School Events	Yes	$40,000.00	11,891.75
2	2.4	Student Leadership Advisor	Yes	$30,000.00	3,946.93
2	2.5	Recess Enrichment and Positive Play	Yes	$50,000.00	0
2	2.6	Nutritious Meals	Yes	$50,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	School Program Administrative Assistance	Yes	$485,000.00	494,021.67
2	2.8	School Library Technicians	Yes	$520,000.00	571,040.65
2	2.9	School Secretaries AA 2	Yes	$10,000.00	58.34
2	2.10	Campus Supervisors	Yes	$210,000.00	205,890.01
2	2.11	Health Technicians and support staff	Yes	$10,000.00	1,842.81
2	2.12	Licensed Vocational Nurses	Yes	$185,000.00	17,063.58
2	2.13	MTSS - Materials and Supplies	Yes	$50,000.00	0
2	2.15	Mental Health Counselors - LCSW, LMFT	No	$1,230,000.00	1,390,454.21
2	2.16	Psychologists	Yes	$320,000.00	326,129.87
2	2.17	Bully Prevention Services	Yes	$40,000.00	40,000
2	2.20	Chronic Absenteeism	Yes	$150,000.00	93,444.24
3	3.1	Professional Learning to develop strong Tier I supports	Yes	$315,000.00	31,552.11
3	3.2	ELL, Newcomer, LTEL - Professional Learning and Training	Yes	$100,000.00	59,978.51
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	$500,000.00	635,970.94

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	3.5	New Teacher Support	Yes	$330,000.00	433,371.71
3	3.6	Professional Development Days and Additional Hourly	Yes	$1,150,000.00	1,024,812.81
3	3.7	Academic Coaches	Yes	$1,475,000.00	1,480,226.35
3	3.8	Grade Level Release Teachers	Yes	$800,000.00	696,433.68
3	3.9	Prospective Teacher Residency Program	No	$200,000.00	1,263.04
3	3.10	District-wide consultation and support	No	$500,000.00	352,875.11
3	3.11	LTEL - Professional Learning and Training	Yes		
4	4.1	Translation Clerk	Yes	$50,600.00	44,577.73
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	$160,000.00	99,912.47
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	$25,000.00	25,312.52
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	$1,500.00	34.63
4	4.5	Parent Coordinators	Yes	$1,100,000.00	1,047,703.88
4	4.6	Districtwide Communication Platform	Yes	$50,000.00	39,767.07

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**	Parent Training	Yes	$295,000.00	195,832.02
4	**4.8**	SPED - Parent Training	Yes	$12,000.00	429.27
5	**5.1**	Attendance Improvement and Engagement Plan	No	$20,000.00	1,044.98
5	**5.2**	Enhancing Comprehensive Visual and Performing Arts Education	No	$20,000.00	9,657
5	**5.3**	Development and Implementation of STEAM-Aligned Curriculum	No	$26,000.00	2,093
5	**5.4**	STEAM Instructional Lead Teacher	No	$18,000.00	18,052
5	**5.5**	Targeted Professional Learning for Educators	No	$15,000.00	2,094
5	**5.6**	STEAM Software	No	$12,000.00	4,420

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)
26,972,890	$26,557,865.00	$27,004,526.68	($446,661.68)	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	Foster Youth and Homeless Student Supports	Yes	$350,000.00	320,541.65		
1	1.2	Paraprofessional Support for Unduplicated Students	Yes	$4,300,000.00	4,009,993.77		
1	1.3	Class Size Reduction Teachers	Yes	$2,148,365.00	2,475,710.84		
1	1.4	English Language Learner - Teacher and Support Staff	Yes	$646,000.00	1,226,220.33		
1	1.5	English Language Learner Program Support	Yes	$17,400.00	13,808.04		
1	1.6	BCBA and Behavior Supports	Yes	$400,000.00	395,435.22		
1	1.7	Extended School Year	Yes	$45,000.00	32,025.38		
1	1.8	Academic Acceleration	Yes	$300,000.00	148,386.32		
1	1.9	Vice Principals	Yes	$2,300,000.00	2,421,993.63		
1	1.10	District Administrative Support	Yes	$1,400,000.00	1,592,254.75		
1	1.11	Electronic Technicians	Yes	$975,000.00	997,423.14		
1	1.12	Intervention Teacher Support	Yes	$2,500,000.00	2,189,018.93		
1	1.13	Field Trips (district funded)	Yes	$400,000.00	327,820.05		

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	1.14	Visual and Performing Arts Instruction	Yes	$225,000.00	216,657.75		
1	1.15	Online Supplemental Programs	Yes	$330,000.00	317,348.53		
1	1.16	Tutoring Services	Yes	$180,000.00	709,678.25		
1	1.17	Learning for All Students at School Sites	Yes	$1,800,000.00	1,651,405.95		
1	1.18	Long Term English Language Learner - Teacher and Support Staff	Yes	$114,000.00	139,921.39		
2	2.1	MTSS & SEL - Teachers and Support Staff	Yes	$215,000.00	208,604.71		
2	2.2	MTSS & SEL - Monitoring and Support	Yes	$43,000.00	29,032.50		
2	2.3	Positive School Events	Yes	$40,000.00	11,891.75		
2	2.4	Student Leadership Advisor	Yes	$30,000.00	3,946.93		
2	2.5	Recess Enrichment and Positive Play	Yes	$50,000.00	0		
2	2.6	Nutritious Meals	Yes	$50,000.00	0		
2	2.7	School Program Administrative Assistance	Yes	$485,000.00	494,021.67		
2	2.8	School Library Technicians	Yes	$520,000.00	571,040.65		
2	2.9	School Secretaries AA 2	Yes	$10,000.00	58.34		
2	2.10	Campus Supervisors	Yes	$210,000.00	205,890.01		
2	2.11	Health Technicians and support staff	Yes	$10,000.00	1,842.81		
2	2.12	Licensed Vocational Nurses	Yes	$185,000.00	17,063.58		
2	2.13	MTSS - Materials and Supplies	Yes	$50,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.16	Psychologists	Yes	$320,000.00	326,129.87		
2	2.17	Bully Prevention Services	Yes	$40,000.00	40,000.00		
2	2.20	Chronic Absenteeism	Yes	$150,000.00	93,444.24		
3	3.1	Professional Learning to develop strong Tier I supports	Yes	$15,000.00	31,552.11		
3	3.2	ELL, Newcomer, LTEL - Professional Learning and Training	Yes	$100,000.00	59,978.51		
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	$200,000.00	635,970.94		
3	3.5	New Teacher Support	Yes	$330,000.00	433,371.71		
3	3.6	Professional Development Days and Additional Hourly	Yes	$1,150,000.00	1,024,812.81		
3	3.7	Academic Coaches	Yes	$1,475,000.00	1,480,226.35		
3	3.8	Grade Level Release Teachers	Yes	$800,000.00	696,433.68		
3	3.11	LTEL - Professional Learning and Training	Yes				
4	4.1	Translation Clerk	Yes	$50,600.00	44,577.73		
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	$160,000.00	99,912.47		
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	$25,000.00	25,312.52		
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	$1,500.00	34.63		
4	4.5	Parent Coordinators	Yes	$1,100,000.00	1,047,703.88		
4	4.6	Districtwide Communication Platform	Yes	$50,000.00	39,767.07		
4	4.7	Parent Training	Yes	$250,000.00	195,832.02		

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	**4.8**	SPED - Parent Training	Yes	$12,000.00	429.27		

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)
86,432,487	26,972,890	0%	31.207%	$27,004,526.68	0.000%	31.243%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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