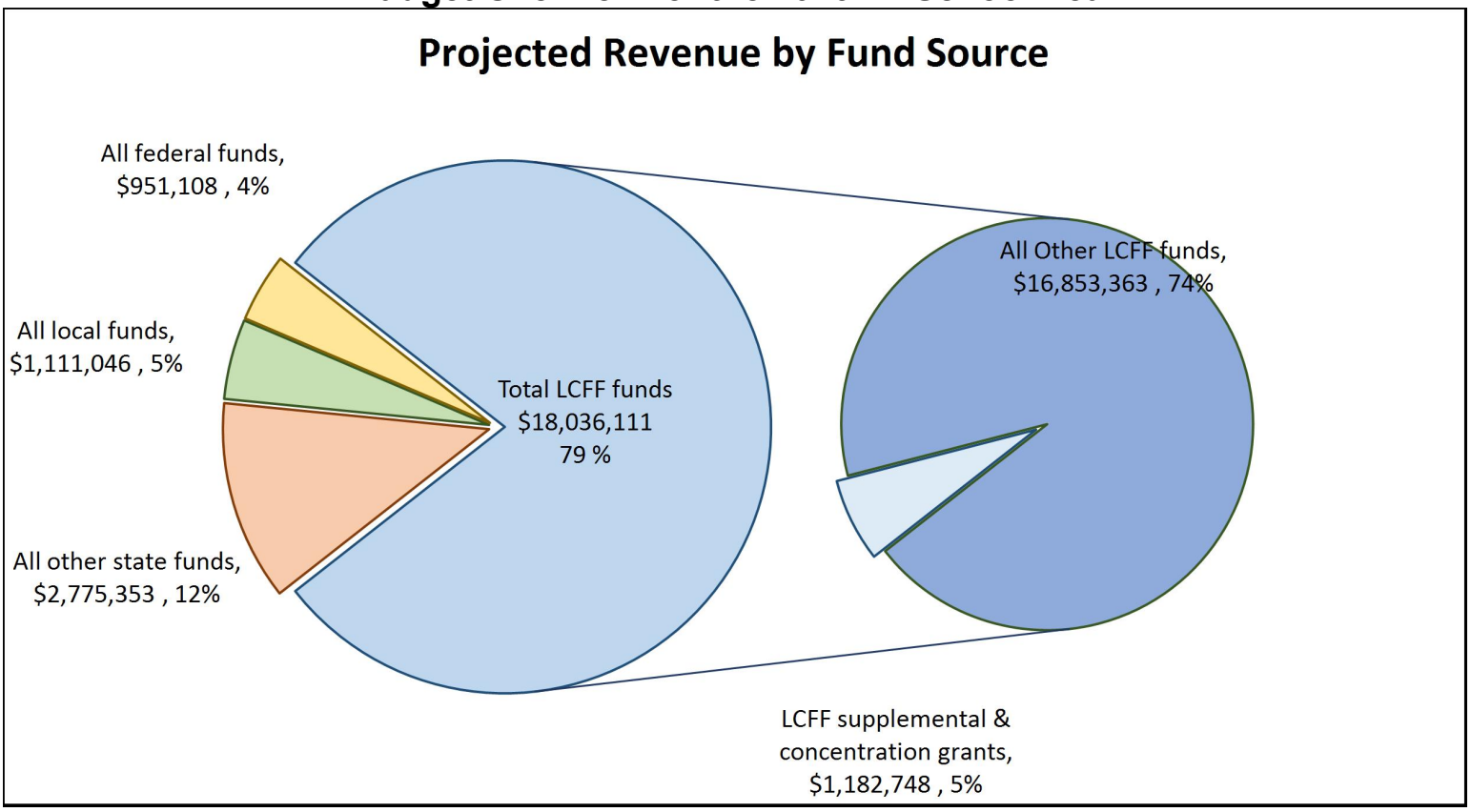
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soquel Union Elementary School District
CDS Code: 44698490000000
School Year: 2026-27
LEA contact information:
Scott Turnbull
Superintendent
sturnbull@suesd.org
(831) 464-5630

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

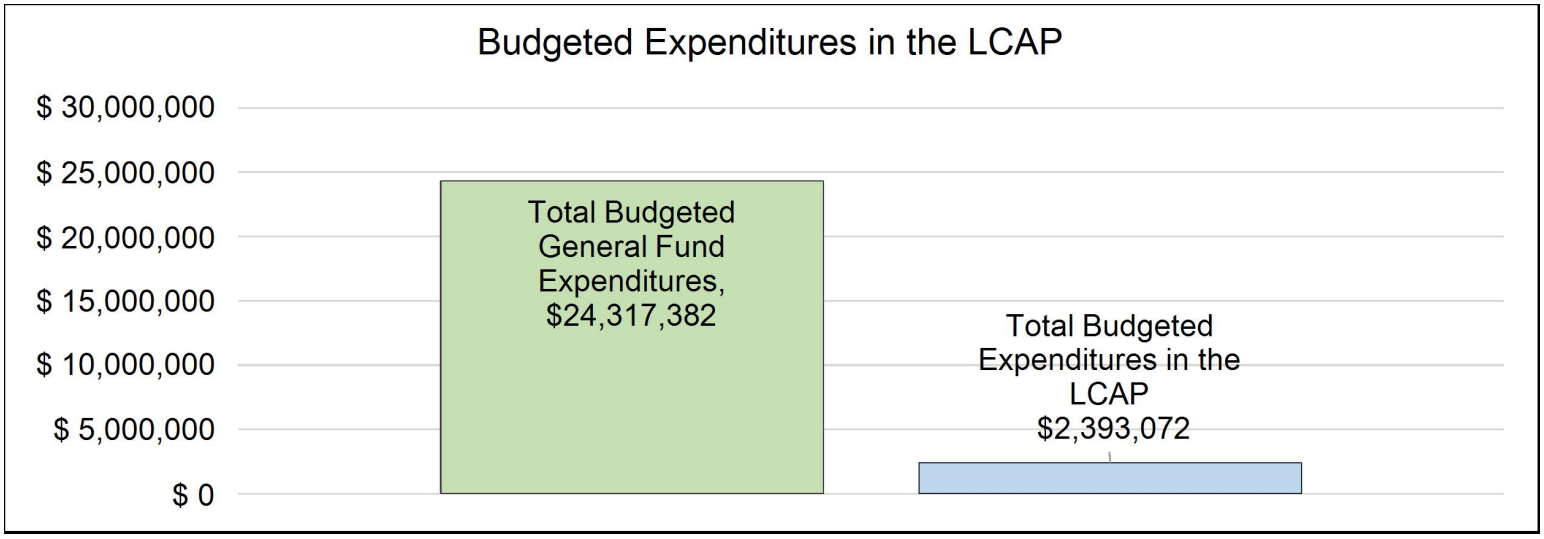


This chart shows the total general purpose revenue Soquel Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soquel Union Elementary School District is $22,873,618, of which $18,036,111 is Local Control Funding Formula (LCFF), $2,775,353 is other state funds, $1,111,046 is local funds, and $951,108 is federal funds. Of the $18,036,111 in LCFF Funds, $1,182,748 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 Soquel Union 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: Soquel Union Elementary School District plans to spend $24,317,382 for the 2026-27 school year. Of that amount, $2,393,072 is tied to actions/services in the LCAP and $21,924,310 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

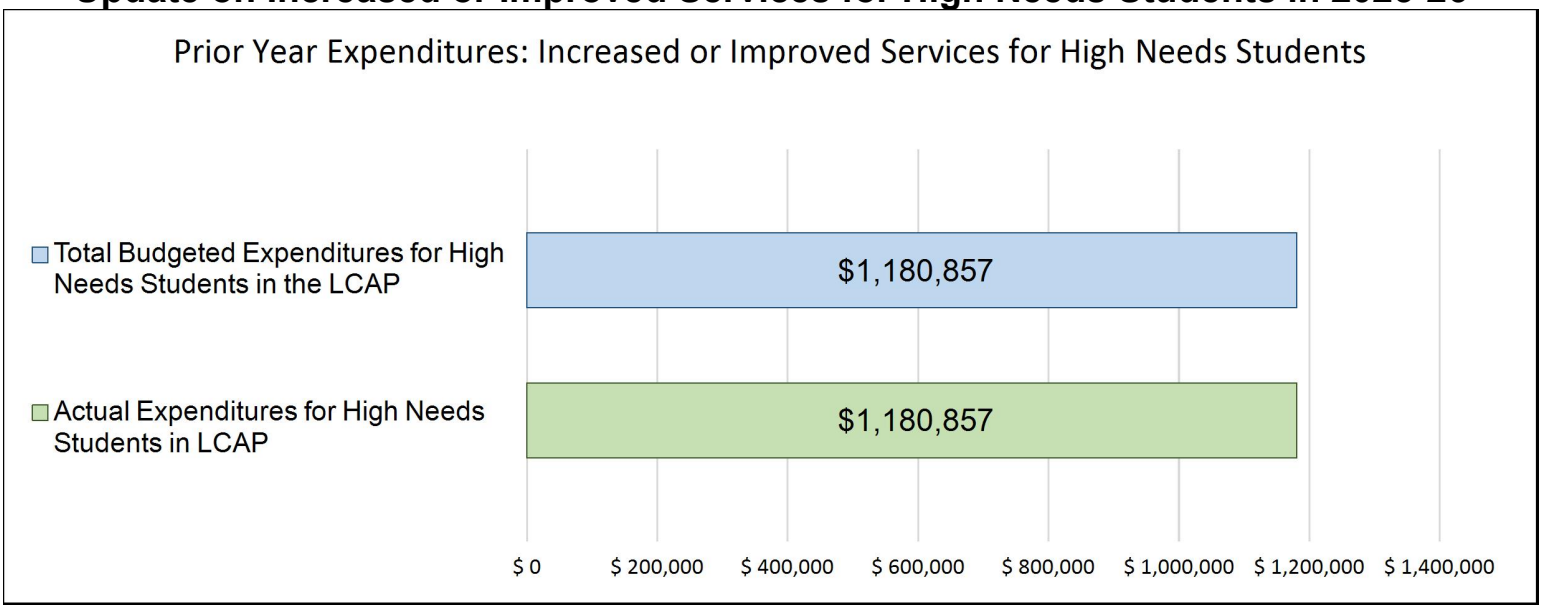
Typical operating expenditures are not included in the LCAP. These include routine costs such as employee salaries and benefits, books and supplies, special education services, maintenance and operations, and transportation.

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

In 2026-27, Soquel Union Elementary School District is projecting it will receive $1,182,748 based on the enrollment of foster youth, English learner, and low-income students. Soquel Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Soquel Union Elementary School District plans to spend $1,182,748 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Soquel Union 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 Soquel Union 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, Soquel Union Elementary School District's LCAP budgeted $1,180,857 for planned actions to increase or improve services for high needs students. Soquel Union Elementary School District actually spent $1,180,857 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
Soquel Union Elementary School District	Scott Turnbull Superintendent	sturnbull@suesd.org (831) 464-5630

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.

Our district's home is located in the city of Capitola and in the county of Santa Cruz. The quaint seaside village of Capitola began as a humble tent camp along the shore of Monterey Bay. Camp Capitola, as it was known, welcomed its first guests in 1874, making it the first beach resort in California. A few years later, it premiered a magnificent wood-frame Victorian hotel — Hotel Capitola — that echoed grand contemporaries like the Hotel Del Coronado in San Diego and San Francisco's original Cliff House. The hotel succumbed to fire in 1929, but the romance of the original beach resort still exists in the colorful, seaside shops and restaurants tucked into a hillside along Soquel Creek. Santa Cruz County is located 75 miles south of San Francisco on the northern end of Monterey Bay. The terrain ranges from redwood forested mountains to seashore to open farmland. The climate is temperate year-round.

The county of Santa Cruz offers many of the amenities of a larger city with less of the accompanying congestion. Within Santa Cruz County are nine state parks and a year-round small craft harbor. Our community enjoys the benefit of the campus of the University of California and a well-recognized community college.

The Soquel Union Elementary School District is among the ten fine districts in Santa Cruz County. The Soquel Union Elementary School District is fortunate to have a long-standing tradition of community partnerships that, together, create meaningful programs for all students. During the past few years, we have strengthened our academic programs in the areas of Art, Music, Dual Language Immersion, Life Lab Garden Sciences, and Project-Based Learning (PBL), with a focus on language, identity, and culture. We are passionate about providing every child with the opportunity to reach their highest learning potential.

Our district's mission:
"Staff, students, parents, and the community help ensure that each child develops the skills and character necessary for lifelong achievement and responsible citizenship in a diverse world."

Our district's commitments:
"As a community, we commit to every student by
-providing equitable, inclusive, and responsive teaching and learning experiences,
-understanding, embracing, and supporting different learning styles,
-celebrating and valuing their personal, linguistic, and cultural assets,
-nurturing their social-emotional, intellectual, and creative skills,
-building empathy, confidence, and resilience, and
-ensuring all have the essential character to make a positive contribution to the world."

SUESD chooses to bring equity and inclusion into its decisions and practices. We welcome and celebrate the rich diversity of our community and strive for an inclusive district where everyone has a sense of belonging and feels valued.

Our LCAP process has established district priorities, actions, and allocations of resources. It is important to all educational partners that we support the continuum of abilities and learners, including English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities (SWD), Students Experiencing Homelessness, Foster Youth, high-achieving students, and those who are meeting or nearly meeting standards.

Communicating the goals and vision of the district to our community has been our joyful path, and families are actively involved in the education experience process. We are especially proud of the changes we have made and the focus we have given to belonging, inclusion, climate, and culture. We continue to focus on the whole human, with significant SEL supports, arts integration, and multilingualism. Building local assessment measures and participating in regular data dive cycles across the district, as well as communicating our goals, expectations, and resources, have been important focal areas within the previous three-year LCAP and remain an area of focus within our current accountability plan. Our district has committed to incorporating all educational partners' voices into the educational process of ensuring equitable representation of our community and beyond in our classrooms. SUESD is fortunate to provide quality professional development to its teachers and staff. The first lens when determining professional development is to analyze the needs of its unduplicated students, and then what our staff needs to serve them even more effectively. (An unduplicated pupil is the count of students who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth.)

As noted on the California Dashboard, our amazing and unique district serves 1,520 students. Among the student population in the Soquel Union Elementary School District, we serve 32.2% "unduplicated population", inclusive of 10.9% English Language Learners (ELs), 32.2% Low Socioeconomic Status (SES), 0.1% Foster Youth (FY), 0.9% Homeless Youth. In addition, 13.1% of Students are those with Disabilities (SWD). Our schools serve families in the communities of Capitola, Soquel, and Santa Cruz, California, in four exemplary schools: New Brighton Middle School, Main Street Elementary, Soquel Elementary, and Santa Cruz Gardens.

New Brighton Middle School has made significant strides in supporting student learning and engagement through a variety of innovative programs and collaborative efforts. Their co-teaching model continues to gain traction in Math and Language Arts and has strengthened inclusive practices and provided targeted support for all learners. Zero-period Physical Education has created greater flexibility in scheduling, allowing students who need an intervention class during the day to still participate in an elective of their choice. Their after-school Homework Help, supported by the Home and School Club, has provided consistent daily tutorials and guidance. At the same time, ELOP has expanded access to academic support programs that keep students engaged beyond the bell. These efforts reflect our school-wide commitment to equity, access, and student success.

Santa Cruz Gardens has had a strong school year as they continue to build and grow stronger in each of their MTSS strands and tiers. Their Oasis Team is composed of their Positive Behavior Intervention and Support Behavioral Instructional Assistant, their Campus Supervisor, and their Recess Coach. This team has been able to help with Tier 2 plans for students who need structured support to access their educational day optimally. In the primary grades, they have worked hard on our practices of foundational literacy using UFLI, Heggerty, and Bridges. Our social-emotional learning goals have elevated student voice and agency, as well as teacher/ counselor collaboration. For this work, Santa Cruz Gardens has won an award from CalHOPE and a "Gold Level Thriving Schools" award from SEL4CA this year. Their Science and Gardening Emphasis (SAGE) Program continues to earn praise through solid community partnerships, a thriving Living Classroom learning experience, and a combination of classroom Project-Based Learning and outdoor student learning, utilizing the 4 E's and the Next Generation Science Standards. Along with SAGE, Cognitively Guided Math Instruction, and literacy skills, we continue to grow our professional development in the area of Academic Conversations that enhances both access to education and student ownership of Learning using the Santa Cruz County Office of Education-hosted training series by Jeff Zwiers. This has grown our multilingual learner scores, as evidenced in our i-Ready academic diagnostic assessments. They have a lot to be proud of.

Main Street Elementary, this year, was marked by academic growth, strong community involvement, and a continued focus on positive behavior and attendance. Our monthly themed assemblies celebrated the “Main Street Way,” recognizing students who consistently demonstrated responsibility, respect, honesty, and care. We emphasized rewarding positive behavior through school-wide recognition and incentives, helping to foster a supportive and inclusive school culture. In addition, Main Street focused on differentiated skill-building through i-Ready My Path usage. This was a wonderful addition to the increased use of UFLI and Heggerty for increasing foundational literacy skills in the early grades. In the upper grades, content-focused teaching and learning structures have supported growth in mathematics, ELA, and science. School climate surveys indicate a high level of school responsiveness to families.

Soquel Elementary made progress in many areas this year, including behavior, social-emotional learning, academics, dual language immersion (DLI), and collaboration. Our school-wide behavior program is positive behavior intervention and supports. This includes very clear expectations, positive reinforcement strategies, and tiered supports for students. This year, we worked on building our store as a major part of our incentive system, and we refined our weekly character assemblies. Our social/emotional learning program uses the Character Strong curriculum, and this year we worked on differentiation with our adopted curricula based on need, such as modifying topics, content, and frequency of classroom and small group lessons. We also integrated the curriculum into our assemblies, where we highlight an aspect of each monthly theme each week. For the past few years, our main academic focus has been phonics. This year, we continued that work and transitioned into a focus on writing. Primary grades had professional development and planning to be more explicit with our writing instruction. Upper grades worked on small group instruction in writing. We are now in the third year of dual language immersion, with very positive academic and multilingual results. Finally, collaboration is a strength at Soquel Elementary, and we have been able to increase student achievement in targeted areas through data meetings and weekly collaboration.

Reflections: Annual Performance

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

The Soquel Union Elementary School District has consistently surpassed county and state indicators of student achievement as measured by CAASPP and Dashboard measures. The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. This Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

California Schools Dashboard Data includes data related to school attendance, student suspension rates, English Learner progress, and academic performance in English Language Arts and mathematics, as well as five local indicators, which include qualified staff and materials, academic standards implementation, family engagement, climate surveys, and access to a broad course of study. Each of these areas is either measured as a standard met or by a gauge ranging from red (lowest rating) to blue (highest rating).

On our district's 2025 Dashboard, the following measures were published in terms of Local Indicators:
-Teachers, Materials, and Facilities- Standard Met
-Implementation of Academic Standards- Standard Met
-Parent and Family Engagement- Standard Met
-Local Climate Survey- Standard Met
-Access to Broad Course of Study- Standard Met

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The 2026 Local Indicators have not yet been published; however, they will be presented to the Board in conjunction with this LCAP.
-Teachers, Materials, and Facilities- Standard Met
-In reviewing teachers' fully credentialed status, 80.5% of SUESD teachers are fully credentialed according to the most current CA DataQuest count available. The district has no teachers teaching outside of their field. In addition, 17.5% are classified as ineffective, and 1% are classified as incomplete.
-Implementation of Academic Standards- Standard Met
-Parent and Family Engagement- Standard Met
-Local Climate Survey- Standard Met
-Access to Broad Course of Study- Standard Met

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On our district's 2025 Dashboard, the following measures were published in terms of Academic Performance and Academic Engagement:
-English Language Arts Performance- Yellow
-Mathematics Performance- Yellow
-Suspension Rate- Green

-English Learner Progress- Red
-Chronic Absenteeism- Yellow

Some of the successes we saw in the 2025 Dashboard overall district data are:
-Overall English Language Arts performance increased in spring 2025, and we are achieving 6 points over the standard.
-Overall Mathematics performance increased in spring 2025 by 4.9 points.
-Overall Suspension Rate remained very low (under 1%) districtwide (with one school, Soquel, achieving the blue level).
-Overall Chronic Absenteeism declined 6% districtwide.
-Overall Science achievement was high across the district, with one school, Main Street, achieving the blue level and all others at green.
-Two schools, Main Street and Soquel, reduced Chronic Absenteeism to under 10%, reaching the green level on the Dashboard.
-One other school, Santa Cruz Gardens, just missed getting under the 10% level for Chronic Absenteeism (10.2%).
-Students who identify as Two or More Races or white have the highest level of academic performance in English Language Arts and Math.
-Santa Cruz Gardens moved from the orange level in Language Arts in 2024 to the green level in 2025.

A review of the 2025 California School Dashboard, which reflects 2024-25 outcomes, identified the following Red performance areas for the district and school student groups:
-Districtwide English Learner Progress: Overall English Learner Progress in SUESD dropped from the Green level in 2024 to the Red level in 2025.
-Districtwide English Language Arts: Students with Disabilities were Red in English Language Arts.
-Districtwide Mathematics: Students with Disabilities were Red in Mathematics.
-New Brighton Middle School: English Learners were Red in English Language Arts; Students with Disabilities were Red in English Language Arts; and Students with Disabilities were Red in Chronic Absenteeism.
-Main Street Elementary School: Students with Disabilities were Red in Mathematics; Hispanic or Latino students were Red in Chronic Absenteeism; and Socioeconomically Disadvantaged students were Red in Chronic Absenteeism.

These results indicate a need to strengthen designated and integrated ELD, targeted academic intervention, inclusive instructional practices, and supports for Students with Disabilities, progress monitoring and data cycles, and attendance supports for student groups experiencing elevated chronic absenteeism.

During the development of the 2024-27 LCAP cycle, the district reviewed the 2023 California School Dashboard, which reflected 2022-23 outcomes. Those data points informed the original three-year LCAP and continue to be considered as part of the district's ongoing review of student outcomes for schools, districtwide student groups, and student groups within schools.

On the 2023 Dashboard, the following measures were published in terms of Academic Performance and Academic Engagement:
-English Language Arts Performance- Green
-Mathematics Performance- Yellow
-Suspension Rate- Green
-English Learner Progress- Orange

-Chronic Absenteeism- Red

Key successes identified from the 2023 Dashboard included:
-Overall English Language Arts performance remained high at 10 points over standard.
-Overall Mathematics performance increased by 7.2 points.
-Students who identified as Two or More Races had the highest academic performance in English Language Arts and Mathematics.
-English Learners and Students with Disabilities increased their performance in Mathematics.
-Recently Reclassified English Learners maintained proficiency performance in Mathematics.
-Main Street Elementary School performance in English Language Arts and Mathematics was high.
-New Brighton Middle School's English Language Arts performance and Suspension Rate were both Green.
-Soquel Elementary School's Mathematics performance was Green, and English Language Arts increased by 12.7 points.

Key challenges identified from the 2023 Dashboard included:
-English Learners and Students with Disabilities remained in the lowest performance levels in English Language Arts and Mathematics.
-English Learner Progress declined by 12%, and the percentage of English Learners who decreased by at least one level increased by 8%.
-Students classified as Socioeconomically Disadvantaged had the highest Suspension Rate.
-Chronic Absenteeism was highest among students classified as White, Hispanic, or Two or More Races.
-Soquel Elementary, New Brighton, and Main Street showed high levels of Chronic Absenteeism in the 2022-23 year.
-New Brighton Mathematics performance declined by 2.4 points.
-Santa Cruz Gardens English Language Arts performance declined by 6 points.

These 2023 Dashboard data points, together with updated 2025 Dashboard and local assessment data, continue to support the district's focus on English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, chronic absenteeism, differentiated instruction, targeted intervention, inclusive practices, progress monitoring, and regular data cycles.

Additional local data:

-Declining Enrollment:
-SUESD enrollment has declined from 1,520 students in 2024-25 to 1,450 students in 2025-26, and this decline is considered as part of fiscal planning, staffing decisions, and prioritization of LCAP actions and services.
-Attendance Rates: 95.5% (increase of 0.7%)
-Chronic Absenteeism: 12% (decrease of 1%)
-Suspension Rates: The raw number is too small to report, but our district remains below 1%.

To address the challenges that have emerged in the analysis of the data, we have:

Drafted goal language specific to narrowing the achievement gap for unduplicated students- "Through the use of data, identify research-based classroom differentiated instructional strategies, professional development, and systemic, equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students."

We have incorporated action and aligned resources into this third year of the 2024-27 LCAP cycle, which include, but are not limited to:
-Increase Collaboration among staff
-Increase Professional Development in areas of best practices
-Continued Counseling
-Parent Education
-Purchase of additional supplemental curriculum with training
-Continue Data Collection and Data Cycles at each school site

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 LCAP year. The LREBG-funded action is identified in the applicable action description and is aligned to allowable uses related to integrated pupil supports, social-emotional learning, mental health and wellness supports, and addressing barriers to learning. The action is intended to address needs identified through local school climate data, attendance data, chronic absenteeism data, Universe 360 risk screener data, and educational partner feedback. LREBG funds will support Wellness Coaches in our district. Wellness Coaches are crucial for Tier 2/Tier 3 MTSS supports, attendance engagement, reducing chronic absenteeism, supporting social-emotional learning, and student mental health.

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Local Assessment Data

-i-Ready End-of-Year Data
-Overall grade-level proficiency and % growth from the beginning to the end of the year remain high.

Overall Proficiency from fall to spring of 2025-2026, and growth from 2024-2025 to 2025-2026:
-Reading 36% to 58% (-1 over last year)
-Math 20% to 47% (+2 over last year),

Median Progress:
-The Median for Progress toward Annual Typical Growth is 125% in Reading
-The Median for Progress toward Annual Typical Growth is 96% in Math

Met Growth Target
-The average % of students who met typical or stretch growth targets in Reading overall is 93%
-The average % of students who met typical or stretch growth targets in Math overall is 70%

-i-Ready Data by Grade

End-of-Year Reading At or Above Grade Level (with growth over the previous year).
K: (not assessed)
1st: 48% (-7 annual growth)

2nd: 58% (-4 annual growth)
3rd: 73% (+1 annual growth)
4th: 50% (-7 annual growth)
5th: 53% (-2 annual growth)
6th: 54% (-2 annual growth)
7th: 59% (+1 annual growth)
8th: 54% (+1 annual growth)

End-of-Year Math At or Above Grade Level (with growth over the previous year).
K: (not assessed)
1st: 43% (+9 annual growth)
2nd: 52% (+8 annual growth)
3rd: 50% (+9 annual growth)
4th: 51% (-1 annual growth)
5th: 42% (-18 annual growth)
6th: 45% (-10 annual growth)
7th: 42% (-1 annual growth)
8th: 47% (+6 annual growth)

End-of-Year Reading At or Above Grade Level by Subject and Group

Performance data by group in Reading:

Socioeconomic Status
Low SES 41% (-6) At or above grade level
Non-SES 65% (+0) At or above grade level

Gender
Female 62% (-2) At or above grade level
Male 55% (+1) At or above grade level

Hispanic/Latino(x)
Are H/L 37% (-4) At or above grade level
Are not H/L 69% (+0) At or above grade level

English Learner (EL)
Are EL 23% (+0) At or above grade level
Are not EL 64% (-1) At or above grade level
*Note: Classified on i-Ready as Not Reported 47%

Special Education (Sped)
Are Sped 41% (+10) At or above grade level
Are not Sped 62% (-2) At or above grade level

End-of-Year Math At or Above Grade Level by Subject and Group

Socioeconomic Status
Low SES 35% (+7) At or above grade level
Non-SES 54% (+3) At or above grade level

Gender
Female 45% (+2) At or above grade level
Male 49% (+4) At or above grade level

Hispanic/Latino(x)
Are H/L 27% (+3) At or above grade level
Are not H/L 58% (+3) At or above grade level

English Learner (EL)
Are EL 22% (+7) At or above grade level
Are not EL 52% (+4) At or above grade level

Special Education (Sped)
Are Sped 28% (+3) At or above grade level
Are not Sped 51% (+4) At or above grade level

Successes noted are:
-Reading remained an area of relative strength, with 58% of assessed students at or above grade level by the end of 2025-2026.
-Math proficiency increased from 45% at or above grade level in 2024-2025 to 47% in 2025-2026.
-Students with Disabilities showed strong growth in Reading, increasing from 31% at or above grade level in 2024-2025 to 41% in 2025-2026.
-English Learners showed strong growth in Math, increasing from 15% at or above grade level in 2024-2025 to 22% in 2025-2026.
-Economically Disadvantaged students increased in Math, moving from 28% at or above grade level in 2024-2025 to 35% in 2025-2026.
-Hispanic/Latino students increased in Math, moving from 24% at or above grade level in 2024-2025 to 27% in 2025-2026.
-Math growth was especially strong in grades 1, 2, 3, and 8.
-Median progress toward Annual Typical Growth remained strong in Reading at 125% and increased in Math to 96%.

Challenges noted are:
-There are still noticeable gaps in proficiency, even with growth being made.

-Reading declined from 59% at or above grade level in 2024-2025 to 58% in 2025-2026.
-Math remains lower than Reading overall, with 47% of assessed students at or above grade level compared with 58% in Reading.
-English Learners remain substantially below non-English Learners in both Reading and Math.
-Economically Disadvantaged students remain below non-Economically Disadvantaged students in both Reading and Math.
-Hispanic/Latino students remain below students who are not Hispanic/Latino in both Reading and Math.
-Students with Disabilities improved in Reading and Math, but continue to perform below students not receiving Special Education services.
-Math outcomes decreased in grades 5 and 6 compared with the previous year.
-These results indicate a continued need for targeted intervention, designated and integrated ELD, inclusive instructional practices, differentiated instruction, progress monitoring, and regular data cycles.
-Math achievement at the local, county, and state levels remains lower than Reading achievement.

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2024-25 CAASPP Results (2025-26 results are not yet available):

English Language Arts
-54.13% Met or Exceeded Standards, and
-22.43% Nearly Met Standards

Mathematics
-42.05% Met or Exceeded Standards, and
-27.34% Nearly Met Standards

Science
-42.58% Met or Exceeded Standards, and
-48.63% Nearly Met Standards

Successes noted are:
-English Language Arts proficiency is above the county and state average.
-Math proficiency is above the county and state averages.
-Science proficiency is above the county and state average.

Challenges noted are:
-Higher levels of Math proficiency are visible in elementary grades.
-Higher levels of ELA proficiency are visible in 7th and 8th grades.

Reflections: Technical Assistance

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

-No schools currently qualify for ATSI, TSI, or CSI.

-New Brighton and Soquel previously received ATSI related to Students with Disabilities.
-The district responded with inclusive practices, co-teaching, UDL, progress monitoring, differentiated instruction, and support for IEP implementation.
-Those supports contributed to both schools exiting ATSI.

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 CSI schools in the district.

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 CSI schools in the district.

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 CSI schools in the district.

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
Families	-An in-person Community Voice Gathering was held on January 28, 2026. -A virtual Community Voice Gathering was held on February 11, 2026. -School Board Meetings include an LCAP Update Section and Public Comment twice monthly. -The District English Language Advisory Council (DELAC) met on November 17, 2025, February 2, 2026, and March 24, 2026. -The English Language Advisory Council (ELAC) meets once a month at each school site. -Community Advisory Council in the fall, winter, and spring. -School Site Council meetings and discussions are monthly. -Home and School Club meetings and discussions are held monthly. -Our LCAP Family (Parents & Caregivers) Survey was administered January 16 - February 8, 2026. There were 206 responses.
Staff	-An LCAP Staff Survey was administered from March 2-29, 2026, and filled out by 36 staff members. -In addition to the annual Staff LCAP Survey, an Employee Satisfaction Survey was conducted between October 30, 2025, and November 13, 2025. -Our Certificated Labor Unit (SEA) provided the district with an input survey that they developed themselves.

Educational Partner(s)	Process for Engagement
	School Site input sessions on LCAP goals were held as shown below: -Main Street: March 18, 2026 -Soquel El: March 9, 2026 -SC Gardens: March 23, 2026 -New Brighton MS: March 31, 2026 Other LCAP Input Structures for Staff include: -Subcommittee input is collected following each meeting, once a quarter -Administrative Council meets on one Tuesday per month -The Fiscal Prioritization Team meets quarterly -Weekly Google Hangout Administrator Meetings -Weekly Cabinet Meetings
Student	Interviews are conducted monthly during site visits. Universe 360 in fall, winter, and spring. Student Shadowing once a month. The LCAP Student Survey is conducted once annually (administered January 9-27, 2026).
County Office of Education	LCAP Writing and Feedback Sessions three times in winter and spring. Business Information Group (BIG) monthly meetings. SELPA monthly meetings. PLN Educational Services Meetings Monthly. Superintendents' Council Meetings Monthly.
Community Partners	Meetings with the City of Capitola in winter and spring. Meetings with Campus Kids Connection in winter and spring. Meetings with Your Future is Our Business in winter and spring. Meetings with Cradle to Career on-site weekly.
School Board	At school board meetings twice monthly a LCAP update is provided, allowing the trustees to hear about and ask questions about the progress of LCAP actions or services.

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

Educational Partners have a significant influence on the LCAP development process, and are as follows:

Goal 1: All students receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness.

Action 1.1: Social Studies Instructional Materials
This action was added and successfully completed due to staff survey data and subcommittee input.

Action 1.2: Dual Language Instructional Materials
This action was continued as a result of school site visits and parent feedback.

Action 1.3: Universal Academic Diagnostic Assessment
This action was continued due to requests to use diagnostic data to inform instructional practices.

Action 1.4: Literacy Supplementary Materials for Grades 3-5
This action was added and successfully completed due to the need to address vocabulary development and grammar expressed by staff through surveys and subcommittee input.

Action 1.5: Zero Period
This action was continued due to staff surveys, site visits, parent feedback, and subcommittee input.

Action 1.6: New Teacher Mentorship
This action was continued due to staff feedback.

Action 1.7: Release Time for Equity Walks
This action was influenced by gaps in data for unduplicated student groups, including 20%+ gaps in EL and Low SES reading and math data as measured by i-Ready.

Action 1.8: Leveled Literacy Equity Libraries
This action was influenced by the intervention team's advice.

Action 1.9: Supplemental Math Materials
This action was influenced by staff surveys and subcommittee input.

Action 1.10: Transitional Kindergarten Instructional Materials
This action was added due to staff surveys and subcommittee input.

Action 1.12: Added FTE for VAPA Personnel
This action was added due to staff and students' survey feedback.

Goal 2: Through the use of data, identify research-based classroom differentiated instructional strategies, professional development, and systemic, equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students.

Action 2.1: Writing Calibration
This action was added due to staff surveys and subcommittee input indicating a need to improve processes to teach and assess more equitably.

Action 2.2: EL Specialists
This action was continued as a result of staff surveys, site visits, parent feedback, and subcommittee input.

Action 2.3: Intervention Teachers
This action was influenced by staff surveys, site visits, parent feedback, and subcommittee input.

Action 2.4: Professional Development in Instructional Materials
This action was continued due to staff surveys and subcommittee input.

Action 2.5: Professional Development in Instructional Practices
This action was shifted due to staff surveys and subcommittee input.

Action 2.6: Professional Development in New Supplemental Materials
This action was influenced by staff surveys and subcommittee input.

Action 2.7: Professional Development for Dual Language Personnel
This action was influenced by staff surveys, site visits, parent feedback, and DLI subcommittee input.

Action 2.8: Universe 360 Behavior Risk Screener
This action was continued due to feedback from student services teams.

Action 2.9: ELD and Intervention Curriculum
This action was influenced by ELD staff feedback, English Learner Progress declining to Red on the 2025 Dashboard, and the continued need to strengthen English language development outcomes through designated ELD, integrated ELD, intervention materials, and progress monitoring.

Action 2.10: District Stewardship Lead Team Release Time
This action was continued through the Stewardship subcommittee feedback.

Action 2.11: Professional Development Off-Site
This action was added to as a result of staff surveys and subcommittee input.

Action 2.12: Vertical Articulation for Transitions between Schools Release Time
This action was influenced by staff feedback and requests to follow students from one school to the next successfully.

Action 2.13: Expanded Learning Opportunity Program Teachers at Each School Site Daily
This action was influenced by staff surveys, site visits, parent feedback, and subcommittee input.

Action 2.14: Expanded Learning Opportunity Program Materials
This action was appreciated and will continue due to staff surveys, site visits, parent feedback, and subcommittee input.

Action 2.15: Increased Access to Career and Technical Education
This action was influenced by community members and the board of trustees.

Goal 3: All schools will be safe, culturally responsive, and welcoming environments that foster equity and inclusion.

Action 3.1: Community Liaison
This action was moved to Goal 4, Action 4.2, to better align with family and community engagement.

Action 3.2: Campus Supervision
This action was added as a result of administrative team feedback, parent feedback, and staff feedback.

Action 3.3: Cradle to Career Partnership
This action was moved to Goal 4, Action 4.3, to better align with family and community partnership goals.

Action 3.4: Counseling and Wellness Supports
This action was continued and highly influenced by staff surveys, site visits, parent feedback, and subcommittee input, in addition to risk screener data.

Action 3.5: Technology Support Specialist
This action was influenced by parent feedback related to school-to-home communication.

Goal 4: All schools will engage the entire community of staff, students, and families in strengths-oriented partnerships that support learning for all.

Action 4.1: Parent Education Series
This action was added due to a high level of interest expressed through staff and parent survey data.

Action 4.2: Community Liaison
This action was influenced by staff surveys, site visits, parent feedback, and subcommittee input.

Action 4.3: Partnership with Cradle to Career
This action was continued in the LCAP following parent and staff feedback.

Reflections and impact of surveys of our partners are described below:

Our LCAP Family (Parents & Caregivers) Survey was administered January 16 - February 8, 2026. There were 206 responses. The following are highlights from that survey:
-I feel welcomed and respected when I interact with my child's school or staff: 89% (7% Neutral)
-I receive an effective level of communication: 90% (6% Neutral)
-I have opportunities to share my thoughts and opinions: 82%
-I believe my child's strengths and talents are known and developed: 65% (28% Neutral)
-My student has meaningful access to standards-based materials, activities, and resources: 80% (14% Neutral)
-My student receives high-quality and needs-responsive instruction: 69% (20% Neutral)
Success:
-Levels of engagement appear very high.
-Levels of family communication appear very high.
Challenges:
-What is known about classroom instruction and materials needs further development.
-Digging into the cause of the 35% of families who appear to feel their children's strengths and talents are not being developed.

Staff Survey Data:

Highest response areas to: "In order for all students to receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness, what improved actions or services do you believe would make the largest impact for students who are currently experiencing lower levels of success in school?"

Multi-Tiered Systems of Support: 50%
Supplemental Materials in Language Arts: 50%
Expanded Learning Time: 39%
Project and Problem-Based Learning: 39%

Highest Response areas to: "Through the use of data, identify research-based classroom differentiation, professional development, and systemic, equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps. What improved actions or services do you believe would make the largest impact on closing achievement gaps for our students?"

Classroom Differentiation Strategies: 53%
Grade Level Planning: 42%
Subject Matter Planning: 39%
Root Cause Analysis of Data: 28%

Highest Response areas to: "All schools will be safe, equitable, inclusive, culturally responsive, and welcoming environments that engage the entire community of staff, students, and families, in strengths-oriented partnerships that support learning for all. What improved actions or services do you believe would make the largest impact?"

Family Connection Strategies: 64%
Counseling: 58%
Family Education: 47%

Success:
-There appears to be a strong interest in the ongoing development of family engagement and data best practices.
-Collaboration appears to be of a continued high interest.

Challenges:
-Ensuring data cycles and collaboration time are supported by research-based practices.

Results for the 2025-26 Student LCAP survey are shown below:

Demographics and identity were self-reported to "I see myself as..." and included:
-White: 20%
-Latina/x: 7%
-Multiple Races: 5%
-African American: 0%
-Asian: 3%
-Mexican: 1%
-Mexican American: 1%
-Pacific Islander: 2%
-Native American: 2%
-American 2%
-Don't Know: 27%
-Prefer Not to Say: 22%

When asked ...

What do you like most about school?
-Recess/ Lunch: 79%
-Socializing and friends: 77%
-Art: 75%
-Physical Education: 67%
-Reading 59%
-Creating: 48%
-Learning New things: 45%
-Food: 45%
-Teacher: 44%

Low items were, and are, our challenges moving into the year ahead

-Time for Self-reflection: 11%
-Language: 18%
-I have materials/books I need for my classes at school: 86%, and 12% are not sure

At school, I mostly feel...(students could choose more than one)
-Tired: 69%
-Happy: 67%
-Smart: 46%
-Respected: 40%
-Silly: 37%
-Excited: 36%
-Bored 35%
-Understood: 35%
-Capable: 17%
-Lonely: 6%
-Worried 6%
Sad: 5%

Challenges:
-Responding to the needs of students who feel tired, sad, lonely, and worried, although the percentages for lonely and worried decreased by over 10 percentage points each.

Strengths:
-Celebrating the percentage of students who feel happy, smart, and respected at school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness.	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)

An explanation of why the LEA has developed this goal.

This goal is a broad goal. While students made academic progress, and data indicates that proficiency levels are above county and state averages, continued focus is required specifically in Tier I and Tier II systems and practices, with specific attention to unduplicated and marginalized populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Walk-throughs Tool Data	No baseline.	Walk-through Tool Data was collected monthly across all district schools. CRT practices were visible in each classroom. This was a 100% improvement in year 1.	The Walk-through Tool has been refined by each school site principal working with an instructional coach and there continues to be visible evidence of CRT during walkthroughs.	Walk-through Tool Data will show focus students access to equitable CRT practices improve from beginning of year to end by 75%.	Outcome met. Culturally Responsive Practices are visible districtwide, as measured by once monthly Walk-through Tool.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP	CAASPP 2023 (CAASPP 2024 not yet available). Overall -ELA proficiency 56% -Mathematics proficiency 43% English Learners (Ever-ELs) -ELA 29.61% -Mathematics 21.94% ELA Gap: 26 points Math Gap: 21 points English Learners (Current ELs Only) -ELA 14% -Math 13%	CAASPP 2024 (CAASPP 2025 not yet available). Overall -ELA proficiency 54.04% -Mathematics Proficiency 40.76% English Learners (Ever-ELs) -ELA 23.96% -Mathematics 17.95% ELA Gap: 30 points Math Gap: 23 points English Learners (Current ELs Only) -ELA 6% -Math 9%	CAASPP 2025 (CAASPP 2026 not yet available): Overall -ELA proficiency 54.13% -Mathematics proficiency 42.05% English Learners (Ever- ELs) -ELA 25.61% -Mathematics 14.54% ELA Gap: 28 points Math Gap: 28 points English Learners (Current ELs Only) -ELA 8% -Math 7%	Increase overall proficiency rates by 5% each year, and narrow the achievement gap for English Learners by 5% each year.	Outcome target has not yet been met. Overall proficiency rates increased slightly in 2024-25 but still lag behind the baseline data of 2022-23. The gap for ELs (Ever-ELs) has increased.
1.7	i-Ready	i-Ready Data End-of-Year 2023-2024 Overall Grade Level Proficiency % of Growth from Beginning to End of the Year Remains High. Overall Proficiency for 2023-2024:	i-Ready Data End-of-Year 2024-2025 Overall grade level proficiency and % of growth from the beginning to the end of the year remain high.	i-Ready Data End-of-Year 2025-26 Overall grade level proficiency and % of growth from the beginning to the end of the year remain high.	Increase overall proficiency rates by 5% each year, and narrow the achievement gap for English Learners by 5% each year.	Outcome partly met. Reading remained comparatively strong, with 58% of assessed students at or above grade level, although this was a 1 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reading 46% to 56% Math 44% to 42% The Median for Progress toward Annual Typical Growth is 131% (+6) in Reading, and 37% (+6) of students met their Stretch Growth Goal. The Median for Progress toward Annual Typical Growth is 97% (+8) in Math, and 21% (+1) of students met their Stretch Growth Goal. The average % of students who made growth in proficiency in Reading overall is 52%. The average % of students who made growth in proficiency in Math overall is 55%. _____ End-of-Year Reading At or Above Grade Level by Subject and Group: Socioeconomic Status	-Reading 40% to 59%(+3 over last year) -Math 21% to 45% (+3 over last year) Median Progress: -The Median for Progress toward Annual Typical Growth is 126% in Reading -The Median for Progress toward Annual Typical Growth is 92% in Math Met Growth Target -The average % of students who met typical or stretch growth targets in Reading overall is 89% -The average % of students who met typical or stretch growth targets in Math overall is 66% _____ End-of-Year Reading At or Above Grade	-Reading 36% to 58% (-1 over last year) -Math 20% to 47% (+2 over last year) Median Progress: -The Median for Progress toward Annual Typical Growth is 125% in Reading -The Median for Progress toward Annual Typical Growth is 96% in Math Met Growth Target -The average % of students who met typical or stretch growth targets in Reading overall is 93% -The average % of students who met typical or stretch growth targets in Math overall is 70% ---------- End-of-Year Reading At or Above Grade		decrease from 2024-25. Math increased from 45% to 47% at or above grade level. Students with Disabilities increased substantially in Reading, from 31% to 41%. English Learners increased in Math, from 15% to 22%. However, achievement gaps remain for English Learners, Economically Disadvantaged students, Hispanic/Latino students, and Students with Disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low SES 42% (+4) At or above grade level Non-SES 62% (+2) At or above grade level Gender Female 61% (+4) At or above grade level Male 51% (-4) At or above grade level Hispanic/Latino(x) Are H/L 39% (+1) At or above grade level Are not H/L 65% (+0) At or above grade level English Learner (EL) Are EL 17% (-1) At or above grade level Are not EL 61% (+19) At or above grade level *Note: Classified on i-Ready as Not Reported 47% Special Education (Sped) Are Sped 30% (+7) At or above grade level Are not Sped 60% (+18) At or above grade level _____	Level by Subject and Group: Socioeconomic Status Low SES 47% (+5) At or above grade level Non-SES 65% (+5) At or above grade level Gender Female 64% (+3) At or above grade level Male 54% (+3) At or above grade level Hispanic/Latino(x) Are H/L 41% (+2) At or above grade level Are not H/L 69% (+4) At or above grade level English Learner (EL) Are EL 23% (+6) At or above grade level Are not EL 65% (+4) At or above grade level	Level by Subject and Group: Socioeconomic Status Low SES 41% (-6) At or above grade level Non-SES 65% (+0) At or above grade level Gender Female 62% (-2) At or above grade level Male 55% (+1) At or above grade level Hispanic/Latino(x) Are H/L 37% (-4) At or above grade level Are not H/L 69% (+0) At or above grade level English Learner (EL) Are EL 23% (+0) At or above grade level Are not EL 64% (-1) At or above grade level		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		End-of-Year Math At or Above Grade Level by Subject and Group Socioeconomic Status Low SES 28% (+2) At or above grade level Non-SES 49% (+1) At or above grade level Gender Female 41% (+0) At or above grade level Male 43% (-4) At or above grade level Hispanic/Latino(x) Are H/L 24% (-2) At or above grade level Are not H/L 52% (+2) At or above grade level English Learner (EL) Are EL 10% (-2) At or above grade level Are not EL 46% (-3) At or above grade level Special Education (Sped) Are Sped 20% (-2) At or above grade level Are not Sped 46% (-3) At or above grade level	*Note: Classified on i-Ready as Not Reported 47% Special Education (Sped) Are Sped 31% (+7) At or above grade level Are not Sped 64% (+4) At or above grade level _____ End-of-Year Math At or Above Grade Level by Subject and Group Socioeconomic Status Low SES 28% (+0) At or above grade level Non-SES 51% (+2) At or above grade level Gender Female 43% (+2) At or above grade level Male 45% (+2) At or above grade level	*Note: Classified on i-Ready as Not Reported 47% Special Education (Sped) Are Sped 41% (+10) At or above grade level Are not Sped 62% (-2) At or above grade level ---------- End-of-Year Math At or Above Grade Level by Subject and Group Socioeconomic Status Low SES 35% (+7) At or above grade level Non-SES 54% (+3) At or above grade level Gender Female 45% (+2) At or above grade level Male 49% (+4) At or above grade level Hispanic/Latino(x)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino(x) Are H/L 24% (+0) At or above grade level Are not H/L 55% (+3) At or above grade level English Learner (EL) Are EL 15% (+5) At or above grade level Are not EL 48% (+3) At or above grade level Special Education (Sped) Are Sped 25% (+5) At or above grade level Are not Sped 47% (+1) At or above grade level	Are H/L 27% (+3) At or above grade level Are not H/L 58% (+3) At or above grade level English Learner (EL) Are EL 22% (+7) At or above grade level Are not EL 52% (+4) At or above grade level Special Education (Sped) Are Sped 28% (+3) At or above grade level Are not Sped 51% (+4) At or above grade level		
1.8	Social Studies adoption process, which includes using rubrics to ensure inclusionary and equity-centered variables in valuation.	While our district has a strong elementary social studies bridge plan, no new textbooks have been purchased in this content area in more than 10 years. 0% of students had access.	Social Studies Textbook Adoption was effective May 2025. Textbooks were purchased for 100% of students.	Social Studies Textbook Adoption was effective May 2025. Textbooks were purchased for 100% of students.	All students will have access to inclusive and relevant social studies curricula.	Outcome met.

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.

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

Goal 1- All students receive equitable, inclusive, culturally responsive, and rigorous high-quality classroom instruction with a standards-based curriculum that promotes life, college, and/or career readiness.

1.1- Adopt Elementary Instructional Materials (Social Studies)
There were no substantive differences in planned action and implementation. Elementary Social Studies Instructional Materials were adopted by the SUESD School Board in May 2025.

1.2- Add Dual Language Immersion Instructional Materials for each additional grade, annually.
There were no substantive differences in planned action and implementation. Dual Language Immersion Instructional Materials- There were no substantive differences in planned actions.
Research has shown that dual-language programs are an effective way to educate English-language learners, but they also offer benefits for native English speakers. The top reasons for launching DLI in our district are: Biliteracy is good for the learning brain. Learning a language is easier for young children. English learners succeed while maintaining their culture and native language. Students build strong social connections and cultural awareness. To foster the growth of this program, DLI libraries and core textbooks were purchased for each DLI classroom, which included kindergarten through grade 2 core textbooks, Benchmark Adelante, and Spanish classroom library additions.

1.3- Administer Diagnostic Assessment (i-Ready)
There were no substantive differences in planned action and implementation. This is an effective action, as all students (not mandatory in kindergarten) are assessed in reading and math multiple times each year through the use of the i-Ready Diagnostic. In addition, staff use i-Ready to assign targeted skill-based lessons and/or students can engage in i-Ready's built-in My Path, which will guide students through lessons in their areas for growth. Staff use this data in data talks to help guide shifts to their instruction, at least three times annually as a formal strategy, and more regularly as an informal strategy.

1.4- Add Supplemental Instructional Materials in Literacy (Grades 3-5)
There were no substantive differences in planned action and implementation. The upper grades' newest versions of Units of Study were piloted at Soquel Elementary and were purchased for grade 3-5 classrooms districtwide. The new instructional materials have a more robust language conventions, grammar, and vocabulary development option.

1.5- Add Personnel (Middle School Zero Period)
There were no substantive differences in planned action and implementation. Zero-period options were effectively added this year to provide increased access to elective courses for students who have ELD or Special Education Services as a period within their school day. The

addition of zero period allows students to take courses in art, music, healthy living, and language, providing them a more well-rounded school and life experience. Zero period is planned to continue.

1.6- Provide Mentorship for Quality Teacher Recruitment
There were no substantive differences in planned action and implementation. While we had very few new staff added this year, all new staff were afforded a school site mentor to support their classroom practices.

1.7- Release Time for Equitable Classroom Instructional Practices.
There were no substantive differences in planned action and implementation. Release time was offered in varying degrees for Mathematics Leadership and Framework Lab Model Coaching.

1.8- Add Instructional Materials (for leveled literacy)
There were no substantive differences in planned action and implementation. According to the Science of Reading research, delivering explicit, systematic instruction is essential for building foundational skills. Unlike oral language, which comes naturally for neurotypical individuals in a language-rich environment, foundational skills are acquired most effectively through direct instruction.“Explicit” means directly instructing a student rather than allowing them to conclude on their own. “Systematic” means the instruction follows a sequential order. A research-informed scope and sequence will ensure you deliver instruction for every concept, from simple to complex. This gives all children equal access to the skills and knowledge necessary to become readers and writers. Foundational literacy supplements, produced by the University of Florida Literacy Institute (UFLI), were purchased for all transitional kindergarten through second-grade classrooms. Leveled literacy books by Daffodil Press were added to both DLI classroom libraries and reading intervention programs.

1.9- Add Instructional Materials (supplemental math)
There were no substantive differences in planned action and implementation. Math intervention and supplemental materials were purchased for middle school math classes in 2023-2024 to help develop missing pre-requisite math skills. Supplemental and foundational skills in mathematics were needed in the elementary upper grades to support out-of-grade-level skills, and were piloted at Main Street in grades 4 and 5. They were purchased for grades 3-5 in the 2025-26 school year out of other state funds.

1.10-Instructional Materials (Transitional Kindergarten)
There were no substantive differences in planned action and implementation. Transitional Kindergarten instructional materials were purchased for any teacher new to TK, and all TK teachers engaged in the TK Collaborative Training with the Santa Cruz County Office of Education.

1.12-Personnel (VAPA)
There were no substantive differences in planned action and implementation. Integrated Arts as an addition to the core program has been highly successful. Students at each elementary school have access to a combination of visual and performing arts classes each week. Working in the arts helps learners develop creative problem-solving skills. Teaching through the arts can present difficult concepts visually, making them easier to understand. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary for presentations of academic work. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe

the world. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world.

1.13-Personnel (SAGE)
There were no substantive differences in planned action and implementation. Integrated Science, with a focus on Life Lab Gardens, has been an effective action associated with differentiation and a systemic, equitable, and inclusive school experience. Children who garden get a close-up look at natural processes and the living organisms that thrive in these environments. By learning to care for a living, breathing ecosystem, children develop skills and an understanding of nature's importance in their lives and the lives of other beings. This fosters a culture of environmental stewardship and inclusion.

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.

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

1.1- Adopt Elementary Instructional Materials (Social Studies)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.2- Add Dual Language Immersion Instructional Materials for each additional grade, annually.
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.3- Administer Diagnostic Assessment (i-Ready)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.4- Add Supplemental Instructional Materials in Literacy (Grades 3-5)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.5- Add Personnel (Middle School Zero Period)
There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. One zero-period teacher's schedule adjusted for the period within their 1.0 FTE, which resulted in no change to planned action, but did decrease cost by $10,000.

1.6- Provide Mentorship for Quality Teacher Recruitment
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.7- Release Time for Equitable Classroom Instructional Practices.
There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Release time for instructional rounds/ learning labs was not started until mid-year, and was targeted specifically to a single content area (mathematics), which resulted in a cost savings of $8,500.

1.8- Add Instructional Materials (for leveled literacy)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.9- Add Instructional Materials (supplemental math)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. These materials were purchased for grades 3-5 in the 2025-26 school year out of other state funds.

1.10-Instructional Materials (Transitional Kindergarten)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.12-Personnel (VAPA)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.13-Personnel (SAGE)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

1.1- Adopt Elementary Instructional Materials (Social Studies)
This is an effective action; newly adopted materials, as piloted, included EL supports, leveled reading passages, and customizable lessons to reach all levels of learners.

1.2- Add Dual Language Immersion Instructional Materials for each additional grade, annually.
This is an effective action; the incoming grade 2 in 2024-2025 had materials in all content areas in English and Spanish, and included the addition of Benchmark Adelante this year to increase Spanish literacy and writing.

1.3- Administer Diagnostic Assessment (i-Ready)

This is an effective action, as all students (not mandatory in kindergarten) are assessed in reading and math multiple times each year through the use of the i-Ready Diagnostic. In addition, staff use i-Ready to assign targeted skill-based lessons and/or students can engage in i-Ready's built-in My Path, which will guide students through lessons in their areas for growth. Staff use this data in data talks to help guide shifts to their instruction, at least three times annually as a formal strategy, and more regularly as an informal strategy.

1.4- Add Supplemental Instructional Materials in Literacy (Grades 3-5)
This is an effective action; the pilot of the new Units of Study teacher resources allowed us to do an analysis of the fortification of the word, work, vocabulary development, and mechanics.

1.5- Add Personnel (Middle School Zero Period)
Zero-period options were effectively added to provide increased access to elective courses for students who have ELD or Special Education Services as a period within their school day. The addition of zero period allows students to take courses in art, music, healthy living, and language, providing them with a more well-rounded school and life experience.

1.6- Provide Mentorship for Quality Teacher Recruitment
This is an effective action; every new teacher had access to a New Teacher Project coach and an in-district mentor teacher.

1.7- Release Time for Equitable Classroom Instructional Practices.
This is an effective action; the math leadership teams at the elementary and middle school levels were able to engage in learning lab classroom walkthrough structures with our PEBC math coach, with a focus on the new mathematics framework and high-leverage instructional practices.

1.8- Add Instructional Materials (for leveled literacy)
This is an effective action; additional leveled literacy options for foundational reading skills at multiple levels were purchased for intervention and classroom use. Additional materials of a similar type will be added in 2025-2026.

1.9- Add Instructional Materials (supplemental math)
This is an effective action; upper-grade and middle-school, below-grade-level instructional materials were required to mitigate skill deficits. Supplementary materials were piloted at the elementary and middle school levels and have been purchased.

1.10-Instructional Materials (Transitional Kindergarten)
This is an effective action; TK is a play-based learning structure, and is developmentally aligned with students' stage of growth, and as a building block from play-based to pencil to paper tasks, bridge materials were needed. Pre-reading and pre-numeracy materials were added to all TK classrooms districtwide for consistency of programming.

1.12-Personnel (VAPA)
This is an effective action; visual and performance art standards are addressed through the addition of staff to increase the level of enrichment in these areas to ensure a more well-rounded liberal arts/ whole child learning experience.

1.13-Personnel (SAGE)

This is an effective action; science and garden learning increase not only environmental stewardship, but also quantitative and qualitative learning. This nuanced enrichment of students' instructional and learning experience builds access to real-life experiences and outcomes through highly engaging, planned instructional moves.

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.

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

1.1- Adopt Elementary Instructional Materials (Social Studies)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.2- Add Dual Language Immersion Instructional Materials for each additional grade, annually.
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.3- Administer Diagnostic Assessment (i-Ready)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.4- Add Supplemental Instructional Materials in Literacy (Grades 3-5)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.5- Add Personnel (Middle School Zero Period)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.6- Provide Mentorship for Quality Teacher Recruitment
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.7- Release Time for Equitable Classroom Instructional Practices.
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.8- Add Instructional Materials (for leveled literacy)

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.9- Add Instructional Materials (supplemental math)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.10-Instructional Materials (Transitional Kindergarten)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.12-Personnel (VAPA)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

1.13-Personnel (SAGE)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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	Instructional Materials- Social Studies	Employ processes associated with a high-quality social studies curriculum adoption TK-5, with a focus on historical equity and inclusion.	$0.00	No
1.2	Instructional Materials- Dual Language Immersion	Employ processes associated with a high-quality Dual Language Immersion instructional materials additions for grade 3.	$17,000.00	No
1.3	Assessment- Universal Diagnostic (i-Ready)	Continue i-Ready annual contract and associated PD in data analysis - BLK GRNT	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Materials - Literacy Supplements for grades 3-5	Increased supplemental materials for grammar, mechanics, and comprehension - BLK GRNT	$10,000.00	No
1.5	Personnel - Extra Period	Zero Period x 2 sections daily to allow access to equitable course pathways for ELs and Students with Disabilities	$61,388.00	Yes
1.6	Quality Teacher Recruitment and Mentorship	New Teacher Mentorship 4 teachers x 4 hours monthly x 10 months with use of Educator Effectiveness Funds Grant	$0.00	No
1.7	Release Time for Equitable Classroom Instructional Practices	Employ use of Classroom Walk-through Tools (Equity Tool, Multi-Lingual Learner Shadowing Tool, and Ready for Rigor Tool)	$5,000.00	Yes
1.8	Instructional Materials- Leveled Literacy	Leveled books for out-of-grade level access, as well as language identity access.	$2,500.00	Yes
1.9	Instructional Materials - Supplemental Math Fluency and Math Thinking Classrooms	Create a math fluency guide by grade to include supplemental math materials - BLK GRNT	$8,500.00	No
1.10	Instructional Materials- Transitional Kindergarten Standards-based Curricula	Employ processes associated with a quality TK Curricula - BLK GRNT	$5,000.00	No
1.12	Personnel- VAPA Teachers	Discretionary Block Grant .2 FTE Additional Intervention	$66,061.00	No
1.13	Personnel- Garden Teacher	Discretionary Block Grant .2 FTE	$20,399.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Through the use of data, identify research-based classroom differentiated instructional strategies, professional development, and systemic, equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is a broad goal. While students made academic progress, and data indicate that proficiency levels are above county and state averages, continued focus is required, specifically in Tier I and Tier II training, equity walks, data collection, mentorship, and differentiation, with specific attention to unduplicated and marginalized populations. On the 2024-25 Dashboard, the districtwide English Learner Progress was at the red level, further emphasizing the need to monitor and address achievement and opportunity gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Professional Development - On Boarding and Refresh for Standards-Aligned Adopted Curricula	Prior to the start of the school year, new hires attend training in district HR, Business, and Curriculum Processes for two days.	Held one on-boarding day session for new staff. 100% of this goal was met, and could be categorized as an action.	Outcome met and will be continued as an institutionalized practice.	Hold two-day onboarding sessions for new staff each year.	Outcome met. Only one day needed as staff turnover was minimal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Professional Development - New Teacher Mentorship	All new staff are trained in an on-boarding process, and each new teacher is provided an in-district mentor.	Provided each new teacher an in-district mentor for two years. 100% of this goal was met, and could be categorized as an action.	Outcome met.	Provide each new teacher a in-district mentor for two years.	Outcome met.
2.3	Professional Development - Instructional Rounds, Walkthrough Tools, Shadowing	Walk-Throughs are in training process.	Performed at least two walk-throughs at each school each year (fall and spring). 100% of this goal was met, and could be categorized as an action.	Walkthroughs have continued with support from SC COE staff.	Perform at least two walk-throughs at each school each year (fall and spring).	Outcome met.
2.4	Professional Development - Equity Instructional Strategies	Professional Development Days are held three full days annually and focus on equity and inclusion.	Provided 3 days annually of research-based strategies through PD this year. 100% of this goal was met, and could be categorized as an action.	Provided 3 days annually of research-based strategies through PD this year. 100% of this goal was met, and could be categorized as an action.	Provide 3 days annually of research-based strategies each year.	Outcome met.
2.5	Assessment- Diagnostic Assessment Administration in Reading and Mathematics	i-Ready Data End-of-Year 2023-2024 Overall Grade Level Proficiency % of Growth from Beginning to End of the Year Remains High. Overall	i-Ready Data End-of-Year 2024-2025 Overall grade level proficiency and % of growth from the beginning to the end of the year remain high.	i-Ready Data End-of-Year 2025-2026 Overall grade level proficiency and % of growth from the beginning to the end of the year remain high.	Increase overall reading and math achievement by 5% and close the achievement gaps by 5% annually.	Outcome partly met. Reading remained comparatively strong, with 58% of assessed students at or above grade level, although this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Proficiency for 2023-2024: Reading 46% to 56% Math 44% to 42% The Median for Progress toward Annual Typical Growth is 131% (+6) in Reading, and 37% (+6) of students met their Stretch Growth Goal. The Median for Progress toward Annual Typical Growth is 97% (+8) in Math, and 21% (+1) of students met their Stretch Growth Goal. The average % of students who made growth in proficiency in Reading overall is 52%. The average % of students who made growth in proficiency in Math overall is 55%. _____ End-of-Year Reading At or Above Grade Level K: (not assessed)	-Reading 40% to 59%(+3 over last year) -Math 21% to 45% (+3 over last year), Median Progress: -The Median for Progress toward Annual Typical Growth is 126% in Reading -The Median for Progress toward Annual Typical Growth is 92% in Math Met Growth Target -The average % of students who met typical or stretch growth targets in Reading overall is 89% -The average % of students who met typical or stretch growth targets in Math overall is 66% _____ End-of-Year Reading At or Above Grade	-Reading 36% to 58% (-1 over last year) -Math 20% to 47% (+2 over last year), Median Progress: -The Median for Progress toward Annual Typical Growth is 125% in Reading -The Median for Progress toward Annual Typical Growth is 96% in Math Met Growth Target -The average % of students who met typical or stretch growth targets in Reading overall is 93% -The average % of students who met typical or stretch growth targets in Math overall is 70% ---------- End-of-Year Reading At or Above Grade		was a 1 percentage point decrease from 2024-25. Math increased from 45% to 47% at or above grade level. Students with Disabilities increased substantially in Reading, from 31% to 41%. English Learners increased in Math, from 15% to 22%. However, achievement gaps remain for English Learners, Economically Disadvantaged students, Hispanic/Latino students, and Students with Disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st: 54% (0 annual growth) 2nd: 60% (-1 annual growth 3rd: 60% (-6 annual growth) 4th: 52% (-2 annual growth) 5th: 53% (-5 annual growth) The number below represents trimester 2 data, not the end of the year. 6th: 54% (growth cannot be determined) 7th: 58% (growth cannot be determined) 8th: 53% (growth cannot be determined) _____ End-of-Year Math At or Above Grade Level K: (not assessed) 1st: 29% (-14 annual growth) 2nd: 50% (+1 annual growth) 3rd: 45% (+6 annual growth/) 4th: 52% (+2 annual growth/) 5th: 60% (+2 annual growth)	Level, with growth over the previous year. K: (not assessed) 1st: 55% (+1 annual growth) 2nd: 62% (+2 annual growth) 3rd: 72% (+10 annual growth) 4th: 57% (+5 annual growth) 5th: 55% (+2 annual growth) 6th: 56% (+2 annual growth) 7th: 58% (-2 annual growth 8th: 53% (-1 annual growth) _____ End-of-Year Math At or Above Grade Level, with growth over the previous year. K: (not assessed) 1st: 34% (+5 annual growth) 2nd: 44% (+4 annual growth)	Level, with growth over the previous year. K: (not assessed) 1st: 48% (-7 annual growth) 2nd: 58% (-4 annual growth) 3rd: 73% (+1 annual growth) 4th: 50% (-7 annual growth) 5th: 53% (-2 annual growth) 6th: 54% (-2 annual growth) 7th: 59% (+1 annual growth) 8th: 54% (+1 annual growth) _____ End-of-Year Math At or Above Grade Level, with growth over the previous year. K: (not assessed) 1st: 43% (+9 annual growth) 2nd: 52% (+8 annual growth)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The number below represents trimester 2 data, not the end of the year). 6th: 48% (growth cannot be determined) 7th: 33% (growth cannot be determined) 8th: 35% (growth cannot be determined)	3rd: 41% (-4 annual growth) 4th: 52% (0 annual growth) 5th: 60% (+2 annual growth) 6th: 55% (+7 annual growth) 7th: 43% (+10 annual growth) 8th: 41% (+6 annual growth	3rd: 50% (+9 annual growth) 4th: 51% (-1 annual growth) 5th: 42% (-18 annual growth) 6th: 45% (-10 annual growth) 7th: 42% (-1 annual growth) 8th: 47% (+6 annual growth)		
2.6	Assessment-Foundational Reading Skills	K: 45% Meeting or Exceeding Benchmark 1st: 52% Meeting or Exceeding Benchmark 2nd: 59% Meeting or Exceeding Benchmark 3rd: 69% Meeting or Exceeding Benchmark 4th: 52% Meeting or Exceeding Benchmark 5th: 52% Meeting or Exceeding Benchmark	K: 53% Meeting or Exceeding Benchmark (+8) 1st: 54% Meeting or Exceeding Benchmark (+2) 2nd: 61% Meeting or Exceeding Benchmark (+2) 3rd: 71% Meeting or Exceeding Benchmark (+2) 4th: 54% Meeting or Exceeding Benchmark (+2)	K: 53% Meeting or Exceeding Benchmark (+8) 1st: 54% Meeting or Exceeding Benchmark (+2) 2nd: 61% Meeting or Exceeding Benchmark (+2) 3rd: 71% Meeting or Exceeding Benchmark (+2) 4th: 54% Meeting or Exceeding Benchmark (+2)	Increase reading proficiency by 5%.	Outcome nearly met. Overall average growth 3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th: 54% Meeting or Exceeding Benchmark (+2)	5th: 54% Meeting or Exceeding Benchmark (+2)		
2.7	Assessment- Writing	No Districtwide (calibrated) data.	No Districtwide (calibrated) data.	No Districtwide (calibrated) data and needs to be prioritized in 2026-27.	Administer a districtwide writing assessment 2X annually.	Outcome not yet met.
2.8	Assessment- Reading Difficulties Screener	No Districtwide (calibrated) data.	Phonological Awareness Difficulties: 1st: 4% 2nd: 14%	Phonological Awareness Difficulties: 1st: 4% 2nd: 14%	Administer Reading Screener to those students who are flagged in i-Ready annually.	Outcome met. Through the use of the i-Ready Phonological Awareness domain, percent in lowest placement are visible, though a state board adopted screener "Multitudes" will be used next year.
2.9	Assessment- English Language Development	Districtwide LTEL Rate is 11% of English Learners Overall EL Reclassification Rate: 98/278 (35%)	LTEL Proficiency on ELPAC 31.25% (growth from 21.43% in 2022-2023) LTEL Proficiency Rate, as now measured on the most recent California Dashboard: 45.8%	LTEL Proficiency on ELPAC 15.38% (growth from 31.25% in 2024-25) LTEL Proficiency Rate, as now measured on the most recent California Dashboard: 75%	Decrease LTEL by 5%. New baseline and comparison data will include California Dashboard LTEL Proficiency.	Currently we have 15 LTELs, which is 6% of all ELs. Outcome achieved.
2.10	ELPAC	16.5% Proficiency	2022-23 ELPAC Proficiency Rate: 19.02%	2024-25 ELPAC Proficiency Rate: 11.43%	Increase proficiency by 10%	Our ELPAC Proficiency Rate is trending in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-24 ELPAC Proficiency Rate: 18.59%			wrong direction, decreasing from 18.59% in 2023-24 to 11.43% in 2024-25. English Learner Progress also declined to Red on the 2025 California School Dashboard, with 38.5% of English Learners making progress and an overall decline of 12.6 percentage points. While the district met the 95% participation threshold for English Learners in 2024-25, Long-Term English Learner participation was below 95% at 92.3%. These results indicate a need to strengthen progress monitoring, designated and integrated ELD, ELPAC domain analysis, and targeted support for English Learners and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Long-Term English Learners.

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.

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

Goal 2- Through the use of data, identify research-based classroom differentiated instructional strategies, professional development, and systemic, equitable, inclusive, and culturally responsive supports needed to close present and predictable achievement gaps, with specific attention to unduplicated students.

2.1- Grade-Level Collaboration
There were no substantive differences in planned action and implementation. Grade-level collaboration time was built into the Friday early release schedule and into each of the three full PD days.

2.2- Personnel EL Specialists
There were no substantive differences in planned action and implementation. EL Specialists supported annual and initial ELPAC assessment administration, designated ELD, integrated ELD practices, family connection for multilingual families, ELAC support, reclassification monitoring, collaboration with classroom teachers, and progress monitoring for English Learners. This action was partially effective and remains a high-priority action for continued and strengthened implementation because 2024-25 ELPAC results and the 2025 California School Dashboard indicate that additional strengthening is needed. English Learner Progress declined to Red on the 2025 Dashboard, and 2024-25 Summative ELPAC results show that 11.43% of students reached Level 4 overall and 32.14% reached Level 3.

2.3- Personnel Intervention
There were no substantive differences in planned action and implementation. The importance of intervention in the classroom for students who are performing below grade level cannot be overstated. The sooner interventions are put in place, the sooner students can perform at their grade level and collaborate with their peers. Intervention teachers on each elementary school site provide intensive intervention, with a strong focus on reading and pre-reading skills. This addition is effective and has grown in effectiveness since the onset of literacy training and the implementation of UFLI. Intervention teachers push into classes and co-teach during literacy instruction blocks.

2.4- Professional Development (Instructional Materials)
There were no substantive differences in planned action and implementation. Professional Development in Early Reading Foundations, Units of Study Writing, Mathematics Framework, and i-Ready were all provided during the school year.

2.5- Professional Development (Instructional Practices)
There were substantive differences in planned action and implementation. Professional Development in DLI, TK Intentional Learning through Play, Math Framework Big Ideas, CGI/Math Talks, and Writing Strategies were all provided during the school year on already scheduled professional development days. As a result, the additional cost for conferences and/or release time was not needed.

2.6- Professional Development (Supplemental Supports)
There were no substantive differences in planned action and implementation. Professional development in Early Literacy with UFLI and Heggerty was provided this school year.

2.7- Professional Development (Dual Language Immersion)
There were substantive differences in planned action and implementation. Professional Development in DLI, specifically CABE, was offered to all DLI staff this school year, though funded by the Educator Effectiveness Funds Grant.

2.8- Assessment (Universe 360 Behavior Risk Screener)
There were no substantive differences in planned action and implementation. Universe 360 Behavior Risk Screener was administered throughout the school year, and influenced school-based Coordinated Services Teams (COST) interventions and supports.

2.9- Instructional Materials (Intervention and ELD)
There were no substantive differences in planned action and implementation. The addition of “Hello” supported newcomers and their families by building both connection and foundational language skills. ELD and intervention materials also supported targeted language development, academic vocabulary, and access to intervention aligned to student needs. This action was partially effective and remains a priority for continued and strengthened implementation because 2024-25 ELPAC results and the 2025 California School Dashboard indicate that English Learner progress remains an area of need. English Learner Progress declined to Red on the 2025 Dashboard, and 2024-25 Summative ELPAC results show that 11.43% of students reached Level 4 overall and 32.14% reached Level 3.

2.10- Personnel (Sub-release Time for Stewardship Team)
There were no substantive differences in planned action and implementation.
As a part of the functioning of a school district, the leadership of this important work is essentially inclusive. This takes many forms over the course of a year. Leadership teams, curriculum sub-committees, calendar committees, report card committees, master plan committees, COST teams, grade level teams, department teams, admin teams, RJTF, Equity Teams, SSCs, etc. all work in tandem to ensure that we continue to thrive. To do this even more coherently, a Stewardship Team of lead members, organized to support all of the interconnected work, can cooperatively:
-Develop Direction for Student Learning
-Support Staff Leadership and Learning
-Foster Collaboration for Teaching and Learning
-Grow Organizational Structures and Culture

2.11- Professional Development (Professional Conferences)

There were no substantive differences in planned action and implementation. Conferences attended were CABE for DLI teachers and CABE for technology integration within classroom practices across all school sites.

2.12- Personnel (Vertical Articulation)
There were no substantive differences in planned action and implementation. Observations were held at all four school sites this year.

2.13- Personnel Hourly (Expanded Learning Opportunity Program)
There were substantive differences in planned action and implementation. With a reduction to ELOP funds, course offerings were directed to unduplicated students only.

2.14- Instructional Materials (Expanded Learning Opportunity Program)
There were no substantive differences in planned action and implementation.

2.15- Increased Access to CTE Pathways
There were no substantive differences in planned action and implementation.

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

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

2.1- Grade-Level Collaboration
There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Grade-level collaboration time was built into the Friday early release schedule and into each of the three full PD days. As such, costs were approximately $3,000 less than projected.

2.2- Personnel EL Specialists
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.3- Personnel Intervention
There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Increased costs were associated with additional intervention hours at the elementary level.

2.4- Professional Development (Instructional Materials)
There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Professional development for Social Studies adoption will be placed in the 2025-2026 budget year.

2.5- Professional Development (Instructional Practices)
There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. High-Leverage Instructional Strategies support was provided in professional development without costs associated with outside trainers.

2.6- Professional Development (Supplemental Supports)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.7- Professional Development (Dual Language Immersion)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.8- Assessment (Universe 360 Behavior Risk Screener)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.9- Instructional Materials (Intervention and ELD)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.10- Personnel (Sub-release Time for Stewardship Team)
There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Fewer subs were needed for staff release associated with Stewardship Meetings.

2.11- Professional Development (Professional Conferences)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.12- Personnel (Vertical Articulation)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.13- Personnel Hourly (Expanded Learning Opportunity Program)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.14- Instructional Materials (Expanded Learning Opportunity Program)

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.15- Increased Access to CTE
There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Our contract with "Your Future Is Our Business" was less than estimated.

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

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

2.1- Grade-Level Collaboration
This was an effective action; teachers met monthly and during full professional development day to determine three "problems of practice" (annual focal areas) to think about, share resources, and collaborate around highly effective resources, strategies, and supports, to increase levels of teaching efficacy in high need/ impact areas.

2.2- Personnel EL Specialists
This action was partially effective and remains a high-priority action for continued and strengthened implementation. EL Specialists supported annual and initial ELPAC assessment administration, designated ELD, integrated ELD practices, family connection for multilingual families, ELAC support, reclassification monitoring, collaboration with classroom teachers, and progress monitoring for English Learners. However, 2024-25 ELPAC results and the 2025 California School Dashboard indicate that additional strengthening is needed. English Learner Progress declined to Red on the 2025 Dashboard, and 2024-25 Summative ELPAC results show that 11.43% of students reached Level 4 overall and 32.14% reached Level 3. As a result, the district will continue EL Specialist staffing while strengthening progress monitoring, designated and integrated ELD alignment, use of ELPAC and i-Ready data during data cycles, and targeted support for English Learners not making expected language progress.

2.3- Personnel Intervention
This was an effective action; Intervention Specialists at each elementary school site work in concert with classroom teachers to build both push-in and pull-out services for students based on data-driven cycles of inquiry established at each school. Students can enter and exit at each of the three data cycle periods based on their proficiency in skills.

2.4- Professional Development (Instructional Materials)
This was an effective action; while very few new adoptions have been approved as of late, the social studies adoption for the elementary grades was a huge success, and training with pilot teachers was held, training of elementary staff district-wide will be held in the 2025-2026 school year, along with a strong strategic roll-out plan.

2.5- Professional Development (Instructional Practices)

This was an effective action; PBIS/behavior as a pre-instructional practice was a focus for student services support staff this past year. This helped our Check-in, check-out, and structured break processes as a tiered intervention. Related to content-based instructional practices, we held high-leverage practice professional development in number talks, cognitively guided instruction, writing, and early foundational literacy.

2.6- Professional Development (Supplemental Supports)
This was an effective action; supplemental materials in foundational literacy and writing have been heavily supported for all elementary staff through multiple professional learning opportunities throughout the school year through Momentum and Lizzie Hetzer-Literacy and Writing Consultancy.

2.7- Professional Development (Dual Language Immersion)
This was an effective action. Early Literacy and writing in Spanish were the targets this year, as was a full array of strategies present at the California Association of Bilingual Educators (CABE) conference this school year, and attended by two DLI teachers this past school year.

2.8- Assessment (Universe 360 Behavior Risk Screener)
This is an effective action; all students are assessed twice annually with 360 Connect. This behavior and wellness screener is used to determine whether students are at risk. Data from this screener is used by school site teams to intervene and support students who are most in need.

2.9- Instructional Materials (Intervention and ELD)
This action was partially effective and remains a priority for continued and strengthened implementation. The addition of “Hello” supported newcomers and their families by building both connection and foundational language skills. ELD and intervention materials also supported targeted language development, academic vocabulary, and access to intervention aligned to student needs. However, 2024-25 ELPAC results and the 2025 California School Dashboard indicate that English Learner progress remains an area of need. English Learner Progress declined to Red on the 2025 Dashboard, and 2024-25 Summative ELPAC results show that 11.43% of students reached Level 4 overall and 32.14% reached Level 3. As a result, this action will continue with strengthened alignment to ELPAC domains, i-Ready diagnostic data, classroom formative assessments, and student-group data cycles.

2.10- Personnel (Sub-release Time for Stewardship Team)
This was an effective action in that, while certainly not an exhaustive list, we:
-Increased our Stewardship Team to include classified staff and additional middle school partners.
-To understand our direction for student learning, we reviewed and analyzed local and state-level data (academic, behavioral, SEL, food insecurity, attendance, etc.).
-Increased the professional learning in the area of CGI (Cognitively Guided Instruction), holding two sessions this year, and providing video lessons, resources, and CGI questions.
-We sought out a math instructional leadership team, which is inclusive of an elementary and middle school team, who have been involved in PEBC Math Framework training and learning labs/instructional rounds, and teacher walkthroughs at every school throughout the year. Our elementary upper-grade leaders brought forth CFLM (Context for Learning Mathematics) math supplemental support materials to fortify our existing math adoption with success. This will be an additional purchase for upper-grade elementary teachers for the upcoming school year. Our final Math Leadership Team will be held just before the end of the school year, in an attempt to lay the groundwork for next year.

-We are currently reviewing updated Writing Units of Study in grades 3-5, which now include spelling, grammar, and conventions components. This addition could help us to maintain consistent instruction across the district, similar to what Heggerty and UFLI have helped us to do in grades TK-2.
-We doubled down, if you will, on consistent use of early literacy materials with Heggerty and UFLI. Adding Daffodil decodables at each school site, with more to follow.
-Additional training in writing with Lizzie Hetzer and "Momentum" was provided two times this year, for elementary grades. In addition, we published grades 3-8 quickwrite prompts in grades 3-8, along with CAASPP Writing Rubrics, and Writing Pacing Guides from The Writing Revolution for grades 6-8, 3-5, and K-2.
-i-Ready training was deconstructed so that each school site could have its own discrete learning time.
-Cross-district grade level collaboration was committed throughout the year and embedded within the Friday calendar to build in a structural support/time to dig into affinity work.
-Committed to multilingual learners through allocating time for ELD teachers to participate in COE-supported Jeff Zwiers language building training.
-As a new grade has emerged statewide, we committed to TK curriculum and training through the addition of a TK math curriculum, and the TK Teacher Collaborative, serving all TK and TK/K teachers in growing their ability to collaborate across the county. Here are just a few resources shared among that team.
-Pulled together, even if quickly and casually, a small team to review a new social studies curriculum option that would more appropriately reflect our ideas and beliefs about teaching and learning true history. And in addition, offered a "My World" curriculum PD session for staff who wished to attend in an effort to explore all of the digital aspects of the online platform. The staff who chose to provide a review response have answered affirmatively to want to move forward with an adoption.
-“Hello,” the newcomer EL curriculum was added to our multilingual supports, as a response to ELD teachers’ need to meet these children’s needs more deeply.
-We delved into AI, from both a teacher and student perspective, partnering with trainers from the COE Ed Tech Department for proper training.
-Supported periodic sub-release time for site-based grade-level data dives. Below is a snapshot of mid-year data/projected year-end proficiency as measured by i-Ready.

2.11- Professional Development (Professional Conferences)
This was an effective action in that we committed to in-year travel conferences, inclusive of CUE (Computer Using Educators) and CABE (California Association of Bilingual Educators), extending these learnings to six additional staff who brought their key learnings back to their peers and classrooms.

2.12- Personnel (Vertical Articulation)
Classroom observations and articulation provide an effective and planned space for our district teams to develop our lens and understanding of what equitable and effective math practices look like in classrooms and on our school campuses. They also serve as opportunities for district leaders, staff, and site administrators to take a deeper dive into the collection of qualitative as well as quantitative data to inform, adjust, and monitor policies and practices across school sites and the district. The lab tools guide the professional learning space for educational leaders and can be used to assess the overall progress toward goals. Equity walks support the ongoing monitoring of the implementation of high-quality instructional practices in our district.

2.13- Personnel Hourly (Expanded Learning Opportunity Program)
This was an effective action; all schools held before and after-school unduplicated student support programs through ELOP for the 2024-2025 school year. ELOP funding, while reduced, allowed for in-district staff to provide students with additive programming to increase levels of safety, school engagement, and skill mitigation.

2.14- Instructional Materials (Expanded Learning Opportunity Program)
This was an effective action; while there were no extra carryover funds, unduplicated students at each school were offered 9 hours of school experiences for 210 days, inclusive of summer and extra day programming with in-district staff.

2.15- Increased Access to CTE
This was an effective action; partnership with Your Future Is Our Business gave our district students access to local professionals at every school site. Areas of focus were vast and ranged from environmental professionals to engineering professionals.

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.

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

2.1- Grade-Level Collaboration
Changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice, and include folding in grade-level collaboration into the Friday Early Release schedule again in 2025-2026.

2.2- Personnel EL Specialists
Changes were made to the planned action for the coming year based on reflections on prior practice, 2024-25 ELPAC results, and the 2025 California School Dashboard English Learner Progress indicator. This action will continue, but implementation will be strengthened to more clearly emphasize progress monitoring, designated and integrated ELD alignment, use of ELPAC and i-Ready data during data cycles, and targeted support for English Learners not making expected language progress.

2.3- Personnel Intervention
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.4- Professional Development (Instructional Materials)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.5- Professional Development (Instructional Practices)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.6- Professional Development (Supplemental Supports)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.7- Professional Development (Dual Language Immersion)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.8- Assessment (Universe 360 Behavior Risk Screener)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.9- Instructional Materials (Intervention and ELD)
Changes were made to the planned action for the coming year based on reflections on prior practice, 2024-25 ELPAC results, the 2025 California School Dashboard English Learner Progress indicator, and feedback from ELD staff. This action will continue, but implementation will be strengthened to more clearly emphasize alignment of ELD and intervention materials with ELPAC domains, i-Ready diagnostic data, classroom formative assessments, and student-group data cycles.

2.10- Personnel (Sub-release Time for Stewardship Team)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.11- Professional Development (Professional Conferences)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.12- Personnel (Vertical Articulation)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.13- Personnel Hourly (Expanded Learning Opportunity Program)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.14- Instructional Materials (Expanded Learning Opportunity Program)
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.15- Increased Access to CTE

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	Release Time for collaboration for grade-level Tier I and Tier II instructional practices	$0.00	Yes
2.2	Personnel - EL Specialists (4 FTE)	One ELD Specialist per school site	$481,217.00	Yes
2.3	Personnel-Intervention Teachers	Intervention Teachers at all elementary schools	$254,419.00	Yes
2.4	Professional Development-Instructional Materials	Instructional materials reboot sessions and materials in CGI, SVMI, Thinking Classrooms, etc - BLK GRNT	$8,400.00	No
2.5	Professional Development - Improved Instructional Practices	High Leverage Practices (HLP) PD to serve under performing students (EL, Low SES)	$5,000.00	Yes
2.6	Professional Development - New Supplemental Materials	Writing Mechanics and Vocabulary Development - EEF	$0.00	No
2.7	Professional Development - DLI	Development in Spanish and English Literacy	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Assessment- Universal 360 Behavior Risk Screener	Administer screener 3X annually	$2,500.00	No
2.9	Intervention and ELD Curriculum	Continue use of Lexia	$4,500.00	Yes
2.10	Personnel / Sub-release Stewardship Lead Team Collaboration	15 members x and 4 half days annually	$4,000.00	No
2.11	Professional Development-Conferences	(example: CUE, PBL Works, MTSS, Career Trees) - BLK GRNT	$35,000.00	No
2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	10 Teachers x 1 annually x half day to discuss Individualized Learning Plans (ILPs)	$700.00	Yes
2.13	Personnel Hourly (ELOP rate) Expanded Learning Opportunities	Grant-based site allocations Based on Unduplicated Students	$500,000.00	No
2.14	Instructional Materials- ELOP	Preserve Site-based Expanded Learning Opportunities for Unduplicated Students at each school site.	$24,000.00	No
2.15	Increased Access to Career and Technical Education	Build onto the partnership with "Your Future Is Our Business"	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will be safe, culturally responsive, and welcoming environments that foster equity and inclusion.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was part of goal 3 carried over from the previous LCAP. It was divided into two separate goals so we could more acutely focus on school safety and school climate. The reason to continue is to ensure that students and staff are and feel safe in school and school campuses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CHKS	2022-2023 California Healthy Kids Survey (CHKS) Results: % Feel Connected to School Grade 5: 75% Grade 7: 63% % Have a Caring Adult at School Grade 5: 66% Grade 7: 59% % Feel Safe at School Grade 5: 91%	2024-2025 California Healthy Kids Survey (CHKS) Results: % Feel Connected to School Grade 5: 76% (+1) Grade 7: 68% (+5) % Have a Caring Adult at School Grade 5: 71% (-5) Grade 7: 67% (+8)	2025-26 was an off year for CHKS administration.	Increase in each of the first 2 baseline areas by 5%, and maintenance of baseline area 3.	Outcomes met at the elementary levels. Differences in: % Feel Connected to School Grade 5: 76% (+1) Grade 7: 68% (+5) % Have a Caring Adult at School Grade 5: 71% (+5) Grade 7: 67% (+8)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 86%	% Feel Safe at School Grade 5: 83% (-7) Grade 7: 69% (-17)			% Feel Safe at School Grade 5: 83% (-8) Grade 7: 69% (-17)
3.2	Site School Climate Surveys	No current Universal School Climate Survey this year.	While each school used a different school climate survey, each school administered one at least twice during the school year. Overall, belongingness was at 83%.	While each school used a different school climate survey, each school administered one at least twice during the school year.	Student will report school "belongingness" of 80%.	While there is tremendous value in school climate surveys familiar to each school, a universal school climate survey will be introduced in 2025-2026.
3.3	Univers 360 Risk Screener	Students rated at the highest risk have increased and were/are being actively identified and mitigated through Coordinated Services Teams (COST) work over the course of the 2023-2024 school year. Below are percent of students at Level 4 (extremely elevated) risk results by school and grade for May 2024: Main Street: 6% Soquel Elementary:10%	Below are percent of students at Level 4 (extremely elevated) risk results by school and grade for May 2025: Main Street: 7% Soquel Elementary:15% Santa Cruz Gardens: 9% New Brighton:4% Risk Distribution by Grade K: 14%	Below are percent of students at Level 4 (extremely elevated) risk results by school and grade for May 2026: Main Street: 4% Soquel Elementary: 6% Santa Cruz Gardens: 4% New Brighton: 6% Risk Distribution by Grade K: 4%	Risk distribution rate will be 4%.	Below is the Risk Distribution by Grade K: 4% 1: 8% 2: 7% 3: 6% 4: 5% 5: 3% 6: 10% 7: 5% 8: 3% As such, only grade K, 5, and 8 met target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Santa Cruz Gardens: 8% New Brighton:4% Opal Cliffs: 0% Risk Distribution by Grade K: 9% 1: 6% 2: 8% 3: 4% 4: 10% 5: 9% 6: 5% 7: 3% 8: 5%	1: 9% 2: 8% 3: 5% 4: 3% 5: 7% 6: 4% 7: 5% 8: 3% 8: 5%	1: 8% 2: 7% 3: 6% 4: 5% 5: 3% 6: 10% 7: 5% 8: 3%		
3.4	Attendance	2023-2024 Attendance Rates: 93.6% (an increase of 1.9%)	Most recent YTD is 94.8%	Most recent YTD is 95.5%	Increase attendance by 2% of 95.6%.	Attendance increased by 1.9% over the past two years, just missing the goal by 0.1%.
3.5	Suspensions	Suspension Rates: 1% (decreased by 30% in 2024)	Suspension Rates: 1%	Suspension Rate approximately 1%	Suspension rate of 1% or less.	No change in already very low suspension rate.
3.6	Facilities Report (FIT)	Good Standing	Overall Facility Rating is Fair	Overall Facility Rating is Fair	Maintain Good Standing	Bond Measure P will help us to regain Good Standing.
3.7	Chronic Absenteeism	Chronic Absenteeism: 31% to 18%	Chronic Absenteeism: 14%	Chronic Absenteeism YTD is 12%	Decrease Chronic Absenteeism to 15%.	Decrease in chronic absenteeism rate is 6%. Goal achieved.

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.

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

Goal 3- All schools will be safe, culturally responsive, and welcoming environments that foster equity and inclusion.

3.1- Outdoor Education
There were no substantive differences in planned action and implementation. Outdoor Education was funded for all who qualified.

3.2- Personnel (Campus Supervision)
There were no substantive differences in planned action and implementation, with the exception were unfilled vacancies at the start of the year at one elementary school was mitigated mid-year, and will continue into 2025-2026.

3.4- Personnel (Counseling)
There were no substantive differences in planned action and implementation.

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

Below is 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.

3.1- Outdoor Education
There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Costs were far lower than the anticipated need. All students attended and meaningfully engaged in the Grade 5 Outdoor Education Program.

3.2- Personnel (Campus Supervision)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.4- Personnel (Counseling)
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

3.1- Outdoor Education
This is an effective action; all students in 5th grade were offered, attended, and engaged in outdoor education without concern for financial burden to the family, if qualified under low SES status or home and school support.

3.2- Personnel (Campus Supervision)
This is an effective action; unstructured student experiences are often difficult for students to navigate effectively, as such, campus supervisors help students to co-regulate, plan, and repair unplanned incidents of high-level concern.

3.4- Personnel (Counseling)
This is an effective action; all schools have at least one full-time counselor on site. Counselors do individual and group counseling, provide classroom PBIS and conflict resolution lessons, participate in Coordinated Services Team (COST) processes, and provide family linkage services.

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.

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

3.1- Outdoor Education
No changes planned.

3.2- Personnel (Campus Supervision)
No changes planned.

3.4- Personnel (Counseling and Wellness Supports)
Changes were made to the planned action for the coming year based on reflections on prior practice, risk screener data, chronic absenteeism data, local school climate data, and educational partner feedback. This action will continue, but will be revised to include wellness coaches in addition to counseling services. The action will be funded in part with Learning Recovery Emergency Block Grant funds and is aligned to allowable uses related to integrated pupil supports, social-emotional learning, mental health and wellness supports, and addressing barriers to learning.

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	Outdoor Education	Scholarship for Unduplicated Students	$15,927.00	Yes
3.2	Personnel - Campus Supervisor	Additional campus supervision at each school site to increase student supervision, support, and safety for students at-risk	$115,245.00	No
3.4	Personnel-Counseling and Wellness Supports	4.0 FTE Counselors and 2.0 FTE Wellness Coaches provide counseling, wellness, Tier 2/Tier 3 MTSS, social-emotional, attendance/engagement, COST, family linkage, and barrier-removal supports. LREBG Action: This action uses $151,991 in Learning Recovery Emergency Block Grant funds and is aligned to allowable uses related to integrated pupil supports, social-emotional learning, mental health and wellness supports, and addressing barriers to learning. The action addresses needs identified through local school climate data, attendance data, chronic absenteeism data, Universe 360 risk screener data, and educational partner feedback. Research-based MTSS, school counseling, social-emotional learning, and integrated pupil support practices support the selection of this action because they help reduce barriers to learning, increase school engagement, and improve student readiness to participate in instruction.	$620,816.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All schools will engage the entire community of staff, students, and families, in strengths-oriented partnerships that support learning for all.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was part of goal 3 carried over from the previous LCAP. It was divided into two separate goals so we could more acutely focus on family and community. The reason to continue is to ensure that all educational partners are known, heard, and valued among schools, decision-making processes, and celebrations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Family Survey Results	2023-2024 Family/Caregiver Survey Response Data: I feel welcomed and respected when I interact with my child's school or staff: 92% I receive an effective level of communication: 91% I have opportunities to share my thoughts and opinions: 80%	2024-2025 Family/Caregiver Survey Response Data: I feel welcomed and respected when I interact with my child's school or staff: 89% (7% Neutral) I receive an effective level of communication: 89% (6% Neutral)	2025-2026 Family/Caregiver Survey Response Data: I feel welcomed and respected when I interact with my child's school or staff: 89% (7% Neutral) I receive an effective level of communication: 90% (6% Neutral)	Increase satisfaction by 5 percentage points in sharing thoughts and opinions, students strengths and talents are known, and needs responsive instruction.	Sharing thoughts and opinions increased to 82%. Students strengths and talents maintained at 65%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I believe my child's strengths and talents are known and developed: 59% (29% don't know) My student has meaningful access to standard-based materials, activities, and resources: 86% My student receives high quality and needs-responsive instruction: 71% (21% don't know)	I have opportunities to share my thoughts and opinions: 80% I believe my child's strengths and talents are known and developed: 65% (23% Neutral) My student has meaningful access to standards-based materials, activities, and resources: 81% (12% Neutral) My student receives high-quality and needs-responsive instruction: 71% (21% Neutral)	I have opportunities to share my thoughts and opinions: 82% (14% Neutral) I believe my child's strengths and talents are known and developed: 65% (28% Neutral) My student has meaningful access to standards-based materials, activities, and resources: 80% (14% Neutral) My student receives high-quality and needs-responsive instruction: 69% (20% Neutral)		
4.2	Attendance at Townhall Meetings	12 Attendees	Outcome Met	Adjusted title of event to "Community Voice Gathering" and had approximately 40 attendees.	Increase Attendance by 25 percentage points.	Increase of at least 25%
4.3	Site-level Participation in ELAC	Average: 6	Outcome Met	Outcome Met	Increase Attendance by 25 percentage points.	Increase of 25%
4.4	District-level Participation in DELAC	Average: 10	Outcome Met	Outcome Met	Increase Attendance by 25 percentage points.	Increase of at least 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	School Site Council Attendance	Average: 6	Outcome Met	Outcome Met	Increase Attendance by 25 percentage points.	Full attendance in all SSC council Meetings
4.6	Community Panel and Interviews	No Baseline	Outcome Not Met	Outcome Met	Hold Panels 2X Annually	No increase
4.7	Community Liaison Contacts	1,100 Contacts	Outcome Met	Outcome Met	Maintain Contacts and include Family Education Series, as well as Family Interview Panels	Contact Logs Maintained
4.8	Cradle to Career Contacts	4,227 Contacts	Outcome Met	Outcome Met	Log unduplicated contacts.	Contact Logs 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.

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

Goal 4- All schools will engage the entire community of staff, students, and families in strengths-oriented partnerships that support learning for all.

4.1- Parent Education Series
There were substantive differences in planned action and implementation. Family Literacy Nights were not conducted, however ELAC and DELAC meetings included families with education about the ELPAC, CA Dashboard, Smarter Balanced Assessments, and the Road to Reclassification.

4.2- Personnel Community Liaison
There were no substantive differences in planned action and implementation.

4.3- Personnel Cradle to Career
There were no substantive differences in planned action and implementation. C2C continued its commitment to families through the ongoing efforts of district and school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of our community liaisons/organizers is helping to establish a more effective learning partnership between families, schools, and educators.

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.

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

4.1- Parent Education Series
There were differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as there were no costs to include parent education into already planned ELAC meetings.

4.2- Personnel Community Liaison
There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.3- Personnel Cradle to Career
There were minor material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. The Cradle to Career Contract was increased by $10,000.

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

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

4.1- Parent Education Series
This action was effectively built into school site ELAC meetings, wherein training included ELPAC, reading ELPAC and CAASPP reports, and home support.

4.2- Personnel Community Liaison
This action was effective in meeting goal 3, as evidenced by the number of contacts this year. This year, our community liaison had more than 1,000 contacts or events where she translated for, partnered with, or consulted with district families.

4.3- Personnel Cradle to Career
This action effectively increased EL Family Engagement at Soquel Elementary School. Engagement activities included:
-Resource Linkage
-Conflict Resolution Workshops
-1 to 1 Parent Coaching
-Nutrition Classes
-Autism Awareness

-Supported "Screenagers" Viewing
-Started Zumba for Parents
-Pie and Food Distribution
-Summer Scholarships
-Immigration and ICE Training
-Multicultural Festival
-Tutoring

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.

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

4.1- Parent Education Series
Changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice to include out-of-ELAC sponsored Parent/Family Education and to include child care.

4.2- Personnel Community Liaison
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

4.3- Personnel Cradle to Career
No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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	Parent Education Series (Materials and Hourly)	Sessions of Family Education Nights on Topics of Interest (CAASPP and ELPAC Reports, Digital Citizenship/Social Media, Conflict Resolution, Risky Behaviors) Including Translation Services and Child Care	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Personnel - Community Liaison (.8 FTE)	4 Days Weekly of Family Translation Services and Support	$0.00	Yes
4.3	Cradle to Career	Cradle to Career contract includes personnel assigned to the school of highest unduplicated students.	$55,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,182,748	$0.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.125%	0.000%	$0.00	7.125%

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
1.5	**Action:** Personnel - Extra Period **Need:** All SWD and ELs will have access to rigorous and broad course of study. **Scope:** Schoolwide	This action supports English Learners in developing academic language to access core content. In addition, this one extra period a day allows students to access both their RSP and ELD classes and elective courses commensurate with their peers. I addition, this action would be consistent with the goal of SUESD to provide all students a broad course of study.	100% enrollment as measured by school rosters.

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
1.7	**Action:** Release Time for Equitable Classroom Instructional Practices **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%. **Scope:** LEA-wide	This action principally benefits English Learners and low-income students by providing staff with time to use equity-focused classroom walkthrough tools, multilingual learner shadowing, instructional reflection, and data review to identify and strengthen access to high-quality instruction. The action supports improved Tier I classroom practices, academic language development, culturally responsive instruction, and differentiated supports for students experiencing achievement gaps.	Gaps will be decreased by 5 percentage points as measured by i-Ready.
1.8	**Action:** Instructional Materials- Leveled Literacy **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%. **Scope:** LEA-wide	This action principally benefits English Learners and low-income students by increasing access to leveled literacy materials that support reading development, language access, and identity-affirming texts. These materials provide additional entry points for students who need targeted literacy support and help reduce barriers to grade-level content.	Gaps will be decreased by 5 percentage points as measure by i-Ready.
2.1	**Action:** Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready.	Create calibrated ELD practices and assessments with in Tier I and II.	The gaps between EL and non-ELs will decrease by 5%.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Personnel - EL Specialists (4 FTE) **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. **Scope:** LEA-wide	Designated ELD Support and Assessment	The gaps between EL and non-ELs will decrease by 5%.
2.3	**Action:** Personnel- Intervention Teachers **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%. **Scope:** LEA-wide	This action supports English Learners in developing academic language to access core content through Designated Intervention in Reading and Math.	The gaps between EL and non-ELs will decrease by 5% as measured by i-Ready. The gaps between Low SES and non-low SES will decrease by 5% as measured by i-Ready.
2.5	**Action:** Professional Development - Improved Instructional Practices **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. Low SES gaps in reading are 20% and in math are 21%.	This action principally benefits English Learners and low-income students by strengthening teacher capacity to use differentiated instruction, data cycles, and high-leverage instructional practices to respond to student needs. Professional development supports more consistent use of strategies that improve access to grade-level standards, academic language, and targeted support for students experiencing achievement gaps.	The gaps between EL and non-ELs will decrease by 5% as measured by i-Ready. The gaps between Low SES and non-low SES will decrease by 5% as measured by i-Ready.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Professional Development - DLI **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. **Scope:** Schoolwide	This action principally benefits English Learners, including multilingual learners in Dual Language Immersion, by strengthening staff capacity in bilingual instruction, Spanish literacy, biliteracy development, and language acquisition. Professional development supports culturally and linguistically responsive instruction so English Learners can access core content, develop literacy in both program languages, and make progress toward English language proficiency.	The gaps between EL and non-ELs will decrease by 5%.
2.9	**Action:** Intervention and ELD Curriculum **Need:** Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. **Scope:** LEA-wide	Support English Language Achievement	The gaps between EL and non-ELs will decrease by 5%.
2.12	**Action:** Personnel/ Sub-release Vertical Articulation for Transition between Schools **Need:** LTEL rate is 11%. Achievement Gaps for ELs in Reading by 26% and Math by 28% as measure by i-Ready. **Scope:**	This action supports English Learners in developing academic language to access core content.	LTEL rate will decrease by 3%. The gaps between EL and non-ELs will decrease by 5%.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.4	**Action:** Personnel- Counseling and Wellness Supports **Need:** 360 Universe Risk Screener Data - Intervention Needed for the students at Highest Risk: Main Street 6%, Soquel El 10%, Santa Cruz Gardens 8%, and New Brighton 4%. Chronic Absenteeism as a district is at the lowest performance level (worst) with unduplicated and marginalized student groups at the top of concern levels. **Scope:** LEA-wide	Response and intervention through counseling and wellness services will increase attendance, engagement, school connection, regulation, and readiness to learn, and reduce risk through districtwide Tier 2 and Tier 3 MTSS interventions and services. This action principally benefits English Learners, low-income students, and foster youth by reducing social-emotional, behavioral, attendance, and engagement barriers that may limit access to instruction and learning recovery supports.	Counselor and Wellness Coach Contact Logs will show high risk students have been served, and there will be a decrease of risk by 2%, and reduce chronic absenteeism by 5%, each year over 3 years.
4.2	**Action:** Personnel - Community Liaison (.8 FTE) **Need:** Primary Language Support and Services for Families **Scope:** LEA-wide	Oral and Written Translation (documents, IEP Team Meetings, Conferences, etc)	Increase in Contacts through Contact Logs by 10%
4.3	**Action:** Cradle to Career **Need:**	This action principally benefits English Learners, low-income students, foster youth, and their families by strengthening school-community partnerships that connect students and families to expanded supports, services, and opportunities.	Increase in Contacts through Contact Logs by 10%

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, Low SES, and Foster Youth need access to advocacy and linkage services. **Scope:** Schoolwide	The partnership supports access, engagement, advocacy, and coordination between the district and community-based resources that address academic, social-emotional, and family 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
2.14	**Action:** Instructional Materials- ELOP **Need:** Additional Books and supplies needed for Expanded Learning Opportunity Program requirement to provide 9 hours, 210 days annually to unduplicated students. **Scope:**	Offer a program at each school site.	All school will offer a program 9 hours daily for 180 days and 30 days the district will provide additional academic and enrichment offerings as measured by attendance logs.
3.1	**Action:** Outdoor Education **Need:** 30% of students demonstrate Science proficiency as measured by CAST, while only 19% of unduplicated students demonstrate proficiency. Outdoor education experience has	Ensure unduplicated students have access to hands-on science experiences comparable to their peers. Eliminate barriers and ensure full access for all unduplicated students.	Decrease gap as measure by CAST by 5%. 100% Unduplicated Student Attendance.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	been prohibitive to 5th-grade low SES due to undue concern for cost. **Scope:** Limited to Unduplicated Student Group(s)		

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

For limited actions 2.14 and 3.1, 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, the methodology that was used to determine the contribution of the action towards the proportional percentage was based two criteria. For 2.14, the criteria used was unduplicated student designation, and for 3.1, low SES designation.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		None
Staff-to-student ratio of certificated staff providing direct services to students		None

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	$16,600,845	1,182,748	7.125%	0.000%	7.125%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,182,748.00	$1,028,443.00	$6,000.00	$175,881.00	$2,393,072.00	$1,646,245.00	$746,827.00

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	Instructional Materials- Social Studies	All	No			Specific Schools:	1 Year	$0.00	$0.00		$0.00			$0.00	
1	1.2	Instructional Materials- Dual Language Immersion	All ELD Option - DLI	No			Specific Schools: Soquel Elementary K-5	3 Years	$0.00	$17,000.00				$17,000.00	$17,000.00	
1	1.3	Assessment- Universal Diagnostic (i-Ready)	All	No			All Schools Grades 1-8	1 Year	$0.00	$50,000.00		$50,000.00			$50,000.00	
1	1.4	Instructional Materials - Literacy Supplements for grades 3-5	All	No			Specific Schools: Soquel, Main Street, Santa Cruz Gardens Grades 3-5	1 Year	$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.5	Personnel - Extra Period	English Learners	Yes	Schoolwide	English Learners	Specific Schools: New Brighton Grades 6-8		$61,388.00	$0.00	$61,388.00				$61,388.00	
1	1.6	Quality Teacher Recruitment and Mentorship	All	No			All Schools		$0.00	$0.00		$0.00			$0.00	
1	1.7	Release Time for Equitable Classroom Instructional Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.8	Instructional Materials- Leveled Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Instructional Materials - Supplemental Math Fluency and Math Thinking Classrooms	All	No			All Schools		$0.00	$8,500.00		$8,500.00			$8,500.00	
1	1.10	Instructional Materials- Transitional Kindergarten Standards-based Curricula	All	No			Specific Schools: Soquel Elementary, Santa Cruz Gardens, Main Street		$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.12	Personnel- VAPA Teachers	All	No					$66,061.00	$0.00		$66,061.00			$66,061.00	
1	1.13	Personnel- Garden Teacher	All	No			Specific Schools: Santa Cruz Gardens All		$20,399.00	$0.00		$20,399.00			$20,399.00	
2	2.1	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Personnel - EL Specialists (4 FTE)	English Learners	Yes	LEA-wide	English Learners	All Schools		$481,217.00	$0.00	$419,803.00			$61,414.00	$481,217.00	
2	2.3	Personnel- Intervention Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$254,419.00	$0.00	$163,452.00			$90,967.00	$254,419.00	
2	2.4	Professional Development- Instructional Materials	All	No					$0.00	$8,400.00		$8,400.00			$8,400.00	
2	2.5	Professional Development - Improved Instructional Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
2	2.6	Professional Development - New Supplemental Materials	All	No			All Schools		$0.00	$0.00		$0.00			$0.00	
2	2.7	Professional Development - DLI	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Soquel Elementary		$12,000.00	$0.00	$12,000.00				$12,000.00	
2	2.8	Assessment- Universal 360 Behavior Risk Screener	All	No					$0.00	$2,500.00		$2,500.00			$2,500.00	
2	2.9	Intervention and ELD Curriculum	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$4,500.00	$4,500.00				$4,500.00	
2	2.10	Personnel / Sub-release Stewardship Lead Team Collaboration	All	No					$4,000.00	$0.00				$4,000.00	$4,000.00	

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
2	2.11	Professional Development-Conferences	All	No					$0.00	$35,000.00		$35,000.00			$35,000.00	
2	2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	English Learners	Yes	LEA-wide	English Learners	All Schools		$700.00	$0.00	$700.00				$700.00	
2	2.13	Personnel Hourly (ELOP rate) Expanded Learning Opportunities	All Unduplicated students served first.	No					$0.00	$500,000.00		$500,000.00			$500,000.00	
2	2.14	Instructional Materials-ELOP	All	No					$0.00	$24,000.00		$24,000.00			$24,000.00	
2	2.15	Increased Access to Career and Technical Education	All	No					$0.00	$6,000.00			$6,000.00		$6,000.00	
3	3.1	Outdoor Education	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: All elementary schools 5th		$0.00	$15,927.00	$15,927.00				$15,927.00	
3	3.2	Personnel - Campus Supervisor	All	No					$115,245.00	$0.00		$115,245.00			$115,245.00	
3	3.4	Personnel- Counseling and Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$620,816.00	$0.00	$437,478.00	$183,338.00			$620,816.00	
4	4.1	Parent Education Series (Materials and Hourly)	All	No			All Schools		$0.00	$2,500.00				$2,500.00	$2,500.00	
4	4.2	Personnel - Community Liaison (.8 FTE)	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.3	Cradle to Career	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Soquel Elementary School		$0.00	$55,000.00	$55,000.00				$55,000.00	

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
$16,600,845	1,182,748	7.125%	0.000%	7.125%	$1,182,748.00	0.000%	7.125 %	**Total:**	$1,182,748.00
								LEA-wide Total:	$1,038,433.00
								Limited Total:	$15,927.00
								Schoolwide Total:	$128,388.00

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**	Instructional Materials-Social Studies				Specific Schools:		
1	**1.5**	Personnel - Extra Period	Yes	Schoolwide	English Learners	Specific Schools: New Brighton Grades 6-8	$61,388.00	
1	**1.7**	Release Time for Equitable Classroom Instructional Practices	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
1	**1.8**	Instructional Materials-Leveled Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	$2,500.00	
2	**2.1**	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	Yes	LEA-wide	English Learners	All Schools	$0.00	
2	**2.2**	Personnel - EL Specialists (4 FTE)	Yes	LEA-wide	English Learners	All Schools	$419,803.00	
2	**2.3**	Personnel- Intervention Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	$163,452.00	

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	2.5	Professional Development - Improved Instructional Practices	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
2	2.7	Professional Development - DLI	Yes	Schoolwide	English Learners	Specific Schools: Soquel Elementary	$12,000.00	
2	2.9	Intervention and ELD Curriculum	Yes	LEA-wide	English Learners	All Schools	$4,500.00	
2	2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	Yes	LEA-wide	English Learners	All Schools	$700.00	
3	3.1	Outdoor Education	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: All elementary schools 5th	$15,927.00	
3	3.4	Personnel- Counseling and Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$437,478.00	
4	4.2	Personnel - Community Liaison (.8 FTE)	Yes	LEA-wide	English Learners	All Schools	$0.00	
4	4.3	Cradle to Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Soquel Elementary School	$55,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,157,770.00	$2,193,378.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Materials- Social Studies	No	$0.00	$0
1	**1.2**	Instructional Materials- Dual Language Immersion	No	$30,000.00	$30,000
1	**1.3**	Assessment- Universal Diagnostic (i-Ready)	No	$50,000.00	$77,548
1	**1.4**	Instructional Materials - Literacy Supplements for grades 3-5	No	$10,000.00	$10,015
1	**1.5**	Personnel - Extra Period	Yes	$49,812.00	$48,148
1	**1.6**	Quality Teacher Recruitment and Mentorship	No	$0.00	$0.00
1	**1.7**	Release Time for Equitable Classroom Instructional Practices	Yes	$5,000.00	$5,602
1	**1.8**	Instructional Materials- Leveled Literacy	Yes	$2,500.00	$2,862
1	**1.9**	Instructional Materials - Supplemental Math Fluency and Math Thinking Classrooms	No	$0.00	$0.00
1	**1.10**	Instructional Materials- Transitional Kindergarten Standards-based Curricula	No	$5,000.00	$ 5,000
1	**1.12**	Personnel- VAPA Teachers	No	$57,418	$61,170

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	1.13	Personnel- Garden Teacher	No	$18,680.00	$20,081
2	2.1	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	Yes	$0.00	$0
2	2.2	Personnel - EL Specialists (4 FTE)	Yes	$447,383.00	$462,699
2	2.3	Personnel- Intervention Teachers	Yes	$236,419.00	$248,358
2	2.4	Professional Development- Instructional Materials	No	$8,400	$5,473
2	2.5	Professional Development - Improved Instructional Practices	Yes	$5,000.00	$7,872
2	2.6	Professional Development - New Supplemental Materials	No	$6,500.00	$6,755
2	2.7	Professional Development - DLI	Yes	$12,000.00	$9,484
2	2.8	Assessment- Universal 360 Behavior Risk Screener	No	$2,500.00	$2,500
2	2.9	Intervention and ELD Curriculum	Yes	$4,500.00	$5,008
2	2.10	Personnel / Sub-release Stewardship Lead Team Collaboration	No	$4,276.00	$2,195
2	2.11	Professional Development- Conferences	No	$35,000.00	$35,000

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	2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	Yes	$700.00	$700
2	2.13	Personnel Hourly (ELOP rate) Expanded Learning Opportunities	No	$336,750	$336,750
2	2.14	Instructional Materials- ELOP	No	$24,000	$56,630
2	2.15	Increased Access to Career and Technical Education	No	$6,000.00	0
3	3.1	Outdoor Education	Yes	$18,155.00	$8,800
3	3.2	Personnel - Campus Supervisor	No	$134,120.00	$135,124
3	3.4	Personnel- Counseling	Yes	$549,729.00	$554,459
4	4.1	Parent Education Series (Materials and Hourly)	No	$2,500.00	$145
4	4.2	Personnel - Community Liaison (.8 FTE)	Yes	$40,428.00	0
4	4.3	Cradle to Career	Yes	$55,000.00	$55,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,171,773	$1,180,857.00	$1,180,857.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Personnel - Extra Period	Yes	$49,812	$48,148		
1	1.7	Release Time for Equitable Classroom Instructional Practices	Yes	$5,000	$5,602		
1	1.8	Instructional Materials- Leveled Literacy	Yes	$2,500	$2,862		
2	2.1	Collaboration Time for Grade-level Tier I and Tier II Instructional Practices Collaboration and Calibration	Yes	$0	$0		
2	2.2	Personnel - EL Specialists (4 FTE)	Yes	$349,931	$362,451		
2	2.3	Personnel- Intervention Teachers	Yes	$151,963	$159,508		
2	2.5	Professional Development - Improved Instructional Practices	Yes	$5,000	$6,823		
2	2.7	Professional Development - DLI	Yes	$12,000	$9,484		
2	2.9	Intervention and ELD Curriculum	Yes	$4,500	$5,007		
2	2.12	Personnel/ Sub-release Vertical Articulation for Transition between Schools	Yes	$700	$700		
3	3.1	Outdoor Education	Yes	$18,155	$8,800		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Personnel- Counseling	Yes	$485,868	$516,472		
4	**4.2**	Personnel - Community Liaison (.8 FTE)	Yes	$40,428	$0		
4	**4.3**	Cradle to Career	Yes	$55,000	$55,000		

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)
$16,412,792	$1,171,773	0	7.139%	$1,180,857.00	0.000%	7.195%	$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).

California Department of Education
November 2024

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Soquel Union Elementary School District
CDS Code:	44698490000000
LEA Contact Information:	Name: Scott Turnbull Position: Superintendent Email: sturnbull@suesd.org Phone: (831) 464-5630
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$18,036,111
LCFF Supplemental & Concentration Grants	$1,182,748
All Other State Funds	$2,775,353
All Local Funds	$1,111,046
All federal funds	$951,108
Total Projected Revenue	$22,873,618

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$24,317,382
Total Budgeted Expenditures in the LCAP	$2,393,072
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,182,748
Expenditures not in the LCAP	$21,924,310

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,180,857
Actual Expenditures for High Needs Students in LCAP	$1,180,857

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$0
2025-26 Difference in Budgeted and Actual Expenditures	$0

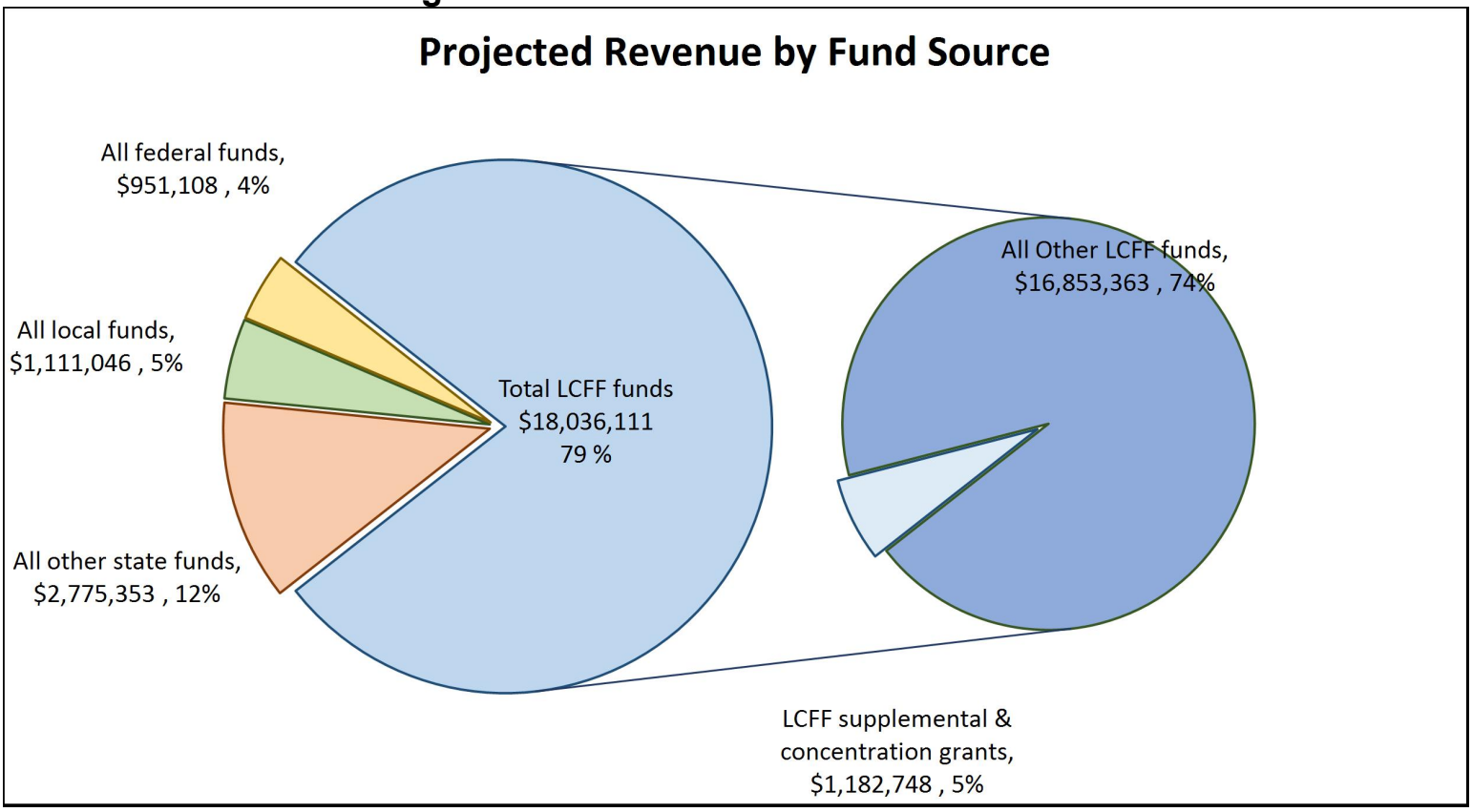
Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Typical operating expenditures are not included in the LCAP. These include routine costs such as employee salaries and benefits, books and supplies, special education services, maintenance and operations, and transportation.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soquel Union Elementary School District
CDS Code: 44698490000000
School Year: 2026-27
LEA contact information:
Scott Turnbull
Superintendent
sturnbull@suesd.org
(831) 464-5630

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

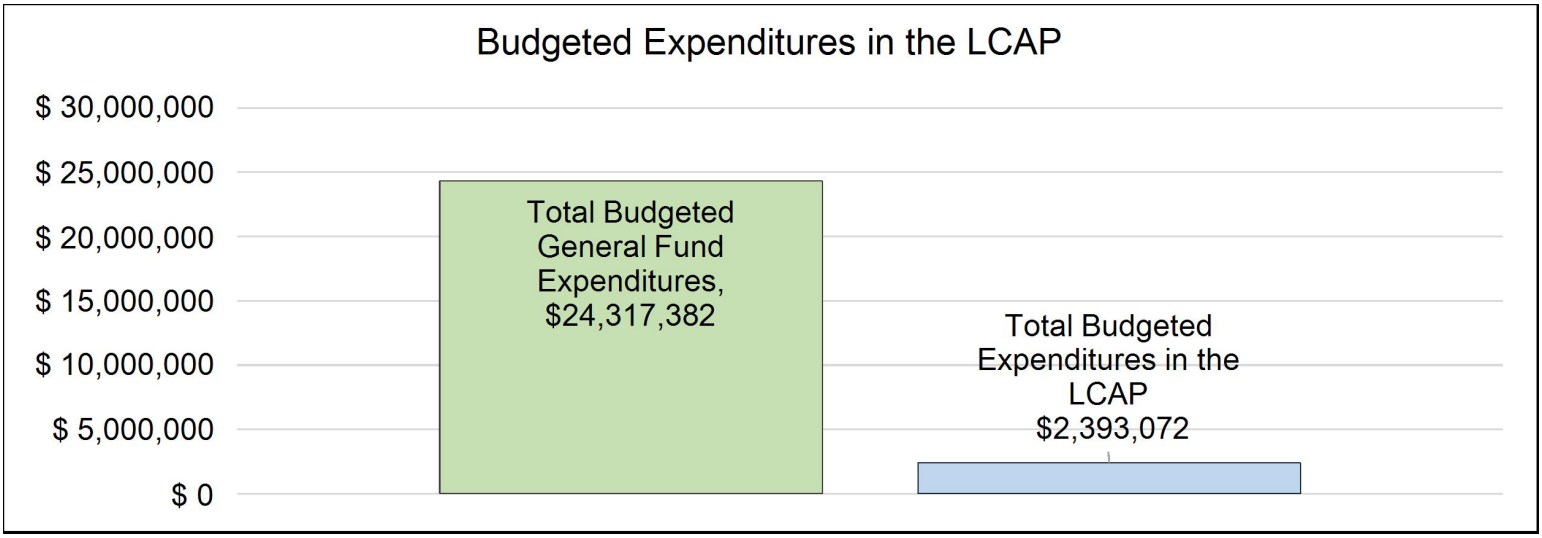


This chart shows the total general purpose revenue Soquel Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soquel Union Elementary School District is $22,873,618, of which $18,036,111 is Local Control Funding Formula (LCFF), $2,775,353 is other state funds, $1,111,046 is local funds, and $951,108 is federal funds. Of the $18,036,111 in LCFF Funds, $1,182,748 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 Soquel Union 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: Soquel Union Elementary School District plans to spend $24,317,382 for the 2026-27 school year. Of that amount, $2,393,072 is tied to actions/services in the LCAP and $21,924,310 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

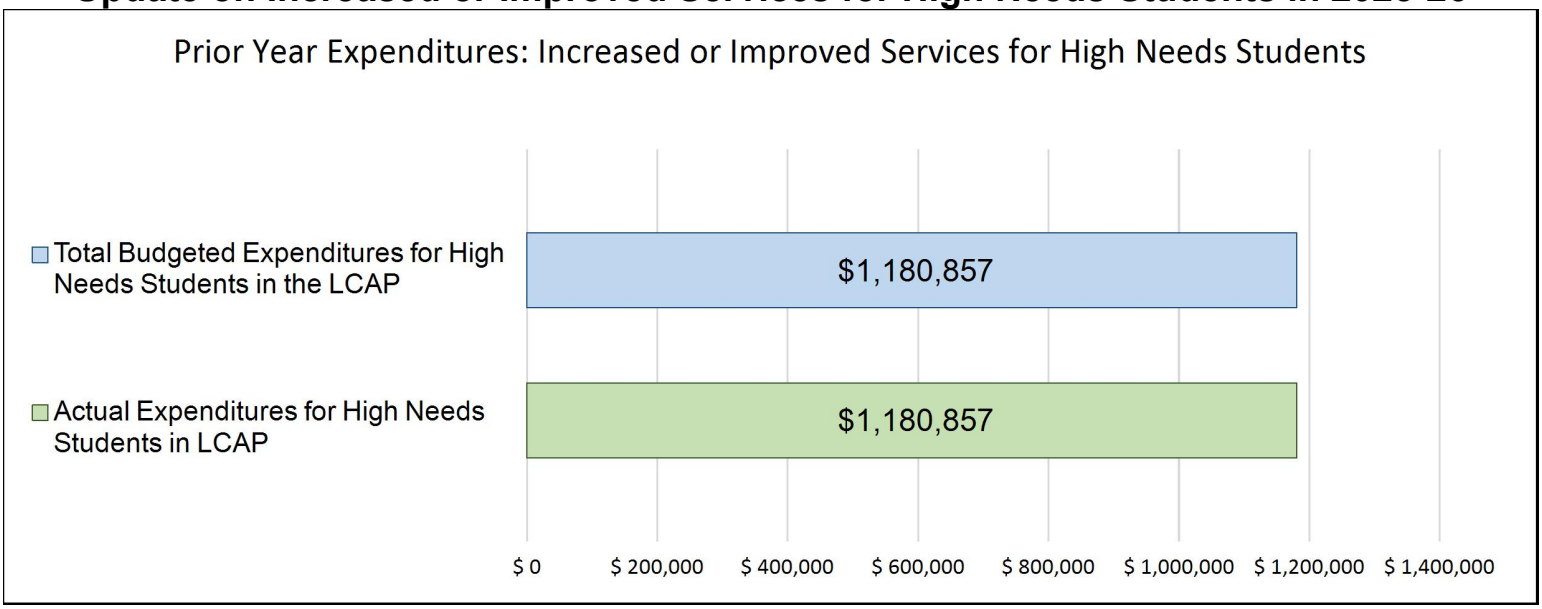
Typical operating expenditures are not included in the LCAP. These include routine costs such as employee salaries and benefits, books and supplies, special education services, maintenance and operations, and transportation.

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

In 2026-27, Soquel Union Elementary School District is projecting it will receive $1,182,748 based on the enrollment of foster youth, English learner, and low-income students. Soquel Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Soquel Union Elementary School District plans to spend $1,182,748 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Soquel Union 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 Soquel Union 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, Soquel Union Elementary School District's LCAP budgeted $1,180,857 for planned actions to increase or improve services for high needs students. Soquel Union Elementary School District actually spent $1,180,857 for actions to increase or improve services for high needs students in 2025-26.