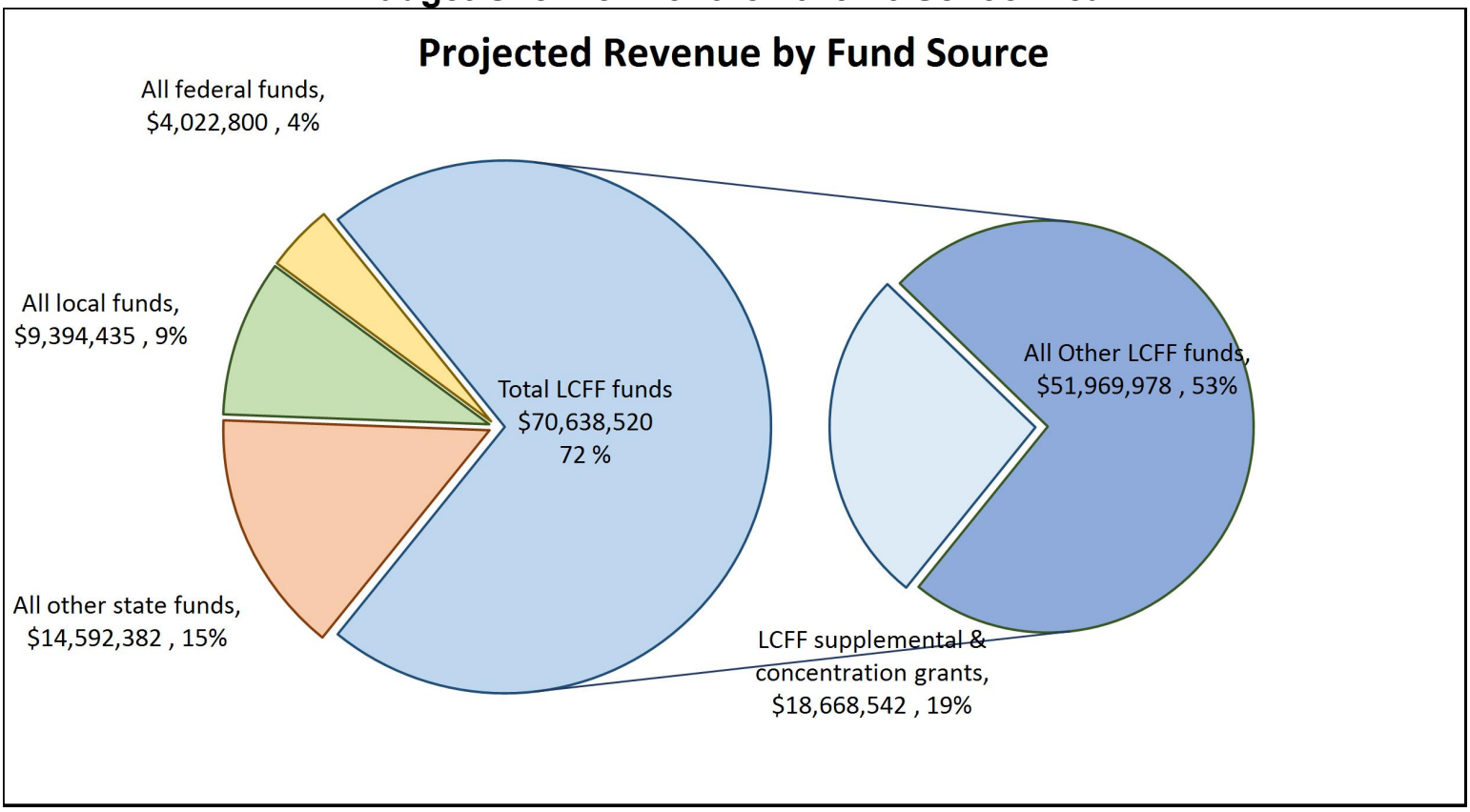
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Paula Unified School District
CDS Code: 56-76828
School Year: 2025-26
LEA contact information:
David Moore, Ed.D.
Associate Superintendent of Educational Services
dmoore@santapaulausd.org
805-933-8963

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

Budget Overview for the 2025-26 School Year



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

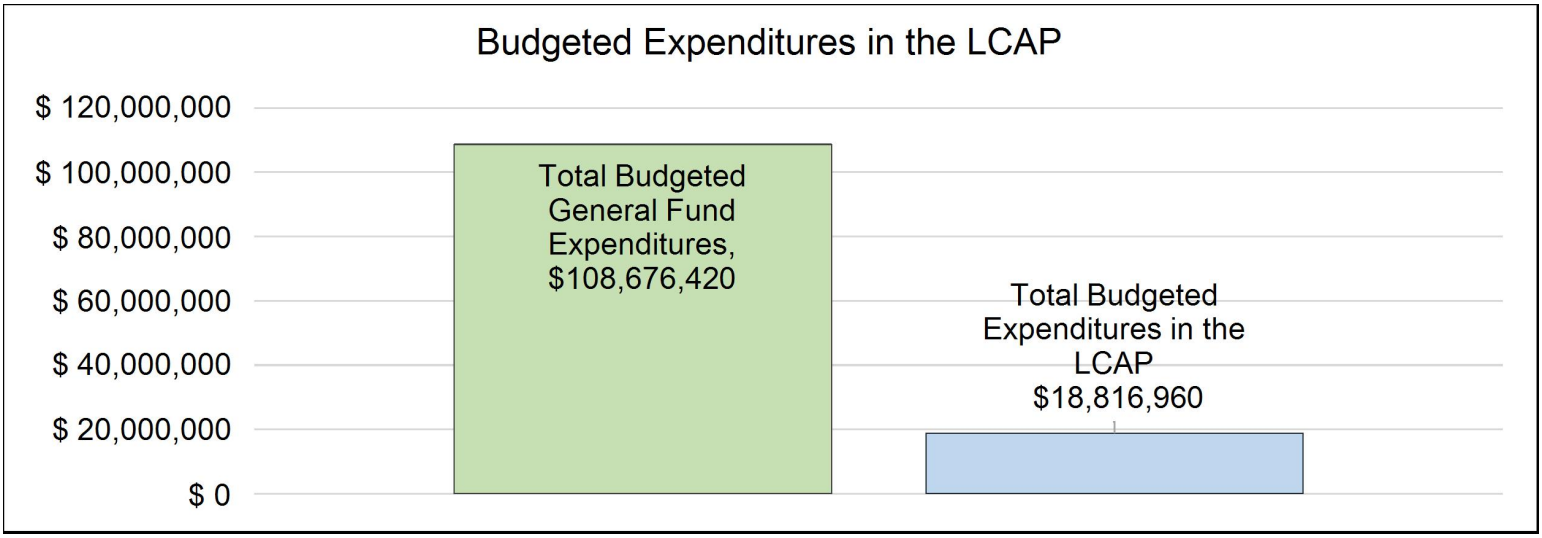
The text description for the above chart is as follows: The total revenue projected for Santa Paula Unified School District is $98,649,137, of which $70,638,520.00 is Local Control Funding Formula (LCFF), $14,592,382.00 is other state funds, $9,394,435.00 is local funds, and $4,022,800.00 is federal funds. Of the $70,638,520.00 in LCFF Funds, $18,668,542.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Santa Paula Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Paula Unified School District plans to spend $108,676,420.00 for the 2025-26 school year. Of that amount, $$18,816,959.74 is tied to actions/services in the LCAP and $89,859,460 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

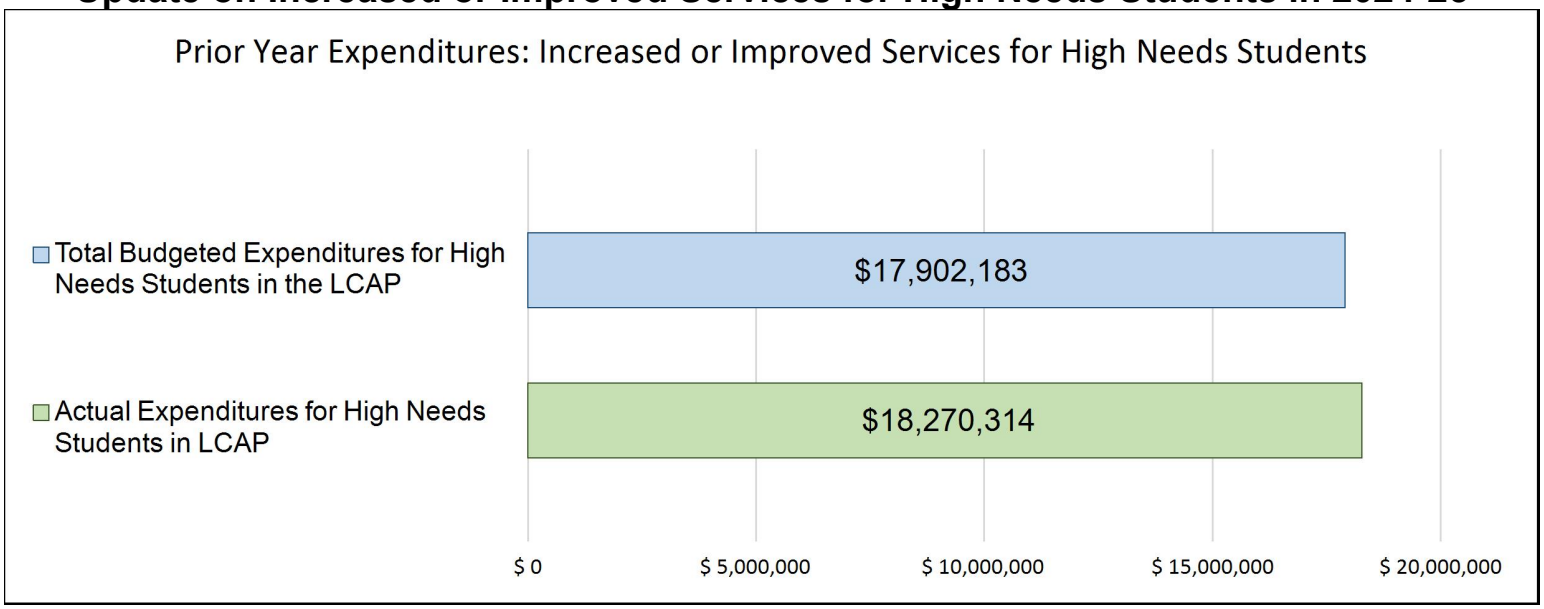
Our base costs including salaries, benefits, utilities, insurance, business operating expenses, and normal supplies are not included in the LCAP.

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

In 2025-26, Santa Paula Unified School District is projecting it will receive $18,668,542.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Paula Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Paula Unified School District plans to spend $$18,373,013.71 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Santa Paula Unified School District's LCAP budgeted $$17,902,183.00 for planned actions to increase or improve services for high needs students. Santa Paula Unified School District actually spent $$18,270,314 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $368,131 had the following impact on Santa Paula Unified School District’s ability to increase or improve services for high needs students:

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
Santa Paula Unified School District	David Moore, Ed.D. Associate Superintendent of Educational Services	dmoore@santapaulausd.org 805-933-8963

Plan Summary [2025-26]

General Information

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

The Santa Paula Unified School District serves a diverse community of 4,808 students from preschool through 12th grade. Established as a unified district in 2013, the district is committed to "Serving Every Student Every Day." The district's demographic is 95% Hispanic, with 81% of students coming from low-income backgrounds, 31% identifying as English learners, and 18% receiving special education services.

Located on the western edge of Ventura County's Heritage Valley, the city of Santa Paula is surrounded by citrus and avocado agriculture and has a long history of film and television production. The median household income in Santa Paula ($62,241) which is below the Ventura County average ($89,295). Over 15% of the district's 8,300 households live below the federal poverty line, including 20% of residents under the age of 18.

Despite these socioeconomic challenges, the Santa Paula Unified School District embraces its students' rich cultural diversity. The Board of Trustees has established a Learner Profile, guiding students to become cooperative, global citizens; compassionate collaborators; courageous communicators; confident learners; and Creative Problem Solvers. District-wide initiatives in early literacy, cognitively guided instruction (CGI) for math, and career and technical education (CTE) have had a positive impact on student learning, and the district remains excited about the future success of its students and community.

Santa Paula Unified School District has identified Renaissance High School as an Equity Multiplier school based on the criteria set forth by the California Department of Education. Renaissance High School serves a significant population of high-needs students, particularly low-income students, who face unique challenges in achieving academic success and maintaining stable enrollment. The school's data indicates

a lower stability rate compared to other schools in the district, with a current rate of 70.2% for all students. This designation as an Equity Multiplier school recognizes the need for targeted support and resources to address the specific needs of the student population at Renaissance High School. In response to this identification, the district has developed a focused goal (Goal 5) in the LCAP to increase the stability rate of low-income students at Renaissance High School to 80% by implementing targeted support services, community partnerships, and family engagement strategies. This goal demonstrates the district's commitment to equity and its recognition of the unique challenges faced by students at Renaissance High School. By allocating additional resources and implementing tailored strategies, the district aims to enhance educational outcomes, increase student engagement, and foster long-term academic success for all students at Renaissance High School, with a particular focus on supporting low-income students.

SPUSD LEARNER PROFILE:

The Santa Paula Unified School District's Learner Profile spans from Transitional Kindergarten through twelfth grade. It emphasizes five key competencies that align with the district's LCAP goal of preparing students for success in college, career, and life. The SPUSD will develop these competencies in students through instruction that is student-centered, competency-based, inclusive & equitable, and authentic. The following is how each of the competencies contributes to the LCAP GOALS:

1. COOPERATIVE GLOBAL CITIZENS: By fostering a sense of global citizenship, the district will develop students who understand and appreciate diversity, respect different cultures, and actively engage in their communities. This competency prepares students to navigate and contribute to an increasingly interconnected world.

2. COMPASSIONATE COLLABORATORS: Collaboration is essential in academic and professional settings. By nurturing compassion and empathy, the district encourages students to work effectively with others, build strong relationships, and create inclusive environments where everyone feels valued and supported.

3. COURAGEOUS COMMUNICATORS: Effective communication is crucial for success in all aspects of life. By developing students' ability to express themselves clearly, confidently, and respectfully, the district equips them with the tools to advocate for themselves and others, share ideas, and engage in meaningful dialogue.

4. CONFIDENT LEARNERS: Confidence is critical to academic success and personal growth. By fostering a growth mindset and providing opportunities for students to take risks, learn from failures, and celebrate successes, the district helps students develop the confidence they need to pursue their goals and aspirations.

5. CREATIVE PROBLEM SOLVERS: In a rapidly changing world, thinking creatively and solving problems is more important than ever. By encouraging creativity and innovation, the district prepares students to approach challenges with curiosity, adaptability, and resilience.

These five competencies provide a well-rounded educational experience that extends beyond academic knowledge. By integrating these competencies into the curriculum and school culture, the Santa Paula Unified School District will develop students who are not only academically prepared but also possess the social-emotional skills, global awareness, and creative thinking abilities necessary for success in the 21st century.

In Goal 1 of the LCAP, the following competencies in the Learner Profile are most evident:

-Cooperative Global Citizens: The goal emphasizes equipping students with the "Learner Profile competencies" necessary for success, which likely includes developing an understanding and appreciation of diversity and the ability to engage in their communities.
-Courageous Communicators: The goal's focus on "equipping students with the academic skills, knowledge, and Learner Profile competencies" suggests developing effective communication skills, which are crucial for success.
-Confident Learners: The goal of "rigorous and relevant curriculum and standards-based instruction" emphasizes the importance of fostering a growth mindset and confidence in students' pursuit of their academic goals.

The other two competencies—Compassionate Collaborators and Creative Problem Solvers—are not as directly evident in Goal 1's wording, but they could be implied as part of the broader "Learner Profile competencies" that the district aims to develop.

In Goal 2 of the LCAP, the following competencies in the Learner Profile are most evident:

-Confident Learners: The goal's emphasis on ensuring all students achieve grade-level proficiency in literacy and math through evidence-based instruction and targeted interventions aligns with the district's aim to foster a growth mindset and provide opportunities for students to take risks, learn from failures, and celebrate successes. This supports the development of confident learners.
-Courageous Communicators: Although not explicitly stated, the emphasis on literacy and math proficiency suggests that the district is committed to developing students' ability to express themselves clearly, confidently, and respectfully, which are essential skills for courageous communicators.
-Cooperative Global Citizens: The goal's mention of "closing achievement gaps, specifically for English Learners, Foster Youth, Low-Income, and Students with Disabilities" implies recognition of the student population's diverse needs and backgrounds. This suggests an underlying commitment to fostering a sense of global citizenship and an appreciation for diversity.

The other two competencies—Compassionate Collaborators and Creative Problem Solvers—are not as directly evident in the wording of Goal 2. However, the focus on targeted interventions and progress monitoring could also support the development of these competencies.

In Goal 3 of the LCAP, the following competencies are most evident:

-Creative Problem Solvers: The goal's emphasis on "innovative site academies, project-based learning, and differentiated pathways" that promote "critical thinking, creativity, and real-world problem-solving skills" aligns directly with the district's aim to prepare students to approach challenges with curiosity, adaptability, and resilience as creative problem solvers.
-Compassionate Collaborators: The goal's focus on strengthening "parent engagement and collaboration" by providing "diverse opportunities for increased participation in school and district activities" suggests the district's commitment to nurturing compassion, empathy, and the ability to work effectively with others, including families, to create inclusive environments.

-Courageous Communicators: The goal's mention of "open communication" and "establishing a strong partnership between home and school" implies the district's efforts to develop students' ability to express themselves clearly, confidently, and respectfully, which are crucial skills for courageous communicators.

The other competencies—Cooperative Global Citizens and Confident Learners—are not as explicitly stated in the goal; the emphasis on an "inclusive, supportive, and equitable learning environment" and the use of a comprehensive Multi-Tiered System of Supports (MTSS) could potentially support the development of these competencies as well.

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In Goal 4 of the LCAP, the following competencies are most evident:

-Cooperative Global Citizens: The goal's emphasis on "ensuring equitable conditions of learning for all students" and providing access to a "comprehensive, rigorous, and standards-aligned curriculum" suggests a commitment to developing students who understand and appreciate diversity, respect different cultures, and actively engage in their communities. This aligns with the competency of being Cooperative Global Citizens.
Confident Learners: By ensuring that all students have access to the necessary educational resources and opportunities, the district creates an environment that fosters a growth mindset and empowers students with the confidence they need to pursue their goals and aspirations.

The other competencies - Compassionate Collaborators, Courageous Communicators, and Creative Problem Solvers - are not as directly evident in the specific wording of Goal 4. However, the overarching goal of ensuring equitable learning conditions could indirectly support the development of these competencies and foster meaningful dialogue (Courageous Communicators).

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SPUSD PILLARS OF SUCCESS:

The Santa Paula Unified School District will use the four pillars of success - Whole Learner Outcomes, Engaged Inclusive Community, Empowered Staff, and Effective Systems - to monitor the district's progress in developing the Learner Profile competencies for its students. The district will create lasting and meaningful effects on students' intellectual, emotional, and social development by focusing on Whole Learner Outcomes. By fostering an Engaged, Inclusive Community that shares responsibility for the well-being and success of all members of the SPUSD community, the district cultivates an environment conducive to growth. Empowered Staff, with autonomy, support, and resources to excel in roles and contribute meaningfully, will be better equipped to guide students in developing the competencies. Finally, prioritizing Effective Systems that foster a culture of collaboration and focus on continuous improvement will ensure that the district's efforts are consistent, coordinated, and impactful in nurturing Cooperative Global Citizens, Compassionate Collaborators, Courageous Communicators, Confident Learners, and Creative Problem Solvers.

1. WHOLE LEARNER OUTCOMES: Creating lasting and meaningful effects on students' cultural, intellectual, emotional, and social development.

2. ENGAGED, INCLUSIVE COMMUNITY: Cultivating a culture of inclusiveness and engagement for all members of the SPUSD Community

3. EMPOWERED STAFF: Promoting agency, providing support and resources to innovate and contribute meaningfully

4. EFFECTIVE SYSTEMS: Prioritizing student growth, fostering a culture of collaboration, and focusing on continuous improvement

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EQUITY MULTIPLIER SCHOOL:

Renaissance High School is identified as Equity Multiplier Schools based on its high concentration of low-income student groups and non-stability rate.

Reflections: Annual Performance

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

Reflection on Santa Paula USD's Performance on the Dashboard and Local Data

Santa Paula Unified School District (SPUSD) has reviewed its performance on the 2024 California School Dashboard and local data, identifying successes and challenges in developing its Local Control and Accountability Plan (LCAP).

CAASPP: ELA/ELD

SUCCESSES:

SPUSD demonstrated significant progress in English Language Arts (ELA) performance across all reported student groups.

All Students improved their Distance from Standard (DFS) from -54.9 (2022-23) to -42.3 (2023-24).

English Learners (EL): Improved from -78.8 to -68.9.

Students with Disabilities (SWD): Improved from -120.5 to -103.3.

Homeless (HOM): Improved from -72.4 to -49.1.

Notably, in 2022-23, EL, HOM, and SWD were in the lowest performance (red) category; in 2023-24, no groups fell into this category, reflecting a reduction in achievement gaps.

CHALLENGES:

Despite these gains, achievement gaps remain, particularly for SWD and EL students. Continued targeted intervention and support are needed to sustain and accelerate progress for these groups.

CAASPP: MATHEMATICS

SUCCESSES:

SPUSD made measurable progress in Mathematics:

All Students: DFS improved from -98.3 to -90.0.

English Learners (EL): Improved from -113.9 to -105.1.

Homeless (HOM): Improved from -110.6 to -93.4.

Low Income (LI): Improved from -102.5 to -95.2.

SWD: Improved from -155.3 to -141.0.

Hispanic/Latino (HI): Improved from -99.9 to -91.4.

Notably, in 2022-23, all groups were in the red indicator; by 2023-24, only the Long-Term English Learners (LTEL) remained in the red (DFS: -177.7), demonstrating overall improvement and narrowing of achievement gaps.

CHALLENGES:

LTEL students continue to require focused support and intervention. The district will prioritize resources and strategies for this group.

ADDRESSING THE IDENTIFIED NEEDS IN ELA/ELD AND MATHEMATICS:

SPUSD is committed to addressing the identified needs of its student groups and schools through the Local Control and Accountability Plan (LCAP). The District will:

1. Provide targeted professional development for teachers and staff to enhance instruction and support for English Language Learners (ELL), Students with Disabilities (SWD), and Homeless or Unaccompanied Youth (HOM) students.
2. Implement evidence-based interventions and programs to accelerate learning for struggling students, with a focus on English Language Arts (ELA).

3. Increase parent and community engagement to support student learning and well-being, particularly for the identified student groups.
4. Allocate resources to schools with the highest needs, such as Blanchard Elementary School and Isbell Middle School, to ensure equitable access to high-quality education.
5. Regularly monitor student progress and adjust interventions to ensure continuous improvement.

The District will focus on these critical areas to improve academic outcomes for all students, with a particular emphasis on closing the achievement gap for its most vulnerable student groups.

DATAQUEST: SCIENCE:

Reflection on Santa Paula USD's Performance in Science
Santa Paula Unified School District (SPUSD) has reviewed its science performance based on data from DataQuest, as this information is not yet available on the California School Dashboard. The District has identified challenges and successes in developing its Local Control and Accountability Plan (LCAP).

CHALLENGES:

All Students:

9.89% exceeded the standard
20.81% met the standard
53.85% nearly met the standard
15.45% did not meet the standard

The data reveal that several student groups are not performing well in science at the district level.

Students with Disabilities (SWD):

0% exceeded the standard
3.7% met the standard
55% nearly met the standard
41% did not meet the standard

Homeless (HOM):

3.57% exceeded the standard
7.14% met the standard
6.71% nearly met the standard

28.57% did not meet the standard

Low Income (LI):

2.28% exceeded the standard
10.33% met the standard
64.46% nearly met the standard
22.93% did not meet the standard

English Learners (EL)

0% exceeded the standard
1.63% met the standard
58.94% nearly met the standard
39.53% did not meet the standard

SUCCESSES:

Despite the challenges, SPUSD has made progress in supporting student groups in science education. The District will continue to build on these successes and refine its approach to improve science outcomes for all students.

ADDRESSING THE IDENTIFIED NEEDS IN SCIENCE:

SPUSD is committed to addressing the identified needs of its student groups through the LCAP. The District will:

1. Provide targeted professional development for teachers and staff to enhance science instruction and support for students with special needs, including those with disabilities, those experiencing homelessness, and those with limited English proficiency.
2. Implement research-based interventions and programs to accelerate science learning for struggling students, with a focus on hands-on, inquiry-based learning experiences.
3. Increase parent and community engagement to support student learning and well-being, particularly for the identified student groups.
4. Allocate resources to ensure equitable access to high-quality science education, including laboratory equipment and materials.
5. Regularly monitor student progress and adjust interventions as needed to ensure continuous improvement in science achievement.

RED INDICATOR ON THE 2023 DASHBOARD

SCHOOL(S) within SPUSD performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

- ELA: Blanchard Elementary; Isbell Middle
- MATH: Isbell Middle; Santa Paula High
- SUSPENSION RATE: Thelma Bedell Elementary, Renaissance High
- CHRONIC ABSENTEEISM: Thelma Bedell Elementary
- COLLEGE/CAREER: Renaissance High

STUDENT GROUP(S) within SPUSD performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

- ELA: English Learners; Homeless; Students with Disabilities
- MATH: ALL; English Learners; Homeless; Low-Income; Student with Disabilities; Hispanic
- SUSPENSION RATE: Homeless
- COLLEGE/CAREER: ALL; Low-Income; Hispanic

STUDENT GROUPS(S) within SCHOOLS in SPUSD performing in the lowest performance level on one or more state indicators on the 2023 Dashboard:

Barbara Webster Elementary:

- ELA: SWD
- MATH: SWD
- CHRONIC ABSENTEEISM: HOM; SWD

Blanchard Elementary:

- ELA: ALL; EL; Low-Income; SWD; HI
- MATH: SWD
- SUSPENSION RATE: SWD
- CHRONIC ABSENTEEISM: SWD

Glen City Elementary:

- ELA: SWD
- MATH: SWD
- CHRONIC ABSENTEEISM: SWD

Grace Thille Elementary:

- CHRONIC ABSENTEEISM: SWD

Thelma Bedell Elementary:

- ELA: EL
- MATH: SWD
- SUSPENSION RATE: ALL; Low-Income: HI

- CHRONIC ABSENTEEISM: ALL; EL; Low-Income; HI

Isbell Middle:
- ELA: ALL; EL; HOM; Low-Income; SWD; HI
- MATH:ALL; EL; HOM; HI
- SUSPENSION RATE: HOM; WH

Santa Paula High:
- MATH: ALL; EL; Low-Income; SWD; HI
- SUSPENSION RATE: HOM

Renaissance High:
- SUSPENSION RATE: ALL; EL; Low-Income; HI
- COLLEGE/CAREER: ALL; Low-Income; HI

Analysis of 2023 CA Dashboard student groups at the district and school site level in the "red" lowest performance indicator, compared to the most recent 2024 CA Dashboard:

Between the 2023 and 2024 California Dashboard releases, Santa Paula Unified School District (SPUSD) demonstrated significant progress in reducing the number of student groups and schools performing at the lowest "red" indicator level across key state measures. In 2023, several schools—including Blanchard Elementary and Isbell Middle for English Language Arts (ELA), as well as Isbell Middle and Santa Paula High for Math—were identified as performing in the red. Thelma Bedell Elementary and Renaissance High were also in the red for suspension rates, with Thelma Bedell additionally flagged for chronic absenteeism and Renaissance High for college and career readiness. At the district level, multiple student groups, including English Learners, Homeless students, Students with Disabilities, Low-Income students, and Hispanic students, were in the red for ELA, Math, suspension rates, and college and career indicators. School-level analysis revealed that these challenges were widespread, with vulnerable groups often represented across multiple sites and indicators.

By 2024, the district showed marked improvement, particularly in ELA, where no schools or student groups remained in the red indicator category. Math performance also improved, with only the Long-Term English Learner (LTEL) group still identified in the red, compared to several groups and schools the previous year. However, some challenges persisted: Thelma Bedell Elementary and Renaissance High continued to have red indicators for suspension rates, and Thelma Bedell remained in the red for chronic absenteeism. Renaissance High was still flagged for college and career readiness. At the student group level, Homeless students were still in the red for suspension rates, and Students with Disabilities, English Learners, Homeless, Low-Income, and Hispanic students continued to face challenges in college and career readiness.

RED INDICATOR--MAKING PROGRESS ON THE 2024 DASHBOARD:

SCHOOLS in the lowest performance level on one or more state indicators:

ELA: None (improvement from prior year)

MATH: Only the LTEL group remains red

SUSPENSION RATE: Thelma Bedell Elementary; Renaissance High

CHRONIC ABSENTEEISM: Thelma Bedell Elementary

COLLEGE/CAREER: Renaissance High

STUDENT GROUPS in the lowest performance level:

ELA: None (improvement)

MATH: Only LTEL

SUSPENSION RATE: Homeless

COLLEGE/CAREER: SWD, EL, HOML; Low-Income; HI

Overall, the comparison between 2023 and 2024 highlights SPUSD's substantial progress, especially in ELA and Math, while also underscoring the need for continued focus on suspension rates, chronic absenteeism, and college and career readiness for specific student groups. The data reflects the district's commitment to equity and the ongoing need to support its most vulnerable populations through targeted interventions and resources.

ADDRESSING IDENTIFIED NEEDS

SPUSD is addressing these needs through the LCAP by:

1. Targeted Professional Development: For teachers and staff in ELA, Math, and Science, with emphasis on EL, SWD, and HOM students.
2. Data-Driven Instruction: Effective data analysis to inform interventions.
3. Leadership and Early Childhood Focus: Academic leadership and early literacy emphasis.
4. Expanded Student Supports: Instructional aides, DLI, ELD, newcomer supports, and reading/literacy interventions.
5. College and Career Readiness: AVID, credit recovery, A-G completion, field trips, and CTE program expansion.
6. Parent/Community Engagement: Increased input and partnership.
7. Behavioral and Mental Health: PBIS, restorative justice, counseling, and MTSS.
8. Facilities and Safety: Investments in technology, safety, and facilities.
9. Continuous Monitoring: Regularly reviewing and adjusting interventions to ensure optimal effectiveness.

State Priority 7A (Accessing a Broad Course of Study):

In alignment with Local Control Funding Formula (LCFF) Priority 7A, our district is committed to ensuring that all students, including unduplicated students and those with unique needs, have equitable access to a broad course of study that prepares them for college, career, and civic life.

In grades TK-6, the primary tool used to track students' access to a broad course of study is the instructional schedule, which includes core content areas, English Language Development (ELD), Physical Education, library, and music education. At the middle and high school levels, the tools used include master schedules, transcript evaluation services (available only at the high school level), and student information system (SIS) reports.

All students in grades TK-6 have access to a broad course of study. All school sites are equipped with equitable core, intervention, and enrichment services. Students identified as needing additional reading support receive small group reading services during the school day. A further analysis is necessary to ensure that students participating in the reading intervention receive services during differentiated learning time. In grades 7-12, additional periods were added to the master schedule to provide students with impacted schedules increased access to electives. At SPHS, the Expanding English class was granted UC A-G English approval. The district will continue to review and monitor all instructional schedules regularly across all schools.

An ongoing challenge is providing students with impacted schedules, both core academic instruction and intervention and enrichment opportunities during the school day. The district will keep offering additional before and after school core and elective courses to meet all students' needs.

The district will maintain before- and after-school elective courses for students with impacted schedules and those who require reading intervention classes during the day. It will also continue to examine daily and master schedules, strengthening data collection and analysis for all students to ensure access to a broad course of study.

SUMMARY

SPUSD’s 2023-2024 data reflect measurable and, in some areas, dramatic improvements in academic achievement, college and career readiness, graduation, attendance, and family engagement. Achievement gaps have narrowed, particularly in ELA and Math, and the district has made notable progress for historically underserved groups. However, persistent challenges remain for Long-Term English Learners, Students with Disabilities, and Homeless students, especially in advanced coursework and college/career readiness. The district remains committed to continuous improvement, equity, and excellence for all students.

Learning Recovery Emergency Block Grant (LREBG):

LREBG was established in response to the COVID-19 pandemic to support schools in their long-term recovery efforts. The grant is intended to address student learning, mental health, and overall well-being. LREBG provides one-time funds to LEAs for learning recovery initiatives through the 2027–28 school year. Currently, SPUSD does not have any unexpended LREBG funds.

Reflections: Technical Assistance

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

N/A

According to the 2024 dashboard results, Santa Paula Unified School District (SPUSD) has demonstrated sufficient progress and no longer needs technical assistance. The district's advancement was significantly supported by its partnership with the Ventura County Office of Education (VCOE), which helped address previous areas of concern. These improvements underscore SPUSD's ongoing commitment to growth and the effective implementation of targeted improvement strategies.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	The district administration team planned LCAP (Local Control and Accountability Plan) community meetings at the district office. Each meeting was scheduled for one hour to ensure time for discussion and feedback. They were divided by language to facilitate collaboration among parents. Parents involved in the Community Meetings included: -Parents of Students with Disabilities -Parents of Unduplicated Foster Youth, English Learners, and Low-Income The dates for the LCAP community meeting in the 24-25 school year were: March 8, 2025 April 7, 2025
LCAP Parent Advisory Committee	The LCAP Advisory met to discuss the LCAP goals, progress toward those goals, data from feedback, fiscal updates, and priority focuses for meeting the LCAP objectives. Members gave feedback in an open forum. Parents involved in the Parent Advisory Committee Meetings included: -Parents of Students with Disabilities

Educational Partner(s)	Process for Engagement
	-Parents of Unduplicated Foster Youth, English Learners, and Low-Income September 26, 2024 November 20, 2024 January 23, 2025 March 20, 2025 May 1, 2025
Parent Survey	The questions focused on obtaining feedback regarding preferences for engagement activities and discussion topics or themes preferred for parent university meetings and events. Parent surveys were sent via ParentSquare in April. Parents involved in the Survey included: -Parents of Students with Disabilities -Parents of Unduplicated Foster Youth, English Learners, and Low-Income Some of the topics parents wanted to learn more about are as follows: Mental Health Bullying Nutrition and Health Education College and Career Readiness Student Organizational Study Skills
Principals and Director LCAP Collaboration	A portion of the monthly Leadership Meetings were dedicated to LCAP goals, actions, and services.
Certificated Staff Survey (Teachers, Local Bargaining Unit, Principals, and Administrators)	A survey was administered in the month of April to all certificated staff including administrators.
Classified Staff, Local Bargaining Unit, Survey	A survey was administered to classified staff in April.
DELAC	The DELAC committee met on April 11th and May 9th to discuss the actions and services in the current LCAP. The committee spent a day on each goal to review every action, its effectiveness, and the

Educational Partner(s)	Process for Engagement
	expenditures. The committee reviewed the CAASPP scores for all Emergent Bilinguals (English Learners) in the area of ELA and Math. The committee recommended the following: Maintain the two reading teachers at every site, implement literacy support for paremnts, provide funding for turoring, Saturday School needs to provide more academic support, Add more college field trips, improve the customer service provided by the office staff, add an ELD TOSA to support all the Emergent Bilinguals, keep the newcomer teach.
Student Feedback	Surveys were sent to students at the elementary schools during the school day, middle school during advisory and at the high school during the regular school day. There were 1,478 responses. Elementary comprised 32.7% of the responses, Isbell Middle School comprised 19.6% and Santa Paula High School comprised 47.6%.
SELPA	SELPA consultation meetings were held on December 12, 2024, and February 18, 2025.
Equity Multiplier Ed Partners	Educational Partner engagement collaboration meetings throughout the year at Renaissance high school
Public Hearing and Board Adoption	A public hearing was held on June 12, 2024 and no comments from the public were provided. The Santa Paula USD Board Adoption occurred on June 26, 2024.

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

The LCAP team is dedicated to working closely with educational partners each year, ensuring their voices inform the development of the Local Control and Accountability Plan (LCAP).

How the feedback provided by educational partners influenced the 2025-26 LCAP:

Goal 1: Academic Achievement and College/Career Readiness
-Educational partners emphasized the importance of expanding course access at the high school level, ensuring students have a broad range of opportunities to explore their interests and prepare for the future.
-There was strong support for continuing university field trips to expose students to higher education options.
-Partners also expressed a clear desire for more professional development opportunities at the secondary level, as well as increased training for instructional aides.

Through collaborative planning and input from educational partners, the district is focusing on a more holistic approach to student achievement. This strategy aims to provide a comprehensive, high-quality education for all students, ensuring Santa Paula Unified School District is well-equipped to meet the diverse needs of its student population and prepare them for success in college, career, and life.

Goal 2: Literacy and Mathematics Proficiency
-Educational partners strongly supported continued funding for reading intervention teachers to advance literacy development. There was also a clear call for increased mathematics support and targeted interventions to improve student outcomes in math.
-A significant change this year is the transition from DIBELS to Amira for literacy assessment. Educational partners emphasized the importance of this shift, recognizing Amira's potential to provide more comprehensive and actionable data to guide instruction.
-Additionally, partners requested that all local reading and math assessment data be disaggregated to include English Learners and Long-Term English Learners (LTELs). This input reflects a strong desire to closely monitor progress for these student groups and ensure that targeted support effectively addresses their needs.

By implementing these changes and responding to input, Santa Paula Unified School District demonstrates its commitment to supporting diverse learners and closing achievement gaps, particularly for English learners, students with disabilities, and low-income students.

Goal 3: Student Engagement and School Climate
A top priority for educational partners is the development and implementation of a comprehensive Multi-Tiered System of Supports (MTSS) across all schools. There is a clear need to make significant progress in this area to ensure that every student receives coordinated academic, social, emotional, and mental health supports. Educational partners see MTSS as essential for identifying student needs early and providing timely interventions, helping all students thrive. In addition, increasing parent involvement in decision-making and fostering positive relationships between certificated staff and families are seen as key strategies for building a supportive school community. To further encourage student engagement and success, partners recommended launching a K-12 attendance incentive program. This initiative is designed to promote regular attendance and reinforce the value of consistent school participation.

These priorities reflect the educational partners' commitment to:
-Advancing the implementation of MTSS to address the full range of student needs
-Strengthening parent engagement and collaboration
-Creating a more inclusive, supportive, and equitable learning environment
-Building positive relationships between staff and families
-Promoting student attendance and engagement through targeted incentives

Goal 4: Equitable Learning Conditions
-Partners called for increased security measures at schools to ensure student safety.
-The district is committed to maintaining safe, modern facilities and up-to-date equipment for all students.
-Providing access to a comprehensive, rigorous, and standards-aligned curriculum and instructional materials remains a priority.
-The district regularly assesses and addresses disparities in educational resources and opportunities to promote equity.
These efforts are designed to create a level playing field, ensuring that every student—regardless of their background or circumstances—has the resources, support, and high-quality instruction needed for academic success and future readiness.

Goal 5: Support for Renaissance High School (Equity Multiplier School)
-Educational partners recognized the need for targeted support for Renaissance High School, particularly in addressing the stability rate of low-income students.
-Implementing a Multi-Tiered System of Support (MTSS) to address the unique needs of Renaissance High School was supported.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Santa Paula Unified School District will equip all students with the academic skills, knowledge, and Learner Profile competencies necessary for success in college, career, and life through rigorous and relevant curriculum and standards-based instruction. The district will measure its progress toward achieving this goal by monitoring key performance indicators listed in the Metrics in Goal 1. The district will regularly review and analyze these metrics to ensure continuous improvement and adjust its strategies to support student success, specifically for English Learners, Foster Youth, Low-Income, and Students with Disabilities	Broad Goal

State Priorities addressed by this goal.

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.

The educational partners developed GOAL 1 of this LCAP for the Santa Paula Unified School District to ensure that all students receive a comprehensive, high-quality education that prepares students for success. GOAL 1 emphasizes several key aspects:

1. ACADEMIC SKILLS AND KNOWLEDGE: The SPUSD will provide students with the essential skills and knowledge required to excel academically. These essential skills and knowledge include proficiency in core subjects such as reading, writing, mathematics, science, and social studies.

2. COLLEGE AND CAREER READINESS: The SPUSD teachers will focus on a rigorous and relevant curriculum to prepare students for the challenges and opportunities they will face in higher education and their future careers. A rigorous and relevant curriculum involves exposing students to various subjects, providing exploration and skill development opportunities, and fostering a growth mindset.

3. STANDARDS-BASED INSTRUCTION: Goal 1 emphasizes standards-based instruction, which ensures that all students are held to high expectations and are provided with consistent, high-quality learning experiences aligned with California State standards.

4. EQUITY AND INCLUSIVITY: By stating that the SPUSD will equip "all students" with these skills and competencies, Goal 1 underscores the district's commitment to providing equal opportunities for success to every student, regardless of their background or circumstances.

The Santa Paula Unified School District is dedicated to fostering a comprehensive and inclusive learning environment through its Learner Profile, which outlines the key competencies students are expected to develop as they progress through their education. The district strongly emphasizes academic skills and knowledge, ensuring students attain proficiency in core subjects such as reading, writing, mathematics,

science, and social studies. Moreover, SPUSD is committed to preparing students for success in higher education and their future careers by providing a rigorous and relevant curriculum that exposes them to a wide range of subjects, encourages exploration, and cultivates a growth mindset. The district's adherence to standards-based instruction guarantees that all students are held to high expectations and receive consistent, high-quality learning experiences aligned with California State standards. Importantly, SPUSD's goal to equip all students with these essential skills and competencies underscores its dedication to promoting equity and inclusivity, ensuring that every student, regardless of background or individual circumstances, has equal opportunities to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Proficiency Assessment for California (ELPAC) Statewide Assessment Percentage of students at each overall performance level (State Priority 4E)	Source: 2022-23 DataQuest Level 4: 17.55% Level 3: 41.15% Level 2: 29.14% Level 1: 12.16%	Source: 2023-24 DataQuest Level 4: 16.17% Level 3: 38.49% Level 2: 29.72% Level 1: 15.63%		Source: 2025-26 DataQuest Level 4: 25% Level 3: 50% Level 2: 15% Level 1: 10%	Difference: Baseline and 2023-24 ELPAC Scores Level 4: -1.38% Level 3: -2.66% Level 2: +0.58% Level 1: +3.47%
1.2	CAASPP ELA/ELD: Distance from Standard Statewide Assessment Student performance as measured by Distance from Standard California Assessment of Student Performance and Progress Results for English Language Arts and English Language Development (CAASPP-ELA/ELD)	Source: 2022-2023 CA Dashboard DISTRICT All: -54.9 EL: -78.8 FY: Student group too small to report HOM: -72.4 LI: -60.2 SWD: -120.5 HI: -56.4 Lowest performance (red indicator) on the	Source: 2023-2024 CA Dashboard DISTRICT All: -42.3 EL: -68.9 FY: Student group too small to report HOM: -49.1 LI: -48.1 SWD: -103.3 HI: -43.5 Lowest performance (red		Source: 2025-2026 CA Dashboard AGGRESSIVE OUTCOME: ALL SPUSD SCHOOLS: 0 DFS REALISTIC OUTCOME: DISTRICT	Difference: Baseline and 2023-2024 CAASPP ELA/ELD Student performance as measured by Distance from Standard DISTRICT All: +12.6 EL: +9.9 FY: Student group too small to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS): a DFS of 0 indicates meeting the expected grade-level performance ALL: All Students EL: English Learners FY: Foster Youth HOM: Homeless LI: Low Income SWD: Students with Disabilities HI: Hispanic (State Priority 4A)	Dashboard - Distance from Standard (DFS) DISTRICT EL: -78.8 HOM: -72.4 SWD: -120.5 SCHOOLS Barbara Webster ES SWD: -153.6 Blanchard ES ALL: -80.8 EL: -80.2 LI: -85.8 SWD: -148.1 HI: -79.5 Glen City ES SWD: -113 Thelma Bedell ES EL: -74.2 Isbell MS ALL: -74.5 EL: -104.2 HOM: -91.4 LI: -76.4 SWD: -123.7 HI: -75.6	indicator) on the Dashboard - Distance from Standard (DFS) DISTRICT No groups are in the red indicator on the CA Dashboard. SCHOOLS Barbara Webster ES No areas with red indicator Blanchard ES All: -91.5 EL: -104.5 LI: -99.6 HI: -90.8 Glen City ES SWD: -116.8 Grace Thille ES No areas with red indicator McKevett ES No areas with red indicator		All: -38.4 EL: -55.16 FY: Student group too small to report HOM: -50.78 LI: -42.14 SWD: -84.35 HI: -39.48 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) DISTRICT EL: -55.16 HOM: -50.78 SWD: -84.35 SCHOOLS Barbara Webster ES SWD: -120 Blanchard ES ALL: -60 EL: -60 LI: -65 SWD: -115 HI: -60	HOM: +23.3 LI: +12.1 SWD: +17.2 HI: +12.9 DISTRICT No groups are in the red indicator on the CA Dashboard. SCHOOLS Barbara Webster ES No areas with red indicator Blanchard ES All: -10.7 EL: -24.3 LI: -13.8 SWD - Not in the red indicator HI: -11.3 Glen City ES SWD: -3.8 Grace Thille ES No areas with red indicator McKevett ES No areas with red indicator Thelma Bedell ES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Thelma Bedell ES EL: -81.9 SWD: -121.3 Isbell MS No areas with red indicator Renaissance HS No areas with red indicator Santa Paula HS No areas with red indicator		Glen City ES SWD: -90 Thelma Bedell ES EL: -55 Isbell MS ALL: -55 EL: -80 HOM: -70 LI: -60 SWD: -95 HI: -60	EL: -7.7 SWD: -121.3 Isbell MS No areas with red indicator Renaissance HS No areas with red indicator Santa Paula HS No areas with red indicator
1.3	CAASPP ELA/ELD: Met or Exceeded Standard Statewide Assessment Percentage of students Met or Exceeded Standard ALL: All Students EL: English Learners FY: Foster Youth HOM: Homeless LI: Low Income SWD: Students with Disabilities HI: Hispanic (State Priority 4A)	Source: 2022-2023 DataQuest DISTRICT Met or Exceeded ALL: 29.41% EL: 7.94% FY: Student group too small to report HOM: 22.05% LI: 27.77% SWD: 5.55% HI: 27.56% SCHOOLS Met or Exceeded Barbara Webster Elementary	Source: 2023-2024 DataQuest DISTRICT Met or Exceeded ALL: 33.89% EL: 10.69% FY: Student group too small to report HOM: 33.51% LI: 31.58% SWD: 7.91% HI: 33.63% SCHOOLS Met or Exceeded Barbara Webster Elementary		Source: 2025-2026 DataQuest AGGRESSIVE OUTCOME: DISTRICT Met or Exceeded ALL: 80% EL: 80% FY: NA HOM: 80% LI: 80% SWD: 80% HI: 80% REALISTIC OUTCOME: DISTRICT	Difference: Baseline and 2023-2024 CAASPP ELA/ELD Percentage of students Met or Exceeded Standard DISTRICT ALL: +4.48% EL: +2.75% FY: Student group too small to report HOM: +11.46% LI: +3.81% SWD: +2.36% HI: +6.07% SCHOOLS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 29.93% Blanchard Elementary ALL: 19.16% Glen City Elementary ALL: 32.55% Grace Thille Elementary ALL: 43.02% McKevett Elementary ALL: 27.98% Thelma Bedell Elementary ALL: 25% Isbell Middle School ALL: 22.75% Renaissance High School ALL: 4.26% Santa Paula High School ALL: 44.84%	ALL: 29.16% Blanchard Elementary ALL: 14.97% Glen City Elementary ALL: 31.53% Grace Thille Elementary ALL: 42.13% McKevett Elementary ALL: 35.07% Thelma Bedell Elementary ALL: 28.17% Isbell Middle School ALL: 34.09% Renaissance High School ALL: 7.14% Santa Paula High School ALL: 47.96%		Met or Exceeded ALL: 40% EL: 20% HOM: 35% LI: 40% SWD: 15% HI: 40% SCHOOLS Met or Exceeded Barbara Webster Elementary ALL: 40% Blanchard Elementary ALL: 30% Glen City Elementary ALL: 45% Grace Thille Elementary ALL: 50% McKevett Elementary ALL: 40% Thelma Bedell Elementary ALL: 35%	Barbara Webster Elementary ALL: -0.77% Blanchard Elementary ALL: -4.19% Glen City Elementary ALL: -1.02% Grace Thille Elementary ALL: -0.89% McKevett Elementary ALL: +7.09% Thelma Bedell Elementary ALL: +3.17% Isbell Middle School ALL: +11.34% Renaissance High School ALL: +2.88% Santa Paula High School ALL: +3.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Isbell Middle School ALL: 35% Renaissance High School ALL: 15% Santa Paula High School ALL: 60%	
1.4	CAASPP MATH: Distance from Standard Statewide Assessment Student performance as measured by Distance from Standard California Assessment of Student Performance and Progress Results for Math (CAASPP--Math) Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS): a DFS of 0 indicates meeting the expected grade-level performance ALL: All Students	Source: 2022-2023 CA Dashboard DISTRICT All: -98.3 EL: -113.9 FY: Student group too small to report HOM: -110.6 LI: -102.5 SWD: -155.3 HI: -99.9 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) DISTRICT All: -98.3 EL: -113.9 HOM: -110.6	Source: 2023-2024 CA Dashboard DISTRICT All: -90.0 EL: -105.09 FY: Student group too small to report HOM: -93.4 LI: -95.2 SWD: -141.0 HI: -91.4 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) DISTRICT LTEL: -177.7		Source: 2025-2026 CA Dashboard AGGRESSIVE OUTCOME: ALL SPUSD SCHOOLS: 0 DFS REALISTIC OUTCOME: DISTRICT ALL: -75 EL: -90 FY: NA HOM: -85 LI: -80 SWD: -120 HI: -75 Lowest performance (red	Difference: Baseline and 2023-2024 CAASPP MATH Student performance as measured by Distance from Standard DISTRICT All: +8.3 EL: +8.8 FY: Student group too small to report HOM: +17.2 LI: +7.2 SWD: +14.3 HI: +8.5 DISTRICT LTEL: -177.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL: English Learners FY: Foster Youth HOM: Homeless LI: Low Income SWD: Students with Disabilities HI: Hispanic (State Priority 4A)	LI: -102.5 SWD: -155.3 HI: -99.9 SCHOOLS Barbara Webster ES SWD: -159.6 Blanchard ES SWD: -156.9 Glen City ES SWD: -137.4 Grace Thille ES No areas with red indicator McKevett No areas with red indicator Thelma Bedell ES SWD: -122.4 Isbell MS ALL:-116.5 EL: -143.6 HOM: -126.1 HI: -117.6 Renaissance HS No areas with red indicator	SCHOOLS Barbara Webster ES No areas with red indicator Blanchard ES All: -103.9 EL: 107.7 HI: 104.1 LI: 112.6 SWD: -159.2 Glen City ES No areas with red indicator Grace Thille ES No areas with red indicator McKevett No areas with red indicator Thelma Bedell ES EL: -98.8 SWD: -151.3 Isbell MS No areas with red indicator Renaissance HS		indicator) on the Dashboard - Distance from Standard (DFS) SCHOOLS Barbara Webster ES SWD: -120 Blanchard ES SWD: -120 Glen City ES SWD: -105 Thelma Bedell ES SWD: -95 Isbell MS ALL: -90 EL: -110 HOM: -95 HI: -90 Santa Paula HS ALL: -95 EL: -140 LI: -105 SWD: -160 HI: -100	No other areas with red indicator SCHOOLS Barbara Webster ES No areas with red indicator Blanchard ES All: -103.9 EL: 107.7 HI: 104.1 LI: 112.6 SWD: -2.3 Glen City ES No areas with red indicator Grace Thille ES No areas with red indicator McKevett No areas with red indicator Thelma Bedell ES EL: -98.8 SWD: -28.9 sbell MS No areas with red indicator Renaissance HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Santa Paula HS ALL: -123.1 EL: -178.9 LI: -135.3 SWD: -200.5 HI: -129.2	All: -237.1 HI: -240.5 LI: -240.2 Santa Paula HS ALL: -132.3 EL: -195.9 HI: -135.2 LTEL: -216.8 LI: -144.1 SWD: -228.9			All: -237.1 HI: -240.5 LI: -240.2 Santa Paula HS ALL: -9.2 EL: -17.0 HI: -6.0 LTEL: -216.8 LI: -8.8 SWD: -28.4
1.5	CAASPP MATH: Met or Exceeded Standard Statewide Assessment Percentage of students Met or Exceeded Standard ALL: All Students EL: English Learners FY: Foster Youth HOM: Homeless LI: Low Income SWD: Students with Disabilities HI: Hispanic (State Priority 4A)	Source: 2022-2023 DataQuest DISTRICT Met or Exceeded ALL : 17.46% EL: 6.22% FY: Student group too small to report HOM: 15.05% LI: 16.25% SWD: 3.13% HI: 16.9% SCHOOLS Met or Exceeded Barbara Webster Elementary ALL : 24.22% Blanchard Elementary ALL: 14.05%	Source: 2023-2024 DataQuest DISTRICT Met or Exceeded ALL : 20.17% EL: 8.47% FY: Student group too small to report HOM: 20.52% LI: 18.32% SWD: 4.42% HI: 19.72% SCHOOLS Met or Exceeded Barbara Webster Elementary ALL : 17.15% Blanchard Elementary		Source: 2025-2026 DataQuest DISTRICT Met or Exceeded ALL: 30% EL: 30% FY: NA HOM: 30% LI: 30% SWD: 15% HI: 30% SCHOOLS Met or Exceeded Barbara Webster Elementary ALL: 35% Blanchard Elementary ALL: 25%	Difference: Baseline and 2023-2024 CAASPP MATH Percentage of students Met or Exceeded Standard DISTRICT ALL : +2.71% EL: +2.25% FY: Student group too small to report HOM: 5.47% LI: +2.07% SWD: +1.29% HI: +2.82% SCHOOLS Barbara Webster Elementary ALL : -7.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Glen City Elementary ALL: 23.74% Grace Thille Elementary ALL: 34.88% McKevett Elementary ALL: 28.17% Thelma Bedell Elementary ALL: 19.28% Isbell Middle School ALL: 12.16% Renaissance High School ALL: 0% Santa Paula High School ALL: 15.49%	ALL: 12.57% Glen City Elementary ALL: 24.72% Grace Thille Elementary ALL: 24.09% McKevett Elementary ALL: 40.10% Thelma Bedell Elementary ALL: 26.52% Isbell Middle School ALL: 15.83% Renaissance High School ALL: 0% Santa Paula High School ALL: 15.66%		Glen City Elementary ALL: 35% Grace Thille Elementary ALL: 45% McKevett Elementary ALL: 40% Thelma Bedell Elementary ALL: 30% Isbell Middle School ALL: 25% Renaissance High School ALL: 10% Santa Paula High School ALL: 30%	Blanchard Elementary ALL: _1.48% Glen City Elementary ALL: +0.98% Grace Thille Elementary ALL: -10.79% McKevett Elementary ALL: +11.93% Thelma Bedell Elementary ALL: +7.24% Isbell Middle School ALL: +3.67% Renaissance High School ALL: 0% Santa Paula High School ALL: +0.17
1.6	California Science Test (CAST): Met or Exceeded Standard Statewide Assessment	Source: 2022-2023 DataQuest DISTRICT Met or Exceeded	Source: 2023-2024 DataQuest DISTRICT Met or Exceeded		Source: 2025-2026 DataQuest DISTRICT Met or Exceeded	Difference: Baseline and 2023-2024 CAASPP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students Met or Exceeded Standard (State Priority 4A)	ALL: 14.07% EL: 0.35% FY: Student group too small to report HOM: 11.90% LI: 13.32% SWD: 1.80%	ALL: 15.71% EL: 1.63% FY: Student group too small to report HOM: 10.71% LI: 12.61% SWD: 3.74%		ALL: 30% EL: 10% HOM: 25% LI: 30% SWD: 10%	California Science Test Percentage of students Met or Exceeded Standard DISTRICT ALL: +1.64% EL: +1.28% FY: Student group too small to report HOM: -1.19% LI: -0.71% SWD: +1.94%
1.7	Graduates meeting UC/CSU Requirements Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements (State Priority 4B)	Source: 2022-2023 CA Dashboard ALL: 23.5% EL: 9.0% FY: Student group too small to report HOM: 11.0% LI: 23.7% SWD: 5.5% HI: 23.9%	Source: 2023-2024 CA Dashboard** ALL: 68.8% EL: 62.5% FY: N/A HOM: 73.3% LI: 67.8% SWD: 25.0% HI: 68.8%		Source: 2025-2026 CA Dashboard ALL: 34% EL: 15% FY: NA HOM: 20% LI: 34% SWD: 10% HI: 34%	Difference: Baseline and 2023-2024 Graduates meeting UC/CSU Requirements Percentage of students in the combined four- and five-year graduation rate who met the University of California (UC) and California State University (CSU) requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ALL: +45.3% EL: +53.5% FY: N/A HOM: +62.3% LI: +44.1% SWD: +19.5% HI: +44.9%
1.8	CTE Sequence/Program Completion Rate Percentage of students in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grade of C- or better (State Priority 4C)	Source: 2022-2023 CA Dashboard ALL: 16.8% EL: 8% FY: Student group too small to report HOM: 11% LI: 16.8% SWD: 9.6% HI: 16.8%	Source: 2023-2024 CA Dashboard** ALL: 26.8% EL: 12.5% FY: N/A HOM: 30.0% LI: 25.7% SWD: 41.7% HI: 25.0%		Source: 2025-2026 CA Dashboard ALL: 30% EL: 15% FY: NA HOM: 20% LI: 30% SWD: 15% HI: 30%	Difference: Baseline and 2023-2024 CTE Sequence/Program Completion Rate Percentage of students in the combined four- and five-year graduation rate who completed at least one Career Technical (CTE) Pathway with a grade of C- or better ALL: +10.0% EL: +4.5% FY: N/A HOM: 19.0% LI: +8.9% SWD: +32.1% HI: +8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	A-G Completion Rate AND Sequence/Program Completion Rate Percentage of students in the combined four- and five-year graduation rate who met UC/CSU requirements AND completed at least one CTE Pathway with a grade of C- or better (State Priority 4D)	Source: 2022-2023 CA Dashboard ALL: 23.5% EL: 9% FY: Student group too small to report HOM: 11% LI: 23.7% SWD: 5.5% HI: 23.9%	Source: 2023-2024 CA Dashboard ALL: 35.5% EL: 21% FY: Student group too small to report HOM: 25.9% LI: 34.1% SWD: 8.1% HI: 35%		Source: 2025-2026 CA Dashboard ALL: 35% EL: 20% FY: NA HOM: 25% LI: 35% SWD: 15% HI: 35%	Difference: Baseline and 2023-2024 A-G Completion Rate AND Sequence/Program Completion Rate Percentage of students in the combined four- and five-year graduation rate who met UC/CSU requirements AND completed at least one CTE Pathway with a grade of C- or better ALL: +12% EL: +12% FY: Student group too small to report HOM: +14.9% LI: +10.4% SWD: +2.6% HI: +11.1%
1.10	College/Career Indicator (CCI) Includes both college and career readiness measures -Percent of high school students in	Source: 2022-2023 CA Dashboard College/Career Levels & Measures Report - CCI ALL: 40.4%	Source: 2023-2024 CA Dashboard ALL: 42.4% EL: 23.4% FY: N/A HOM: 27.8%		Source: 2025-2026 CA Dashboard College/Career Levels & Measures Report - CCI ALL: 55%	Difference: Baseline and 2023-2024 College/Career Indicator (CCI)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the combined four- and five-year graduation rate: Percentage of students prepared (State Priority 4H)	EL: 23% FY: Student group too small to report HOM: 29.1% LI: 40% SWD: 18.1% HI: 40%	LI: 40.8% SWD: 14.6% HI: 41.5%		EL: 40% FY: NA HOM: 45% LI: 55% SWD: 35% HI: 55%	Includes both college and career readiness measures -Percent of high school students in the combined four- and five-year graduation rate: Percentage of students prepared ALL: +2.0% EL: +0.4% FY: N/A HOM: -1.3% LI: +0.8% SWD: -3.5% HI: +1.5%
1.11	AP Exam Pass Rate Percent of Students who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams (State Priority 4G)	Source: 2022-2023 CA Dashboard College/Career Levels & Measures Report - AP Exam Pass Rate ALL: 13.3% EL: 4.3% FY: Student group too small to report LI: 11.7% HOM: 13% SWD: 15.4% HI: 12.6%	Source: 2023-2024 CA Dashboard ALL: 23.4% EL: 0.0% FY: N/A HOM: 10.0% LI: 19.7% SWD: 0.0% HI: 19.8%		Source: 2025-2026 CA Dashboard College/Career Levels & Measures Report - AP Exam Pass Rate ALL: 35% EL: 10% FY: NA LI: 35% HOM: 20% SWD: 20% HI: 35%	Difference: Baseline and 2023-2024 AP Exam Pass Rate Percent of Students who pass the AP exam with a score of 3 or higher on two Advanced Placement (AP) Exams ALL: +10.1% EL: -4.3% FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HOM: -3.0% LI: +8.0% SWD: -15.4% HI: +7.2%
1.12	State Seal of Biliteracy Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment (State Priority 4H)	Source: 2022-2023 CA Dashboard, College/Career Levels & Measures Report - State Seal of Biliteracy ALL: 7.5% EL: 4.3% FY: Student group too small to report HOM: 21.7% LI: 8.0% SWD: 0.0% HI: 7.8%	Source: 2023-2024 CA Dashboard ALL: 10.7% EL: 3.1% FY: 0.0% HOM: 13.3% LI: 11.5% SWD: 0.0% HI: 11.5%		Source: 2025-2026 CA Dashboard, College & Career Measures Report - State Seal of Biliteracy ALL: 20% EL: 15% FY: NA HOM: 30% LI: 20% SWD: 10% HI: 20%	Difference: Baseline and 2023-2024 State Seal of Biliteracy Percent of graduates who earned the State Seal of Biliteracy and Scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment ALL: +3.2% EL: -1.2% FY: 0.0% HOM: -8.4% LI: +3.5% SWD: 0.0% HI: +3.7%
1.13	English Learner Reclassification Rate (State Priority 4F)	Source: 2022-2023 CalPADS 2.16 Report (EOY 3) & CalPADS 2.9 (21-22) Source: Ed-Data Source (CDE, CalPADS)	Source: 2023-2024 CalPADS 2.16 Report (EOY 3) & CalPADS 2.9 (22-23)		Source: 2025-2026 CalPADS 2.16 Report (EOY 3) & CalPADS 2.9 (25-26)	Difference: Baseline and 2023-2024 English Learner Reclassification Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 Barbara Webster: 9.5% Blanchard: 7.9% Glen City: 10.5% Grace Thille: 8.8% Isbell MS: 34.6% McKevett: 9.5% Renaissance HS: 2% Santa Paula HS: 13.4% Thelma Bedell: 5% District Total Reclassified: 15%	Source: Ed-Data Source (CDE, CalPADS) 2023-2024 Barbara Webster: 12.2% Blanchard: 14.6% Glen City: 10.5% Grace Thille: 12.5% Isbell MS: 5.8% McKevett: 15.8% Renaissance HS: 10.8% Santa Paula HS: 13.6% Thelma Bedell: 10.4% District Total Reclassified: 11.2%		Source: Ed-Data Source (CDE, CalPADS) Barbara Webster: 20% Blanchard: 20% Glen City: 20% Grace Thille: 20% Isbell MS: 75% McKevett: 20% Renaissance HS: 15% Santa Paula HS: 25% Thelma Bedell: 20% District Total Reclassified: 30%	Barbara Webster: +2.7% Blanchard: +6.7% Glen City: +0% Grace Thille: +3.7% Isbell MS: -28.8% McKevett: +6.3% Renaissance HS: +8.8% Santa Paula HS: +.2% Thelma Bedell: +5.4% District Total Reclassified: -3.8%
1.14	Percent of English Learners At-Risk and Long-Term English Learners (LTEL) (State Priority 4F)	Source: 2023-2024 DataQuest EL 4-5 Years At-Risk : 9.8% (147 out of 1495) Not At-Risk or LTEL: 24.4% (365 out of 1,495)	Source: 2024-2025 DataQuest EL 4-5 Years At-Risk : 11% (148 out of 1,344) Not At-Risk or LTEL: 23% (303 out of 1344)		Source: 2025-2026 DataQuest EL 4-5 Years At-Risk : 3% Not At-Risk or LTEL: 20%	Difference: Baseline and 2024-2025 Percent of English Learners At-Risk and Long-Term English Learners (LTEL) EL 4-5 Years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 6+ Years LTEL: 22% (327 out of 1,495)	EL 6+ Years LTEL: 22% (296 out of 1,344)		EL 6+ Years LTEL: 8%	At-Risk : +1.2% Not At-Risk or LTEL: -1.4% EL 6+ Years LTEL: 0%
1.15	Physical Fitness Test (PFT) (State Priority 8)	Source: 2023-24 PE Fitnessgram Data (Evalumetrics). No results were reported to the CDE for the PFT Participation rates: 5th Grade: 99.4% 7th Grade: 97.2% 9th Grade: 81.6%	Source: 2024-25 PE Fitnessgram Data (Evalumetrics). No results were reported to the CDE for the PFT Participation rates: 5th Grade: 98.8% 7th Grade: 93.6% 9th Grade: 93.7%		Source: 2026-27 PE Fitnessgram Data (Evalumetrics). Participation rates: 5th Grade: at or above 99.4% 7th Grade: 99% 9th Grade: 99%	Difference: Baseline and 2024-2025 Physical Fitness Test (PFT) Participation rates: 5th Grade: -0.6% 7th Grade: -3.6% 9th Grade: +12.1%
1.16	STUDENTS WITH DISABILITIES Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class 80% or more of the school day: (State Priority 7C)	Source: Special Education Annual Determination 23-24 (22-23 Data) District: 55.63%	Source: Special Education Annual Determination 24-25 (23-24 Data) District: 58.61%		Source: Special Education Annual Determination 25-26 (24-25 Data) District: 70%	Difference: Baseline and 2024-2025 STUDENTS WITH DISABILITIES Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						regular class 80% or more of the school day: District: +2.98%
1.17	STUDENTS WITH DISABILITIES Total Number of Implemented Co-Taught Classes in Secondary Schools (State Priority 7C)	Source: 2023-2024 QSIS Master Schedule SPHS: Total number of Co-Taught classes: 5 Isbell MS: Total number of Co-Taught classes: 0	Source: 2024-2025 QSIS Master Schedule SPHS: Total number of Co-Taught classes: 27 Isbell MS: Total number of Co-Taught classes: 10		Source: 2026-2027 SPHS Master Schedule SPHS: Total number of Co-Taught classes: 10 Isbell MS: Total number of Co-Taught classes: 2	Difference: Baseline and 2024-2025 STUDENTS WITH DISABILITIES Total Number of Implemented Co-Taught Classes in Secondary Schools SPHS: Total number of Co-Taught classes: +22 Isbell MS: Total number of Co-Taught classes: +10
1.18	CSPP Preschool Enrollment Total number of students enrolled (State Priority 7B)	Source: 2023-2024 QSIS ALL: 79	Source: 2024-2025 QSIS ALL: 81		Source: 2026-2027 QSIS ALL: 120	Difference: Baseline and 2024-2025 CSPP Preschool Enrollment Total number of students enrolled

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ALL: +2
1.19	Transitional Kindergarten Enrollment Total number of students enrolled (State Priority 7B)	Source: 2023-2024 QSIS ALL: 135	Source: 2024-2025 QSIS ALL: 124		Source: 2026-2027 QSIS ALL: 162	Difference: Baseline and 2024-2025 Transitional Kindergarten Enrollment Total number of students enrolled ALL: -11

Goal Analysis [2024-25]

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

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

The district made significant progress in carrying out our planned initiatives, while also responding effectively to emerging needs and challenges throughout the year.

Successful Implementation:

Action 1.1 (Professional Development) - Successfully implemented professional development in Cognitively Guided Instruction (CGI), K-5; Preschool through 3rd grade Coherence Collaborative (P3CC), K-3; Performance Matters K-12; Standards Maps, K-12; Science through West-Ed, High School; Cal Ed Partners Math, 8-9.

Action 1.2 (Data Service Specialist) - Successfully implemented the salary position responsible for monitoring and analyzing student achievement data and educational software usage across the district.

Action 1.3 (Director of Early Childhood and Elementary Education, and Director of College and Career Readiness and Student Achievement) - Successfully implemented the continued funding for positions that provide oversight and support to schools, ensuring that our educational programs align with the goals and priorities outlined in the LCAP.

Action 1.4 (Transitional Kindergarten and Kindergarten Bilingual Instructional Aides (IAs)) - Successfully implemented the implementation of IA support to support our youngest learners, particularly our ELLs. The IAs provided targeted language support, small-group instruction, and individualized attention to students. The Bilingual IAs bridged the language gap, ensuring that all students have the opportunity to develop a strong foundation in both English and their home language.

Action 1.5 (Expanded Transitional Kindergarten and Preschool Classes) - Successfully implemented TK and Preschool classes, increasing access to high-quality early childhood education and ensuring that the students develop the foundational skills they need to be successful in school.

Action 1.6 (Dual Language Immersion - DLI) - Successfully implemented DLI, fostering bilingualism, biliteracy, and cultural competence by providing instruction in both English and Spanish, preparing students to succeed in a diverse, global society.

Action 1.8 (Newcomer Teacher) - Successfully implemented the support services of the Newcomer teacher, who offered specialized support and instruction to our newcomers to ensure they develop skills and confidence for long-term success.

Action 1.9 (Exam Placement Program Exam Fees) - Successfully implemented the funding for the financial support for AP courses and exams, SPUSD removes barriers to participation and encourages more students, particularly those from underrepresented backgrounds, to challenge themselves academically and explore their full potential.

Action 1.10 (Career Technical Education Support) - Successfully implemented support for the CTE programs to provide students with industry-specific standards and skills, work-based learning experiences, and certifications that enhance their employability and competitiveness in the job market.

Action 1.11 (Postsecondary Field Trips (5,7, 9) & Standards-Aligned Field Trips (elementary)) - Successfully implemented field trips to expose students to new ideas, cultures, and potential career paths, fostering curiosity, motivation, and a broader perspective on their future possibilities.

Action 1.12 (Music Program) - Successfully implemented the music programs K-12. Students receive band instruction from 4th to 12th grade. A choral program is provided for 9th - 12th grades.

Action 1.13 (AVID Program) - Successfully implemented the AVID Program to promote college and career readiness and close achievement gaps. AVID provides students, particularly those from underrepresented backgrounds, with the skills, support, and resources necessary to succeed in rigorous academic courses and navigate the college application process.

Action 1.14 (Elective Classes) - Successfully implemented elective classes at SPHS to expose students to diverse subjects, identify strengths and passions, and develop essential 21st-century skills valued by employers.

Action 1.15 (Credit Recovery) - Successfully implemented Credit Recovery at SPHS by providing students who have fallen behind with opportunities to make up credits and get back on track, the program reduces dropout rates, promotes on-time graduation, and ensures equitable access to a comprehensive education for all students.

Action 1.16 (A-G Completion Rate) - Successfully implemented the allocation of funds to support the A-G completion rate for Santa Paula High School students, which is a strategic investment to increase college readiness and post-secondary opportunities.

Action 1.17 (TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA)) - Successfully implemented the funding of the ELD TOSA, addressing the unique challenges faced by ELLs. The ELD TOSA enhances instructional practices through professional development and coaching, provides direct services to students in need, develops and aligns the ELD curriculum, and monitors progress through data analysis.

Action 1.18 (ELD Standards and Curriculum Alignment) - Successfully implemented the allocation of funds to support the alignment of curriculum with ELD standards, ensuring equitable access to high-quality education for English Language Learners.

Implementation Challenges:

There were no implementation challenges.

Modified Implementation:

Action 1.7 (Language Appraisal Team - LAT) The LAT Team did not begin meeting until the end of the second semester. The LAT Team has been renamed the ELD Task Force to begin exploring ways to increase the achievement of our English Learners (ELs). The ELD Task Force will begin meeting regularly throughout the 25-26 school year.

Non-Implemented Actions:

Action 1.19 (Co-teaching for Students with Disabilities). This action was not funded through LCAP; however, Co-teaching is in the beginning stages of implementation at SPHS. This action will be removed from the LCAP in the 2025-2026 school year.

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

For Goal 1 expenditures, there were no significant material differences between budgeted and estimated actuals.

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

Our review of both quantitative and qualitative data revealed that the actions taken to achieve Goal 1 had mixed levels of success. The effectiveness of these actions was assessed using the California School Dashboard's color-coded performance levels: Blue, Green, Yellow, Orange, and Red. These indicators are determined by evaluating both the current year's results (Status) and changes over time (Change). Blue indicates the highest performance, Green reflects meeting targets, Yellow signals performance near or slightly below target, Orange indicates performance below expectations, and Red represents the lowest level of achievement.

Strong Effectiveness:

Actions 1.1(Math and ELA PD), Action 1.2 (Effective Data Analysis), Action 1.3 (K-12 Academic Leadership), Action 1.5 (Emphasis on Early Childhood Education), and Action 1.12 (Music Program)

ELA:

From 2022-2023 to 2023-2024, the district improved its CA Dashboard Distance from Standard (DFS) scores across all reported student groups. For example, the "All" student group improved from -54.9 to -42.3, English Learners (EL) improved from -78.8 to -68.9, and Students with Disabilities (SWD) improved from -120.5 to -103.3. The Homeless (HOM) group demonstrated a significant improvement, decreasing from -72.4 to -49.1. In 2022-2023, EL, HOM, and SWD were in the lowest performance (red) category; however, in 2023-2024, no groups fell into this category. This reflects notable progress and a reduction in achievement gaps throughout the district.

MATH:

Between 2022-2023 and 2023-2024, the district made measurable progress in Distance from Standard (DFS) scores across all major student groups. The overall district score improved from -98.3 to -90.0. English Learners (EL) improved from -113.9 to -105.09, Homeless (HOM) students from -110.6 to -93.4, and Low Income (LI) students from -102.5 to -95.2. Students with Disabilities (SWD) improved from -155.3 to -141.0, while the Hispanic/Latino (HI) group advanced from -99.9 to -91.4.

In 2022-2023, all reported groups were in the lowest performance (red) category. By 2023-2024, only Long-Term English Learners (LTEL) remained in the red indicator, with a DFS of -177.7. This demonstrates overall improvement and narrowing achievement gaps, although LTEL students continue to require focused support.
Action 1.4 (Instructional Aides)

Action 1.6 (DLI Program), Action 1.8 (Support for Newcomer Students), Action 1.17 (ELD Support), and Action 1.18 (ELD Support)

Seal of Biliteracy:

Between 2022-2023 and 2023-2024, the district's overall rate of students earning the State Seal of Biliteracy increased from 7.5% to 10.7%. Low Income (LI) students improved from 8.0% to 11.5%, and Hispanic/Latino (HI) students from 7.8% to 11.5%. However, the percentage of English Learners (EL) decreased from 4.3% to 3.1%, and the percentage of Homeless (HOM) students dropped from 21.7% to 13.3%. Students with Disabilities (SWD) remained at 0.0% for both years. Foster Youth (FY) was too small to report in 2022-2023 and reported 0.0%

in 2023-2024. These results indicate overall progress in biliteracy achievement, particularly for LI and HI students, while also highlighting declines for EL and HOM groups and continued challenges for SWD.

Action 1.11 (College Field Trips), Action 1.13 (AVID Program), Action 1.15 (Credit Recovery), and Action 1.16 (A-G Completion)

Graduates meeting UC/CSU Requirements:

Between 2022-2023 and 2023-2024, all student groups saw dramatic improvements in meeting UC/CSU requirements. The overall district rate surged from 23.5% to 68.8%. English Learners (EL) improved from 9.0% to 62.5% (+53.5 points), Homeless (HOM) students from 11.0% to 73.3% (+62.3 points), and Low Income (LI) students from 23.7% to 67.8% (+44.1 points). Hispanic/Latino (HI) students rose from 23.9% to 68.8% (+44.9 points). Students with Disabilities (SWD) increased from 5.5% to 25.0% (+19.5 points), though they remain the lowest-performing group. These results reflect transformative progress in college readiness across the district, particularly for historically underserved populations, such as English Language (EL) and Homeless (HOM) students.

College and Career Indicator:

The district's overall college and career readiness improved slightly from 40.4% to 42.4% between the 2022-2023 and 2023-2024 years. Hispanic/Latino (HI) students increased from 40% to 41.5%, and Low Income (LI) students rose from 40% to 40.8%. However, English Learners (EL) saw minimal progress (23% to 23.4%), while Homeless (HOM) students declined from 29.1% to 27.8%. Students with Disabilities (SWD) experienced a significant drop from 18.1% to 14.6%, highlighting ongoing challenges for this group. Foster Youth (FY) data remained unreported. These results suggest uneven progress, with improvements for HI and LI students but persistent gaps for EL, HOM, and SWD populations.

AP Exam Pass Rates:

The district's overall AP exam pass rate increased from 13.3% to 23.4% between the 2022-2023 and 2023-2024 academic years. Low-income (LI) students improved from 11.7% to 19.7%, and Hispanic/Latino (HI) students rose from 12.6% to 19.8%. However, English Learners (EL) dropped sharply from 4.3% to 0.0%, and Students with Disabilities (SWD) fell from 15.4% to 0.0%. H

Homeless (HOM) students also declined from 13% to 10%. Foster Youth (FY) data remained unreported. These results highlight progress for LI and HI students, but severe setbacks for EL and SWD groups, with HOM students also experiencing regression.

Action 1.10 (Support for CTE Program), and Action 1.14 (Elective Classes)

CTE Completion:

Between 2022-2023 and 2023-2024, the district saw significant increases in CTE (Career Technical Education) completion rates across all reported student groups. The overall completion rate rose from 16.8% to 26.8%. English Learners (EL) improved from 8% to 12.5%, while Homeless (HOM) students jumped from 11% to 30%. Low Income (LI) students increased from 16.8% to 25.7%, and Hispanic/Latino (HI) students from 16.8% to 25%. The most dramatic gain was among Students with Disabilities (SWD), whose completion rate soared from 9.6%

to 41.7%. These improvements indicate that more students across all groups are completing CTE pathways, with especially notable progress for Homeless and SWD students.

Emerging Effectiveness:

Action 1.9 (AP Exam Fees)

AP Exam Pass Rates:

The district's overall AP exam pass rate increased from 13.3% to 23.4% between the 2022-2023 and 2023-2024 academic years. Low-income (LI) students improved from 11.7% to 19.7%, and Hispanic/Latino (HI) students rose from 12.6% to 19.8%. However, English Learners (EL) dropped sharply from 4.3% to 0.0%, and Students with Disabilities (SWD) fell from 15.4% to 0.0%. Homeless (HOM) students also declined from 13% to 10%. Foster Youth (FY) data remained unreported. These results highlight progress for LI and HI students, but severe setbacks for EL and SWD groups, with HOM students also experiencing regression.

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

Based on our analysis and educational partner feedback, the following are the planned adjustments for the 2024-2027 LCAP cycle:

GOAL DISCRIPTION:

No Changes

METRICS CHANGED:

-Metric 1.9: Baseline corrected with the 2023 CA Dashboard Data
-Metric 1.13: The metrics changed to align with the CalPad reports
-Metric 1.14: The metrics changed to align with only Emergent Bilinguals, where the RFEP students are not counted.

ACTIONS MODIFIED (Changes to the following actions will be reflected in the Action Title and Description):

-Action 1.4, P1d: Transitional Kindergarten and Kindergarten Bilingual Instructional Aides (IAs) has been renamed to P1d. TK/K Bilingual Aides
-Action 1.5, P1e: Expanded Transitional Kindergarten and Preschool Classes has been renamed to P1e. Expanded TK-Preschool
-Action 1.6, P1f: for Dual Language Immersion - DLI has been renamed to P1f. ELD Support
-Action 1.7, P1g: The Language Appraisal Team (LAT) has been renamed to P1g. ELD Task Force
-Action 1.11, P1k: Postsecondary Field Trips (5,7, 9) & Standards-Aligned Field Trips (elementary) has been renamed to P1k. Field Trips

-Action 1.18, P1r: ELD Standards and Curriculum Alignment will be changed to P1r. ELD Support and Resources. This change will enable the funds to be used for curriculum and instructional resources in the classroom, addressing the ELD Standards.

EXPECTED OUTCOMES:

-No Goal 1 expected outcomes were modified.
-No Goal 1 expected outcomes were added.
-No Goal 1 expected outcomes were removed.

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	P1a. Professional Development (State Priority 4)	Based on an analysis of student performance data, classroom observations, and feedback from educators, targeted professional development in key areas is essential to improving student literacy and math outcomes and enhancing instructional practices. (All students including FY, LI, EL, SWD) -The CORE Literacy training equips teachers with research-based strategies to effectively teach reading and writing skills -Cognitively Guided Instruction (CGI) workshops focus on developing students' mathematical problem-solving abilities. -EL Shadowing sessions provide educators with tools to better support English Language Learners, ensuring their academic success. -Performance Matters training enables teachers to use data-driven insights to inform instruction and personalize learning experiences. -Standards-based instructional professional development aligns teaching practices with state and national standards, guaranteeing a rigorous and coherent curriculum. SPUSD's investment in these targeted professional development opportunities will empower our educators to deliver high-quality, evidence-based instruction that meets the diverse needs of our student population and ultimately drives academic achievement.	$804,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Differentiated Assistance Focus Area: Professional development will include targeted training on supporting homeless students in ELA and math, as well as implementing positive behavior supports to reduce suspensions for this student group. Lowest Performing Focus Area: Professional development will focus on evidence-based strategies to support English Learners, Students with Disabilities, and Homeless students in ELA and math, improve ELPI scores, and reduce suspensions and chronic absenteeism for these groups.		
1.2	P1b. Data Service Specialist (State Priority 4)	The Data Service Specialist is a critical member of our educational team, responsible for monitoring and analyzing student achievement data and educational software usage across the district. By providing timely and accurate data insights, the specialist enables administrators and educators to make informed decisions that directly impact student learning outcomes. This role is essential in identifying areas of need, evaluating the effectiveness of instructional programs, and ensuring that our students receive the targeted support necessary for their academic success. The Data Service Specialist's expertise in data management and analysis contributes to our SPUSD's commitment to data-driven decision-making, ultimately fostering a culture of continuous improvement and excellence in education. (All students, including FY, LI, EL, SWD) Differentiated Assistance Focus Area: The Data Service Specialist will analyze and disaggregate data on homeless students in ELA, math, and suspensions to inform targeted interventions that align with differentiated assistance priorities. Lowest Performing Focus Area: The Data Service Specialist will prioritize data analysis for student groups performing in the red, particularly in ELA, math, ELPI, suspension rates, chronic absenteeism, graduation rates, and college/career readiness, to inform targeted interventions.	$68,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	P1c. Directors of Elementary and Secondary (State Priorities 4, 7, & 8)	Our Director of Early Childhood and Elementary Education And Director of College and Career Readiness and Student Achievement play a vital role in ensuring the successful implementation of our district's Local Control and Accountability Plan (LCAP). These administrators provide strategic leadership, oversight, and support to schools, ensuring that our educational programs align with the goals and priorities outlined in the LCAP. By monitoring student progress, identifying areas for improvement, and facilitating collaboration among teachers and staff, these directors ensure that our students receive high-quality instruction and targeted interventions to support their academic, social, and emotional growth. Furthermore, they are responsible for the effective allocation of resources, implementing research-based practices, and cultivating a positive school culture that promotes equity and inclusivity. The presence of our skilled Director of Early Childhood and Elementary Education And Director of College and Career Readiness and Student Achievement is essential to the successful execution of our LCAP and the achievement of our district's mission to provide an excellent education for all students. (All students including FY, LI, EL, SWD)	$539,121.30	Yes
1.4	P1d. TK/K Bilingual Aides (State Priority 4)	Transitional Kindergarten and Kindergarten Bilingual Instructional Aides (IAs) are essential to the successful implementation of our district's Local Control and Accountability Plan (LCAP) and our commitment to providing equitable access to education for all students. These IAs play a crucial role in supporting our youngest learners, particularly those who are English Language Learners (ELLs), as they navigate the challenging transition into formal schooling. By providing targeted language support, small group instruction, and individualized attention, bilingual IAs help to bridge the language gap and ensure that all students have the opportunity to develop a strong foundation in both English and their home language. This early intervention is critical in promoting long-term academic success, as it helps to prevent achievement gaps from forming and sets our students on a path towards bilingualism and biliteracy. Furthermore, the presence of bilingual IAs in Transitional Kindergarten and Kindergarten classrooms promotes a welcoming and inclusive environment that values diversity and fosters strong home-school connections. The support provided by these IAs is	$465,586.98	Yes

Action #	Title	Description	Total Funds	Contributing
		essential to the realization of our LCAP goals and our district's mission to provide a high-quality, equitable education for all students. (All students including FY, LI, EL, SWD)		
1.5	P1e. Expanded TK-Preschool (State Priorities 4 & 7)	Expanding TK and Preschool classes is crucial for achieving LCAP goals and promoting long-term academic success. (All students including FY, LI, EL, SWD) Expanded Transitional Kindergarten and Preschool Classes: -Increases access to high-quality early childhood education and invests in Santa Paula's future -Ensures youngest learners develop foundational skills necessary for success in school and beyond -Follows the research showing TK and Preschool attendees are better prepared for Kindergarten, exhibit stronger social-emotional skills, and are more likely to succeed academically -Addresses educational equity by providing all children with the same high-quality learning opportunities -Prioritizes expansion to demonstrate SPUSD's commitment to early intervention, closing achievement gaps, and ensuring support for all students to thrive -Aligns with LCAP goals and mission to provide comprehensive, equitable education for all students	$783,984.72	Yes
1.6	P1f. ELD Support	The allocation of LCAP funds to support the English Language Development (ELD) programs is a strategic investment in promoting linguistic diversity, academic achievement, and cultural understanding. By dedicating resources to these programs, the district demonstrates its commitment to providing high-quality, research-based instruction that meets the unique needs of English Language Learners and values the linguistic assets they bring to the classroom. The ELD program focuses on developing English proficiency while supporting academic content knowledge, ensuring that ELLs have equitable access to the core curriculum and can actively participate in their learning.	$27,162.50	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	P1g. ELD Task Force (State Priorities 4 & 7)	The ELD Task Force is a multidisciplinary team responsible for monitoring and supporting the progress of all English Learners. The ELD Task Force ensures that: • Appropriate instruction, support, and intervention strategies are provided to accelerate the language development of all English Learners (ELs), including Long-Term English Learners (LTELs). • Reclassified Fluent English Proficient (RFEP) students continue to progress and achieve academic proficiency after reclassification.	$10,865.00	Yes
1.8	P1h. Newcomer Teacher (State Priorities 4 & 7)	The SPUSD Newcomer teacher is essential for achieving LCAP goals and ensuring equitable access to education for recently arrived immigrants and English Language Learners (ELLs). The Newcomer teacher: -Provides specialized support and instruction to help students adapt to a new educational system, language, and culture -Offers targeted language acquisition programs, social-emotional support, and culturally responsive teaching -Creates a welcoming and inclusive learning environment that values diversity and promotes rapid integration -Prevents achievement gaps and ensures Newcomer students develop skills and confidence for long-term success -Facilitates communication between school and families, fostering strong home-school connections -Provides a comprehensive, equitable education that meets the unique needs of all students, including Newcomers Differentiated Assistance Focus Area: The Newcomer Teacher will provide intensive support for homeless English learners, addressing their unique needs in ELA and math as identified through differentiated assistance.	$173,840.00	Yes
1.9	P1i Advanced Placement Program/Exam Fees	Funding the Advanced Placement (AP) Program and exam fees is crucial for achieving our district's Local Control and Accountability Plan (LCAP) goals of promoting college and career readiness and ensuring equitable access to rigorous, high-quality educational opportunities for all students.	$43,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(State Priority 4)	By providing financial support for AP courses and exams, SPUSD removes barriers to participation and encourages more students, particularly those from underrepresented backgrounds, to challenge themselves academically and explore their full potential. Participation in AP courses not only enhances students' critical thinking, time management, and study skills but also provides them with the opportunity to earn college credit, reducing the time and cost of obtaining a college degree. Additionally, research has shown that students who participate in AP courses are more likely to enroll in college, perform better academically, and have higher graduation rates. By investing in the AP Program and exam fees, SPUSD demonstrates its commitment to preparing all students for post-secondary success, closing achievement gaps, and promoting a culture of high expectations and continuous improvement. This investment is essential to the realization of our LCAP goals and our district's mission to provide a comprehensive, equitable education that empowers all students to succeed in college, career, and life.		
1.10	P1j. Career Technical Education Support (State Priority 4)	Supporting Career Technical Education (CTE) Pathways is essential for achieving our district's Local Control and Accountability Plan (LCAP) goals of preparing students for college and career success. By investing in CTE programs, SPUSD provides students with industry-specific standards and skills, work-based learning experiences and certifications that enhance their employability and competitiveness in the job market. CTE Pathways allows students to explore various career options, develop practical skills through a sequence of courses, and make informed decisions about their future, ultimately leading to increased engagement, motivation, and post-secondary success. This investment is crucial to ensuring that all students, regardless of their background or academic interests, have access to a comprehensive, equitable education that prepares them for the challenges and opportunities of the 21st-century workforce. (All students including FY, LI, EL, SWD)	$43,460.00	Yes
1.11	P1k. Field Trips (State Priority 4)	Funding post-secondary field trips for 6th, 8th, and 10th graders is crucial for achieving our district's Local Control and Accountability Plan (LCAP) goals of promoting college and career readiness and providing equitable access to enriching educational experiences. These field trips expose	$54,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to new ideas, cultures, and potential career paths, fostering curiosity, motivation, and a broader perspective on their future possibilities. By visiting post-secondary campuses, students can envision themselves in these settings, learn about various academic programs, and understand the importance of setting long-term goals. Standards-aligned field trips at the elementary level reinforce classroom learning, provide real-world context, and foster the development of critical thinking and problem-solving skills. Investing in these experiences demonstrates SPUSD's commitment to offering a well-rounded, engaging education that inspires students to dream big and achieve their full potential.		
1.12	P1l. Music Program (State Priority 4)	SPUSD's music programs are vital to enriching experiences and achieving Academic Excellence by providing access to a comprehensive arts curriculum. Music education directly impacts sensory and motor systems, fostering critical reasoning, memory, language, and fine motor skills. It activates and synchronizes neural patterns, connecting multiple brain regions. Research shows that arts education helps students become well-rounded contributors to society by fostering creativity, innovation, problem-solving, perseverance, and communication skills. Artistically literate students discover joy, inspiration, and meaning through participation. Exposure to the arts prepares students for the 21st-century workforce, enhancing student, parent, and community engagement. Investing in music programs enriches students' lives and contributes to a more vibrant, creative, and engaged community. The skills and qualities nurtured through arts education will empower students to become innovative leaders and active participants in shaping a brighter future for themselves and society. (All students including FY, LI, EL, SWD)	$464,080.00	Yes
1.13	P1m. AVID Program (State Priority 4)	Funding the Advancement Via Individual Determination (AVID) Program is essential for achieving our district's Local Control and Accountability Plan (LCAP) goals of promoting college and career readiness and closing	$83,660.50	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gaps. AVID provides students, particularly those from underrepresented backgrounds, with the skills, support, and resources necessary to succeed in rigorous academic courses and navigate the college application process. Through a comprehensive curriculum that emphasizes critical thinking, study skills, and self-advocacy, AVID prepares students for the challenges of higher education and empowers them to take control of their academic futures. By investing in AVID, SPUSD demonstrates its commitment to ensuring that all students, regardless of their background, have the opportunity to develop the skills and confidence necessary for post-secondary success, ultimately leading to increased college enrollment and completion rates. (All students including FY, LI, EL, SWD)		
1.14	P1n. Elective Classes (State Priority 4)	Investing LCAP funds in elective classes at Santa Paula High School enhances student engagement, expands learning opportunities, and prepares students for postsecondary success. Electives provide a well-rounded education, allowing students to explore interests, develop skills, and discover career paths. More electives boost engagement, improve academic performance, and foster a positive learning attitude. They expose students to diverse subjects, identify strengths and passions, and develop essential 21st-century skills valued by employers. Electives also create a more inclusive and equitable learning environment by catering to diverse interests and learning styles, ensuring all students have meaningful learning experiences aligned with their needs and aspirations. (All students including FY, LI, EL, SWD)	$171,317.15	Yes
1.15	P1o. Credit Recovery (State Priority 4)	Funding the Credit Recovery Program is crucial for achieving our district's Local Control and Accountability Plan (LCAP) goals of ensuring all students graduate high school prepared for college and career success. By providing students who have fallen behind with opportunities to make up credits and get back on track, the program reduces dropout rates, promotes on-time graduation, and ensures equitable access to a	$109,736.50	Yes

Action #	Title	Description	Total Funds	Contributing
		comprehensive education for all students. (All students including FY, LI, EL, SWD)		
1.16	P1p. A-G Completion Rate (State Priority 4)	The allocation of LCAP funds to support the A-G completion rate for Santa Paula High School students is a strategic investment to increase college readiness and post-secondary opportunities. The district demonstrates its commitment to providing equitable access to higher education and future success by dedicating resources to ensure that more students successfully complete the A-G course requirements. This investment will involve providing targeted academic support, counseling services, and interventions to help students overcome barriers and stay on track to meet the A-G requirements. Additionally, funds will be used to expand course offerings, improve instructional quality, and provide professional development for teachers to enhance their ability to support students in meeting these rigorous standards. By increasing the A-G completion rate, Santa Paula High School will improve student outcomes and contribute to the community's overall economic and social well-being by preparing more students for college and career success. (All students including FY, LI, EL, SWD)	$32,595.00	Yes
1.17	P1q. TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA) (State Priority 4)	The allocation of LCAP funds for a TK-12 ELD TOSA is a strategic investment to improve ELLs' academic outcomes and learning experiences across all grade levels. The ELD TOSA will address the unique challenges faced by ELLs, enhance instructional practices through professional development and coaching, provide direct services to students in need, develop and align the ELD curriculum, and monitor progress through data analysis. This proactive investment demonstrates the district's commitment to closing the achievement gap, ensuring equitable access to high-quality education, and promoting academic excellence for all students, including ELLs. Differentiated Assistance Focus Area: The ELD/DLI TOSA will provide targeted support for homeless English learners, focusing on improving their performance in ELA and math, areas identified for improvement through differentiated assistance.	$123,276.46	Yes

Action #	Title	Description	Total Funds	Contributing
		Lowest Performing Focus Area: The ELD TOSA will focus on supporting English Learners to improve their ELPI scores and performance in ELA and math, areas where this group is performing in the red.		
1.18	P1r. ELD Standards and Curriculum Alignment (State Priority 4)	The allocation of funds to support the alignment of curriculum with ELD standards is crucial in ensuring equitable access to high-quality education for English Language Learners. By dedicating resources to this effort, the district demonstrates its commitment to providing culturally and linguistically responsive instruction that meets the unique needs of ELLs. This alignment work will involve a comprehensive review of the existing curriculum, the development of new materials, and professional development for teachers to effectively implement ELD strategies across all content areas. By integrating ELD standards into the core curriculum, the district will create a cohesive and inclusive learning environment that promotes ELLs' language acquisition, academic achievement, and social-emotional development. This investment supports the academic success of individual students and contributes to the district's overall goal of closing the achievement gap and preparing all students for college, career, and life success in a diverse global society.	$54,325.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the end of the 2026-27 school year, the Santa Paula Unified School District will ensure all students achieve grade-level proficiency in literacy and math, as defined by state standards and district benchmarks, through evidence-based, high-quality reading and mathematics instruction, targeted interventions, and progress monitoring using key performance indicators listed in the Metrics in Goal 2. The district will focus on equity and closing achievement gaps, specifically for English Learners, Foster Youth, Low-Income, and Students with Disabilities.	Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the CAASPP ELA and Math data provided from the last three years, the Educational Partners in the Santa Paula Unified School District have identified literacy and mathematics as areas requiring focused attention in the new LCAP. The data shows significant declines in performance across multiple student groups, particularly for English learners, students with disabilities, and low-income students.

In the CAASPP ELA assessment, the percentage of students meeting or exceeding standards declined for all student groups from the 2018-19 baseline to the 2022-2023 school year. The most dramatic decline was seen among students with disabilities, dropping from 16.35% to just 3.77%. Low-income students also experienced a substantial decrease, from 39.19% to 28.36%. While the decline in English learners was less severe, it still indicates a need for targeted support.

Similarly, the CAASPP Math assessment data shows a concerning trend. Although the overall percentage of students meeting or exceeding standards slightly improved from 16.35% to 17.77%, this masks significant declines among key student groups. English learners, students with disabilities, and low-income students all experienced substantial decreases in performance. The percentage of English learners meeting or exceeding standards dropped from 12.58% to 5.13%, while students with disabilities fell from 12.61% to 3.32%. Low-income students also saw a notable decline, from 27.48% to 16.43%.

These data points highlight the urgent need for the district to focus on improving literacy and mathematics outcomes for all students, with a particular emphasis on supporting the most vulnerable student populations. By prioritizing Literacy and Mathematics in the new LCAP, the Educational Partners are committed to equity and closing achievement gaps. Targeted interventions, high-quality instruction, and progress monitoring will be essential to ensuring that all students have the opportunity to succeed academically and reach their full potential.

The CAASPP ELA and Math data provide compelling evidence for selecting literacy and mathematics as a focused goal, Goal 2, District's new LCAP. By addressing these critical areas and implementing evidence-based strategies to support all students, particularly those who

have experienced the most significant declines in performance, the district can work towards improving educational outcomes and promoting equity for all learners.

The Santa Paula Unified School District Educational Partners developed Goal #2, highlighting the following:

1. Providing all students equitable access to high-quality, evidence-based reading and mathematics instruction aligned with state standards.
2. Implementing a comprehensive, district-wide professional development plan to enhance teachers' skills in literacy and mathematics instruction.
3. Allocating resources to support targeted interventions for students performing below grade level in reading, writing, listening, speaking, and mathematics.
4. Engaging families and community partners to promote literacy and numeracy development in and out of school.
5. Regularly monitoring student progress using multiple measures and using data to inform instruction and resource allocation decisions.

The Santa Paula Unified School District (SPUSD) has identified a significant challenge in ensuring that all students, particularly English Learners, students in foster care, and low-income students, reach grade-level proficiency in literacy and numeracy. The district recognizes that inconsistent implementation of highly effective Tier I instruction and Tier II support within the multi-tiered systems of support has contributed to these outcomes. To address this issue, SPUSD, in collaboration with site principals and teachers, will implement targeted elementary literacy and mathematics interventions.

Literacy Initiatives:

-Targeted direct instruction in Reading: This program will support educators in conducting deep data analysis of individual student data using assessments such as DIBELS, the CORE Phonics Survey, and Heggerty Assessments. The data will be used to identify and address specific skills and concepts using a Multi-tiered system of supports, including Tier II acceleration/intervention support. The cycle of instruction will focus on foundational literacy skills, aligning with current research in the Science of Reading.

-Professional Development on the Science of Reading and Research-Guided Literacy: Educators will receive training to develop a deep understanding of the science of teaching reading, enabling them to effectively implement an evidence-based, systematic, and cumulative process for teaching reading and ensuring students reach proficiency.

-Instructional Materials: Students will be provided with hands-on materials to engage in a multi-sensory, multi-modal approach to learning, reinforcing their understanding of key concepts.

Mathematics Initiatives:

-Targeted direct instruction in building fluency: Educators will gather progress monitoring data using STAR Math for students in grades K-12. This data will be used to support students' movement along developmental stages and address key concepts for each grade, utilizing a Multi-tiered system of support to promote fluency in early numeracy and mathematics.

-Professional Development on Cognitively Guided Instruction: Educators will receive training to deepen their knowledge of mathematics content and instructional practices. This will enable them to effectively implement strategies that support early numeracy development and fluency, ultimately ensuring students reach proficiency.

By implementing these targeted literacy and mathematics initiatives, SPUSD's goal is to increase student proficiency in reading and mathematics, particularly for the most vulnerable and challenged students. The district believes that providing targeted instruction to meet the specific needs of these students will result in increased academic achievement and better prepare them for success in their academic careers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR READING Local Assessment The STAR Assessment is a computer-adaptive test that evaluates a student's reading comprehension skills. Percentage of student performing: At or Above Grade Level Below Grade Level (State Priority 8)	Source: 2023-2024 Renaissance STAR Reading (Consolidated Assessment Proficiency Report) DISTRICT 2nd-12th At/Above ALL: 22% (510) EL: 7% (41) HOM: 19% LI: 19% SWD: 5% HI: 21% Below ALL: 78% (1808) EL: 93% (559) HOM: 81% LI: 81% SWD: 95% HI: 79%	Source: 2024-2025 Renaissance STAR Reading (Consolidated Assessment Proficiency Report) DISTRICT 2nd-12th EOY At/Above ALL: 33% EL: 8% HOM: 28% LI: 31% SWD: 9% HI: 33% Below ALL: 67% EL: 92% HOM: 72% LI: 69% SWD: 91% HI: 67%		Source: 2025-2026 Renaissance STAR Reading (Consolidated Assessment Proficiency Report) DISTRICT K-12 ALL At/Above 50% - 80% Below 50% - 20% EL At/Above 50% - 66% Below 50% - 34% HOM At/Above 50% - 77% Below 50% - 23% LI	Difference: Baseline and 2024-25 STAR READING Percentage of student performing: At or Above Grade Level Below Grade Level DISTRICT 2nd-12th At/Above ALL: +11% EL: +1% HOM: +9% LI: +12% SWD: +4% HI: +12% Below ALL: -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					At/Above 50% - 78% Below 50% - 22% SWD At/Above 50% - 65% Below 50% - 35% HI At/Above 50% - 79% Below 50% - 21%	EL: -1% HOM: -9% LI: -12% SWD: -4% HI: -12
2.2	CORE Phonics Survey Local Assessment The CORE Phonics Survey (Consortium on Reading Excellence) is an assessment tool designed to evaluate students' understanding of phonics and decoding skills. It assesses a student's ability to read and pronounce various letter-sound correspondences, common syllable patterns, and sight words. Percentage of grade span student groups performing at: Benchmark	Source: Core Phonics Survey (End of the year assessment- 2023-24) KINDERGARTEN Parts A-D of Survey Benchmark: 66.86% Strategic: 24.26% Intensive: 8.88% FIRST GRADE Parts A-K of Survey Benchmark: 53.11% Strategic: 27.18% Intensive: 19.71% SECOND GRADE All Parts of Survey	Source: Core Phonics Survey (End of the year assessment- 2024-25) KINDERGARTEN Parts A-D of Survey Benchmark: 75.60% Strategic: 15.20% Intensive: 9.20% FIRST GRADE Parts A-K of Survey Benchmark: 67.00% Strategic: 15.42% Intensive: 17.33%		Source: Core Phonics Survey (End of the year assessment- 2026-27) KINDERGARTEN Benchmark: 85% FIRST GRADE Benchmark: 85% SECOND GRADE Benchmark: 85%	Difference: Baseline and 2024-25 CORE Phonics Survey Percentage of grade span student groups performing at: Benchmark Strategic Intensive KINDERGARTEN Parts A-D of Survey Benchmark:+8.74 % Strategic: -9.06% Intensive: +0.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Strategic Intensive (State Priority 8)	Benchmark: 63.22% Strategic: 25.29% Intensive: 11.49%	SECOND GRADE All Parts of Survey Benchmark: 75.69% Strategic: 13.23% Intensive: 11.08%			FIRST GRADE Parts A-K of Survey Benchmark: +13.89% Strategic: -11.76% Intensive: -2.38% SECOND GRADE All Parts of Survey Benchmark: +12.47% Strategic: -12.06% Intensive: -0.41%
2.3	Heggerty Phonemic Awareness Assessment Local Assessment The Heggerty Phonics Assessment is a tool used to evaluate a student's phonemic awareness skills, which are crucial for reading success. The assessment measures a child's ability to manipulate word sounds through tasks such as blending, segmenting, and identifying initial and final sounds.	Source: Heggerty Assessment (End of the year assessment- 2023-24) KINDERGARTEN Benchmark: 26.97% Strategic: 47.37% Intensive: 25.66% FIRST GRADE Benchmark: 53.44% Strategic: 40.46% Intensive: 6.11% SECOND GRADE	Source: Heggerty Assessment (End of the year assessment- 2024-25) KINDERGARTEN Benchmark: 52.5% Strategic: 19.13% Intensive: 19.25% FIRST GRADE Benchmark: 82.88% Strategic: 10.13% Intensive: 6.87%		Source: Heggerty Assessment (End of the year assessment- 2026-2027) KINDERGARTEN Benchmark: 65% FIRST GRADE Benchmark: 85% SECOND GRADE Benchmark: 95%	Difference: Baseline and 2024-25 Heggerty Phonemic Awareness Assessment Percentage of grade span student groups performing at: Benchmark Strategic Intensive KINDERGARTEN Benchmark: +25.53% Strategic: -28.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of grade span student groups performing at: Benchmark Strategic Intensive (State Priority 8)	Benchmark: 61.33% Strategic: 36.00% Intensive: 2.67%	SECOND GRADE Benchmark: 89.75% Strategic: 6.38% Intensive: 3.87%			Intensive: -6.41% FIRST GRADE Benchmark: +29.44% Strategic: -30.33% Intensive: +0.76% SECOND GRADE Benchmark: +28.42% Strategic: -29.62% Intensive: +1.20%
2.4	Amira K-6 Reading Assessment The Amira Assessment is a comprehensive early literacy assessment used by school districts to evaluate students' reading skills and identify those at risk for reading difficulties, including dyslexia. It's designed to be a quick and efficient way to assess students in grades K-6. Percentage of grade span student groups performing at: Benchmark	Baseline Data will be in the 25-26 school year.	Baseline Data will be in the 25-26 school year.		Source: Amira (End of the year assessment- 2026-2027) KINDERGARTEN Benchmark: 65% FIRST GRADE Benchmark: 85% SECOND GRADE Benchmark: 95%	Newly purchased Program for 25-26. No data to compare at this time

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Strategic Intensive (State Priority 8)					

Goal Analysis [2024-25]

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

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

The district made significant progress in carrying out our planned initiatives, while also responding effectively to emerging needs and challenges throughout the year.

Successful Implementation:

Action 2.1 (Reading Intervention Teachers) - Successfully implemented the continued provisions of reading intervention teachers. The intervention teachers helped to improve literacy skills and close achievement gaps, particularly for our English Learners (ELs). These specialized teachers provide targeted, small-group instruction and support to students struggling with reading, ensuring they develop the foundational skills necessary for academic success across all subject areas.

Action 2.2 (Literacy Support) - Successfully implemented the continued development of school libraries and literacy centers that are well-integrated into the learning fabric of the school is crucial for improving student literacy and academic success. These dynamic, engaging, and technology-rich environments foster a love for reading, develop critical literacy skills, and enhance student learning outcomes.

Implementation Challenges:

There were no implementation challenges.

Modified Implementation:

Action 2.5 (Amplify-DIBELS Assessment Platform) - The action was modified, as the K-2 Literacy Task Force piloted the DIBELS and did not wish to proceed with the purchase. The action will be renamed Amira, the assessment platform selected by the committee.

Non-Implemented Actions:

Action 2.3 (Parent Literacy Academy) and Action 2.4 (Footsteps2Brilliance) were not funded in 24-5 due to budgetary constraints. Action 2.3, Parent Literacy Academy will be funded in 25-26. Action 2.4, Footsteps2Brilliance will not be funded or implemented.

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.

For Goal 2 expenditures, there were no significant material differences between budgeted and estimated actuals.

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

Based on our analysis of the metrics and outcomes, the implementation of actions demonstrated effectiveness in achieving Goal 2. The district made significant progress in the area of Literacy.

Strong Effectiveness:

Action 2.1 (Reading Intervention), and Action 2.2 (Literacy Support)

STAR Reading

Between the 2023-2024 and 2024-2025 school years, the Renaissance STAR Reading assessment data for grades 2-12 shows a notable improvement in reading proficiency across nearly all student groups. The percentage of students performing at or above proficiency increased districtwide from 22% to 33% (an 11-point gain), while those below proficiency dropped from 78% to 67% (an 11-point decrease).

Subgroup analysis reveals:

English Learners (EL) saw a modest increase in proficiency (from 7% to 8%), with a corresponding 1-point decrease in students below proficiency.

Homeless (HOM) students improved from 19% to 28% at or above proficiency, representing a 9-point gain.

Low-income (LI) students had a 12-point increase (from 19% to 31%) in proficiency.

Students with Disabilities (SWD) improved from 5% to 9% at or above proficiency, representing a 4-point gain.

Hispanic/Latino (HI) students also saw a 12-point increase, from 21% to 33%, at or above proficiency.

Overall, while all groups showed gains, the most substantial improvements were seen among low-income and Hispanic/Latino students, each with a 12-point increase in proficiency. English Learners and Students with Disabilities showed smaller, yet positive, gains. Despite these improvements, the majority of students in each subgroup remain below proficiency, highlighting ongoing challenges and the need for continued targeted support.

CORE Phonics Survey:

A comparison of the Core Phonics Survey end-of-year data from 2023-24 to 2024-25 reveals significant improvements in phonics proficiency across all primary grades. In Kindergarten, the percentage of students meeting the benchmark increased from 66.86% to 75.60%, while those in the strategic category decreased from 24.26% to 15.20%, indicating more students are achieving grade-level expectations. The intensive group remained nearly the same (8.88% to 9.20%).

In First Grade, benchmark performance jumped from 53.11% to 67.00%, a substantial gain, and the strategic group dropped from 27.18% to 15.42%. The intensive group saw a slight decrease from 19.71% to 17.33%.

Second Grade also showed notable progress, with benchmark students rising from 63.22% to 75.69%, and the strategic group decreasing from 25.29% to 13.23%. The intensive group remained relatively stable (11.49% to 11.08%).

Overall, these results indicate that more students in all grades are reaching or exceeding grade-level phonics benchmarks, and fewer require strategic intervention, reflecting effective instruction and positive growth in foundational literacy skills.

Heggerty Assessment:

A comparison of the Heggerty Assessment end-of-year data from 2023-24 to 2024-25 shows dramatic gains in phonemic awareness across Kindergarten, First, and Second Grades.

In Kindergarten, the percentage of students meeting the benchmark nearly doubled, rising from 26.97% to 52.5%, while the proportion needing strategic support dropped sharply from 47.37% to 19.13%, and those requiring intensive intervention decreased from 25.66% to 19.25%.

First Grade saw even more impressive growth: benchmark achievement soared from 53.44% to 82.88%, with strategic support dropping from 40.46% to just 10.13%. The intensive group remained relatively stable (6.11% to 6.87%).

In Second Grade, benchmark performance increased from 61.33% to 89.75%, and the strategic category decreased from 36% to 6.38%, while the intensive group remained steady (2.67% to 3.87%).

Overall, these results reflect substantial improvements in early phonological skills, with a significantly higher number of students achieving grade-level expectations and a substantially lower number requiring additional support, indicating highly effective instruction and intervention over the past year.

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

Based on our analysis and educational partner feedback, the following are the planned adjustments for the 2024-2027 LCAP cycle:

GOAL DESCRIPTION:

No Changes

METRICS CHANGED:

-Metric 2.4 Amira will be added in the 2025-2026 school year. The Amira Assessment is a comprehensive early literacy assessment used by school districts to evaluate students' reading skills and identify those at risk for reading difficulties, including dyslexia. It's designed to be a quick and efficient way to assess students in grades K-6.

ACTIONS CHANGED: (Changes to the following actions will be reflected in the Action Title and Description):

-Action 2.4, P2d. FootSteps2Brilliance has been renamed to P2d. Supplemental Math and Science Resources. This action will provide supplemental resources for our Pre-K through 12th-grade Math and Science Programs.

EXPECTED OUTCOMES:

-No Goal 2 expected outcomes were modified.
-No Goal 2 expected outcomes were added.
-No Goal 2 expected outcomes were removed.

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	P2a. Reading Intervention Teachers (State Priority 8)	Funding Reading Intervention Teachers is crucial for achieving our district's Local Control and Accountability Plan (LCAP) goals of improving literacy skills and closing achievement gaps, particularly for our English Learners (ELs). These specialized teachers provide targeted, small-group instruction and support to students struggling with reading, ensuring they develop the foundational skills necessary for academic success across all subject areas. By prioritizing early intervention and providing differentiated instruction that meets the unique needs of our ELs, Reading Intervention Teachers play a vital role in accelerating language acquisition, promoting English proficiency, and ensuring equitable access to high-quality education for all students. This investment is essential to realizing our LCAP goals and our district's mission to provide a comprehensive, equitable education that empowers all students, including our ELs, to reach their full potential. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Reading intervention teachers will provide intensive support for homeless students in ELA, which is an area identified for improvement through differentiated assistance. Lowest Performing Focus Area: Reading intervention teachers will provide intensive support for English Learners, Students with Disabilities, and Homeless students to address their red performance level in ELA.	$1,359,560.27	Yes
2.2	P2b. Literacy Support (State Priority 8)	Investing LCAP funds in developing school libraries and literacy centers that are well-integrated into the learning fabric of the school is crucial for improving student literacy and academic success. These dynamic, engaging, and technology-rich environments foster a love for reading, develop critical literacy skills, and enhance student learning outcomes. By integrating collaborative technology devices, students can engage in activities that promote teamwork, problem-solving, and digital literacy skills. Maintaining increased library hours ensures equal access to literacy resources and technology for all students, regardless of their background. Personalized learning experiences tailored to individual needs can be supported through diverse resources and collaboration between librarians, literacy specialists, and teachers. Additionally, SPUSD's school libraries	$635,115.75	Yes

Action #	Title	Description	Total Funds	Contributing
		and literacy centers cultivate a love for reading, bridge the digital divide, and equip students with the skills necessary for success in school and beyond. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Literacy support programs will prioritize homeless students to address their performance in ELA, a key area identified for improvement through differentiated assistance. Lowest Performing Focus Area: Literacy support programs will be intensified for student groups performing in the red, particularly English Learners, Students with Disabilities, and Homeless students. This support will directly address ELA performance gaps and improve ELPI scores. Extended library hours and targeted literacy interventions will also aim to reduce chronic absenteeism by creating engaging learning environments. For secondary students, literacy support will focus on skills essential for improving graduation rates and college/career readiness.		
2.3	P2c. Parent Literacy Academy (State Priority 3) PRIORITY 3B	SPUSD is developing a Parent Literacy Academy to nurture literacy skills and foster a love for reading among elementary students. We create a collaborative learning environment that extends beyond the classroom by empowering parents with the tools and resources to support their children's reading development. A Parent Literacy Academy equips parents with essential strategies and techniques to effectively engage with their children's literacy development, enhancing student success. Research consistently shows that parental involvement positively impacts student academic achievement, particularly in the crucial skill of reading. By engaging parents in literacy activities and promoting the joy of reading, we instill a lifelong love for learning in children. A Parent Literacy Academy also creates opportunities for parents to connect with each other, share experiences, and build supportive networks within the community, strengthening family-school partnerships and creating a more cohesive educational community. Funding a Parent Literacy Academy supports elementary students in developing crucial literacy skills and empowers parents to become active partners in their children's education, laying the foundation for lifelong learning and academic success.	$48,892.50	Yes

Action #	Title	Description	Total Funds	Contributing
		Differentiated Assistance Focus Area: The Parent Literacy Academy will include specific outreach and support for families of homeless students, empowering them to support their children's literacy development and address ELA performance gaps identified through differentiated assistance. Lowest Performing Focus Area: The Parent Literacy Academy will prioritize outreach and support for families of students in groups performing in the red. Workshops will be designed to empower parents to support their children’s literacy development at home, focusing on strategies for ELA improvement and language acquisition to boost ELPI scores. The academy will also educate parents on the importance of regular school attendance to address chronic absenteeism and provide information on graduation requirements and college/career preparation to support improvements in these areas. Sessions will include strategies for creating positive learning environments at home to indirectly reduce suspension rates.		
2.4	P2d. Supplemental Math and Science Resources (State Priority 8)	SPUSD will fund Supplemental Math and Science Resources to enhance and support the newly adopted curriculum across all grade levels. These resources will provide students with additional instructional materials, digital tools, hands-on activities, and targeted interventions designed to reinforce key concepts and address learning gaps. Special emphasis will be placed on ensuring that unduplicated pupils—including English Learners, foster youth, and low-income students—have equitable access to these supplemental supports. By offering differentiated resources and targeted interventions, SPUSD aims to increase proficiency in math and science, close achievement gaps, and provide all students with the skills and opportunities needed for academic success and future college and career readiness. This action reflects our commitment to educational equity and aligns with our LCAP goals to improve outcomes for students who face the greatest barriers to achievement	$55,411.50	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	P2e. Amira (State Priority 8)	Funding the Amplify DIBELS Assessment through LCAP is a strategic investment in data-driven instructional decision-making and targeted support for students' literacy development. This research-based tool enables educators to efficiently screen students, identify those at risk of reading difficulties, and provide timely, targeted interventions, particularly for unduplicated pupils. By using LCAP funds to implement the Amplify DIBELS Assessment, we promote equity and access for all learners, allowing educators to differentiate instruction, adjust curriculum, and allocate resources based on individual student needs. This strategic investment empowers educators to make informed decisions, target resources effectively, and ultimately improve student literacy outcomes across the district, demonstrating our commitment to closing achievement gaps and ensuring all students have the opportunity to thrive academically. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Data from DIBELS assessments will be used to identify and provide targeted interventions for homeless students struggling with literacy, addressing ELA performance concerns highlighted in differentiated assistance. Lowest Performing Focus Area: SPUSD will use Data from DIBELS assessments to identify and provide targeted interventions for students in groups performing in the red for ELA. For English Learners, this data will inform strategies to improve both ELA performance and ELPI scores. The platform will be utilized to monitor progress more frequently for these student groups, allowing for rapid intervention adjustments. For secondary students, literacy data will be linked to graduation rate projections and college/career readiness indicators to inform targeted support. Additionally, the platform will be used to identify students at risk of chronic absenteeism or suspension, allowing for early intervention and support.	$21,730.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	STUDENT ENGAGEMENT: Santa Paula Unified School District will engage students through innovative site academies, project-based learning, and differentiated pathways tailored to individual student interests and abilities, providing authentic, student-centered learning experiences that promote critical thinking, creativity, and real-world problem-solving skills. PARENTAL INVOLVEMENT: The district will strengthen parent engagement and collaboration by providing diverse opportunities for increased participation in school and district activities, such as workshops, forums, and decision-making processes. The district will prioritize open communication, cultural responsiveness, and establishing a strong partnership between home and school, recognizing the critical role of families in supporting student success and well-being. SCHOOL CLIMATE: The district will enhance student safety, well-being, and academic success by implementing a comprehensive Multi-Tiered System of Supports (MTSS) that proactively identifies and addresses students' academic, social, emotional, and mental health needs. The MTSS will focus on fostering an inclusive, supportive, and equitable learning environment while enforcing robust safety measures to ensure the physical security of all students and staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Educational Partners of Santa Paula Unified School District, comprising students, parents, teachers, staff, administrators, and community members, have collaboratively selected Goal 3 to address the unique needs and aspirations of the district's diverse student population.

The first component of Goal 3 is Student Engagement, which focuses on engaging students through innovative site academies, project-based learning, and differentiated pathways. The Educational Partners deemed Increasing student engagement crucial to ensure that all students have access to authentic, student-centered learning experiences. By tailoring education to individual interests and abilities, the

district will foster critical thinking, creativity, and real-world problem-solving skills essential for success in the 21st century. The Educational Partners believe this goal will increase student engagement, motivation, and academic achievement while preparing them for future challenges and opportunities.

The second component of Goal 3 is Parental Involvement, which focuses on strengthening parent engagement and collaboration to acknowledge families' vital role in supporting student success and well-being. The Educational Partners recognize that a strong partnership between home and school is essential for creating a nurturing and supportive learning environment. The district will foster open communication, cultural responsiveness, and a shared sense of responsibility for student outcomes by providing diverse opportunities for parent participation, workshops, forums, and decision-making processes. The Educational Partners believe that this goal will lead to increased parent involvement, improved student attendance, and higher levels of academic achievement.

The third component of Goal 3 is School Climate, which emphasizes enhancing student safety, well-being, and academic success through a comprehensive Multi-Tiered System of Support (MTSS). The Educational Partners selected the goal to address the growing concerns regarding students' social, emotional, and mental health needs. The COVID-19 pandemic has highlighted the importance of proactively identifying and supporting students facing challenges impacting their overall well-being and academic performance. The Educational Partners feel that implementing a robust MTSS will create an inclusive, supportive, and equitable learning environment where all students can thrive while ensuring their physical safety through comprehensive security measures.

The Educational Partners of Santa Paula Unified School District have carefully selected Goal 3 to address the specific needs and priorities of the district's student population. By focusing on engaging learning experiences, student well-being, and parent collaboration, the district aims to create an optimal environment for student growth, success, and overall development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation	Source: 2022-23 CA Dashboard Parent and Family Engagement Local Indicator Section 1: Building Relationships Between School Staff and Families Average Rating Scale: 3.25	Source: 2023-24 CA Dashboard Parent and Family Engagement Local Indicator Section 1: Building Relationships Between School Staff and Families		Source: 2025-26 CA Dashboard Parent and Family Engagement Local Indicator Section 1: Building Relationships Between School Staff and Families	Difference: Baseline and 2023-24 Parent Involvement Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation and Sustainability (State Priority 3A, 3B, 3C)	Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 3 Section 3: Seeking Input for Decision-Making Average Rating Scale: 3	Average Rating Scale: 3.5 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 3.5 Section 3: Seeking Input for Decision-Making Average Rating Scale: 3.75		Average Rating Scale: 4 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: 4 Section 3: Seeking Input for Decision-Making Average Rating Scale: 4	3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Section 1: Building Relationships Between School Staff and Families Average Rating Scale: +0.25 Section 2: Building Partnerships for Student Outcomes Average Rating Scale: +0.50 Section 3: Seeking Input for Decision-Making Average Rating Scale: +0.75
3.4	Student Attendance Rates (State Priority 5A)	Source: 2022-23 QSIS Districtwide: 92.4%	Source: 2023-24 QSIS Districtwide: 93.25%		Source: 2026-27 QSIS Districtwide: 96.5%	Difference: Baseline and 2023-24 Student Attendance Rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Districtwide: +0.85%
3.6	Chronic Absenteeism Rates (State Priority 5B)	Source: 2022-2023 DASHBOARD ALL: 26.9% EL: 26.3% FY: Student group too small to report SWD: 39.3% LI: 27.8% HOM: 27.8% HI: 26.7% Source: 2022-23 CALPADS Report 14.1: Student Absenteeism Chronic Absenteeism (>=10% and <20%): 18.7% Students absent (>20%): 7.1%	Source: 2023-2024 DASHBOARD ALL: 20.5% EL: 18.6% FY: Student group too small to report SWD: 26.9% LI: 21.2% HOM: 29.8% HI: 20.2% Source: 2023-24 CALPADS Report 14.1: Student Absenteeism Chronic Absenteeism (>=10% and <20%): 16.2% Students absent (>20%): 5.8%		Source: 2025-2026 CA Dashboard ALL: 18.83% EL: 18% FY: NA SWD: 25% LI: 18% HOM: 18% HI: 18% Source: 2025-26 CALPADS Report 14.1 (Student Absenteeism) Chronic Absenteeism (>=10% and <20%): 13.09% Students absent (>20%): 4.97%	Difference: Baseline and 2023-24 Chronic Absenteeism Rates ALL: -6.4% EL: -7.7% FY: Student group too small to report SWD: -12.4% LI: -6.6% HOM: +2.0% HI: -6.5% Chronic Absenteeism (>=10% and <20%): -2.5% Students absent (>20%): -1.3%
3.7	Middle School Dropout Rates (State Priority 5C)	Source: 2022-2023 CAPLADS Dropout Rate	Source: 2023-2024 CALPADS Reports: 1.14 Dropout Rate and 1.1 Enrollment		Source: 2025-2026 CAPLADS Dropout Rate	Difference: Baseline and 2023-24 Middle School Dropout Rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Isbell Middle School: 0.002% (2 Students)	Isbell Middle School: 0.15% (1 Student)		Isbell Middle School: 0%	Isbell Middle School: +0.15%
3.8	High School Dropout Rates (State Priority 5D)	Source: 2022-2023 CAPLADS Dropout Rate SPHS: 4.29% RHS: 3.39%	Source: 2023-2024 CALPADS Reports: 1.14 Dropout Rate and 1.1 Enrollment SPHS: 0.44% (7 Students) RHS: 0.93% (1 Student)		Source: 2025-2026 CAPLADS Dropout Rate SPHS: 1% RHS: 1%	Difference: Baseline and 2023-24 High School Dropout Rates SPHS: -3.85% RHS: -2.46%
3.9	High School Graduation Rates (State Priority 5E)	Source: 2022-2023 CA Dashboard ALL: 89.6% EL: 84% FY: Student group too small to report HOM: 84.1% LI: 89% SWD: 72.6% HI: 89.6%	Source: 2023-2024 CA Dashboard ALL: 92.7% EL: 87.4% FY: Student group too small to report HOM: 87.5% LI: 92.4% SWD: 80.2% HI: 92.8%		Source: 2025-2026 CA Dashboard ALL: 93% EL: 89% FY: NA HOM: 89% LI: 94% SWD: 76% HI: 94%	Difference: Baseline and 2023-24 High School Graduation Rates ALL: +3.1% EL: +3.4% FY: Student group too small to report HOM: +3.4% LI: +3.4% SWD: +7.6% HI: +3.2%
3.10	Student Suspension Rates (State Priority 6A)	Source: 2022-2023 CA Dashboard Total percentage of students suspended	Source: 2023-2024 CA Dashboard Total percentage of students suspended		Source: 2025-2026 CA Dashboard Total percentage of students suspended	Difference: Baseline and 2023-24 Student Suspension Rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 5% EL: 4.9% FY: Student group too small to report HOM: 6.4% LI: 5.1% SWD: 6.1% HI: 5.8% Percentage of one suspension event ALL: 70.6% EL: 70.2% FY: Student group too small to report HOM: 53.8% LI: 70.3% SWD: 57.9% HI: 59.6% Percentage of multiple suspension events ALL: 29.4% EL: 29.8% FY: Student group too small to report HOM: 46.2% LI: 29.7% SWD: 42.1% HI: 66.7%	ALL: 4.6% EL: 4.5% FY: Student group too small to report HOM: 6.5% LI: 5% SWD: 6.6% HI: 4.5% Source: 2023-2024 DataQuest Percentage of one suspension events ALL: 74.5% EL: 71.8% FY: Student group too small to report HOM: 86.2% LI: 75.1% SWD: 62.9% HI: 76.4% Percentage of multiple suspension events ALL: 25.5% EL: 28.2% FY: Student group too small to report HOM: 13.8% LI: 24.9% SWD: 37.1% HI: 23.6%		ALL: 3.5% EL: 3.5% FY: NA HOM: 4.5% LI: 3.5% SWD: 4.2% HI: 4% Percentage of one suspension events ALL: 49% EL: 49% FY: NA HOM: 38% LI: 49% SWD: 41% HI: 42% Percentage of multiple suspension events ALL: 21% EL: 21% FY: NA HOM: 32% LI: 21% SWD: 29% HI: 47%	Total percentage of students suspended ALL: -0.4% EL: -0.4% FY: Student group too small to report HOM: +1.4% LI: -1.1% SWD: -0.5% HI: -1.3% Percentage of one suspension events ALL: +3.9% EL: +1.6% FY: Student group too small to report HOM: +32.4% LI: +4.8% SWD: +5.0% HI: +16.8% Percentage of multiple suspension events ALL: -3.9% EL: -1.6% FY: Student group too small to report HOM: -32.4% LI: -4.8% SWD: -5.0% HI: -43.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Student Expulsion Rates (State Priority 6B)	Source: 2022-2023 DataQuest ALL: 0.1%	Source: 2023-2024 DataQuest ALL: 0.1%		Source: 2025-26 DataQuest ALL: 0%	Difference: Baseline and 2023-24 Student Expulsion Rates ALL: Maintained 0.1%
3.12	California Healthy Kids Survey (CHKS) - Student Survey (State Priority 6C)	Source: 2021-22 CHKS Focus Area 1: Caring Adult Relationships 5th Grade Students: 70% 6th Grade Students: 70% 7th Grade Students: 60% 10th Grade Students: 47% 11th Grade Students: 64% Focus Area 2: Social Emotional Distress 5th-6th Grade Students: 12% Middle- & High-School Students: 32%	Source: 2023-24 CHKS Focus Area 1: Caring Adult Relationships 5th Grade Students: 82% 6th Grade Students: Not surveyed in 2023-24 7th Grade Students: 48% 9th Grade Students: 45% 10th Grade Students: Not surveyed in 2023-24 11th Grade Students: 60% Focus Area 2: Social Emotional Distress		Source: 2026-27 CHKS Focus Area 1: Caring Adult Relationships 5th Grade Students: 90% 6th Grade Students: 90% 7th Grade Students: 90% 10th Grade Students:90% 11th Grade Students: 90% Focus Area 2: Social Emotional Distress 5th-6th Grade Students: 0% Middle- & High-School Students: 5%	Difference: Baseline and 2023-24 California Healthy Kids Survey (CHKS) - Student Survey Focus Area 1: Caring Adult Relationships 5th Grade Students: +12% 6th Grade Students: Not surveyed in 2023-24 7th Grade Students: +12% 9th Grade Students: +45% 10th Grade Students: Not surveyed in 2023-24 11th Grade Students: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th Grade Students: 18% 6th Grade Students: Not surveyed in 2023-24 7th Grade Students: 22% 9th Grade Students: 24% 11th Grade Students: 27%			Focus Area 2: Social Emotional Distress 5th Grade Students: +6% 6th Grade Students: Not surveyed in 2023-24 7th Grade Students: -10% 9th Grade Students: -8% 11th Grade Students: -5%

Goal Analysis [2024-25]

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

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

The district made significant progress in carrying out our planned initiatives, while also responding effectively to emerging needs and challenges throughout the year.

Successful Implementation:

Action 3.1 (Support Educational Outcomes/Development of Academies) - Successfully implemented funding to enhance districtwide academies. The academies offer specialized programs and curricula that foster critical thinking, creativity, collaboration, and the practical application of knowledge and skills in real- world settings. They enhance student engagement and motivation by creating learning environments that promote exploration, discovery, and personal growth.

Action 3.2 (STEAM TOSA Teachers on Special Assignment) - Successfully funded two STEAM TOSAs, K- 12, who collaborated closely with classroom teachers to integrate STEAM principles across the curriculum. They provided professional development, co-teaching opportunities, and resources that enriched student learning experiences. These TOSAs helped design and implement engaging, hands-on projects that challenge students to apply their knowledge and skills in real-world contexts, promoting critical thinking, collaboration, and innovation.

Action 3.4 (Restorative Justice) - Successfully implemented restorative practices under the direction of our RJ Coordinator. Restorative practices promote a positive school climate and emphasize building strong, trusting relationships within the school community, ultimately leading to a more supportive and inclusive learning environment. These practices enhance social-emotional learning: Through restorative circles and dialogues, students develop empathy, communication skills, and conflict resolution abilities, which are essential for their personal growth and future success.

Action 3.5 (Positive Behavioral Interventions and Supports- PBIS), Action 3. 6 (Counselors/Mental Health Support), and Action 3. 11 (Development of MTSS, Multi- Tiered System of Supports, and Student Attendance Support) - Successfully implemented support for students in the area of Social Emotional Learning (SEL). Through PBIS and ongoing assistance from our counselors and mental health support, we provide targeted interventions that ultimately reduce disciplinary incidents and improve student academic outcomes.

Action 3.8 (Support Teen Parents) - Successfully continued support for teen parents by offering essential childcare services, enabling them to pursue their education and work towards graduation.

Action 3.9 (Parent Involvement) - Successfully increased parent involvement through workshops, training sessions, and family engagement events.

Action 3.10 (District Communication) - Successfully enhanced communication channels between schools and families, ensuring parents have access to timely and relevant information regarding their children's progress, school events, and available support services.

Implementation Challenges:

There were no implementation challenges.

Modified Implementation:

There were no modified implementations.

Non-Implemented Actions:

Action 3.3 (Youth Leadership and Mentoring) - The action was not implemented in the 2024-2025 school year; however, preliminary plans are in place to implement it in the 2025-2026 school year.

Action 3.7 (School Psychologists) - The proposed action was not implemented due to a reallocation of resources, with funding priorities shifted outside the scope of the 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.

For Goal 3 expenditures, there were no significant material differences between budgeted and estimated actuals.

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

The district's recent performance data highlights strong and emerging effectiveness across key actions, demonstrating measurable progress in parent engagement, student outcomes, and targeted supports, while also identifying areas for continued growth and alignment with the LCAP priorities.

Strong Effectiveness:

Action 3.6 (Counselors/Mental Health Support), and Action 3.5 (Positive Behavioral Interventions and Supports- PBIS)

High School Graduation Rates:

Between the 2022-2023 and 2023-2024 reporting years, graduation rates improved across nearly all student groups according to the California School Dashboard. The overall graduation rate (ALL) increased from 89.6% to 92.7%. English Learners (EL) saw a rise from 84% to 87.4%, and Homeless students (HOM) improved from 84.1% to 87.5%. Students identified as low-income (LI) experienced a notable increase from 89% to 92.4%. The rate for Students with Disabilities (SWD) rose significantly from 72.6% to 80.2%. Hispanic/Latino students (HI) also increased from 89.6% to 92.8%. The Foster Youth (FY) group was too small to report in both years. These gains reflect a positive trend in graduation outcomes, with the most substantial improvement observed among Students with Disabilities, who gained over seven percentage points. Overall, the data indicate progress in closing graduation gaps and advancing equity for key student groups.

Chronic Absenteeism:

Between the 2022-2023 and 2023-2024 school years, chronic absenteeism rates improved across most student groups according to both the California Dashboard and CALPADS data. Districtwide, the overall chronic absenteeism rate (ALL) decreased from 26.9% to 20.5%. English Learners (EL) saw a reduction from 26.3% to 18.6%, and Students with Disabilities (SWD) dropped from 39.3% to 26.9%. Low Income (LI) students improved from 27.8% to 21.2%, and Hispanic/Latino (HI) students from 26.7% to 20.2%. However, the rate for Homeless students (HOM) increased slightly from 27.8% to 29.8%. The Foster Youth (FY) group remained too small to report. Supporting these findings, CALPADS Report 14.1 shows a decrease in students with chronic absenteeism (defined as being absent 10% to less than 20% of the time) from 18.7% to 16.2%, and in students absent more than 20% of the time from 7.1% to 5.8%. Overall, the data indicate significant progress in reducing chronic absenteeism districtwide and among most student groups, with the exception of homeless students, who experienced a slight increase. These improvements reflect effective attendance interventions and ongoing efforts to address barriers to regular school attendance.

Action 3.8 (Support Teen Parents)

The continued support for teen parents enables them to attend school and complete their high school diplomas.

Action 3.9 (Parent Involvement), and Action 3.10 (District Communication)

Parent Involvement

The district demonstrated measurable progress in parent and family engagement from 2022-2023 to 2023-2024, with all three Local Indicator categories improving. Building Relationships Between School Staff and Families rose from 3.25 to 3.5 (+0.25), Building Partnerships for Student Outcomes increased from 3.0 to 3.5 (+0.5), and Seeking Input for Decision-Making jumped from 3.0 to 3.75 (+0.75). The most significant improvement has been in incorporating family perspectives into decision-making, which now approaches the highest tier (4.0) on the rating scale. All categories now exceed the midpoint (3.0), reflecting stronger alignment between family engagement efforts and academic outcomes, particularly through enhanced partnerships.

Student Attendance Rates:

The districtwide attendance rate improved from 92.4% in 2022-23 to 93.25% in 2023-24, according to QSIS data. This increase of 0.85 percentage points indicates positive progress in student attendance across the district, reflecting ongoing efforts to promote regular school attendance and student engagement.

Emerging Effectiveness:

Action 3.1 (Support Educational Outcomes/Development of Academies), and Action 3.2 (STEAM TOSA Teachers on Special Assignment)

Districtwide Academy Development

The establishment of district-wide academies is progressing, but it requires strengthened alignment between the vision and funding to ensure long-term viability. A unified vision must prioritize career-aligned pathways that integrate academic rigor, regional workforce needs (e.g., STEM, healthcare), and equity-driven goals, explicitly addressing gaps for English Language Learners (EL), students with disabilities (SWD), and low-income students. Concurrently, sustainable funding must transition from short-term funding to LCAP-embedded budgeting, allocating resources for teacher training, industry partnerships, and accessibility supports. Without synchronized vision and funding, the academies risk fragmentation. By anchoring these pillars to LCAP priorities, the district can transform academies into scalable, equitable systems that enhance A-G completion, reduce disparities, and align with California’s college and career readiness mandates.

Action 3.4 (Restorative Justice), Action 3.5 (Positive Behavioral Interventions and Supports- PBIS), and Action 3.11 (Development of MTSS, Multi-Tiered System of Supports, and Student Attendance Support)

Suspension Rates:

The district saw mixed progress in suspension rates from 2022-2023 to 2023-2024. Overall suspensions declined slightly for All Students (5.0% to 4.6%), English Learners (4.9% to 4.5%), and Hispanic/Latino students (5.8% to 4.5%), with the latter group achieving the largest reduction (-1.3 points). However, the rates for Homeless (6.4% to 6.5%) and Students with Disabilities (6.1% to 6.6%) saw slight increases. Critically, one-time suspensions increased for most groups, notably for Homeless students (+32.4 points to 86.2%) and Hispanic/Latino students (+16.8 points to 76.4%), while multiple suspensions declined sharply, especially for Hispanic/Latino students (-43.1 points to 23.6%). Despite progress, Students with Disabilities still faced high rates of multiple suspensions (37.1%), and Homeless students retained elevated overall suspension rates.

California Healthy Kids Survey (CHKS)

During the most recent LCAP review, an analysis of student survey data revealed notable changes in both caring adult relationships and social emotional distress across grade levels. For Focus Area 1, the percentage of 5th-grade students reporting positive relationships with caring adults increased significantly from 70% in 2021-22 to 82% in 2023-24, indicating progress in building supportive school environments at the elementary level. However, results for 7th and 11th graders showed declines, with 7th grade dropping from 60% to 48% and 11th grade from 64% to 60%, suggesting a need for strengthened efforts to connect students with supportive adults as they advance through school. In Focus Area 2, social-emotional distress among 5th graders increased from 12% to 18%, while distress among 7th, 9th, and 11th graders decreased compared to previous years. Specifically, the percentage of 7th-grade students experiencing distress dropped from 32% to 22%, 9th-grade students from 32% to 24%, and 11th-grade students from 32% to 27%.

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

Based on our analysis and educational partner feedback, the following are the planned adjustments for the 2024-2027 LCAP cycle:

GOAL DESCRIPTION:

No Changes

METRICS CHANGED:

-No Goal 3 expected metrics were modified.
-No Goal 3 expected metrics were added.
-No Goal 3 expected metrics were removed

ACTIONS CHANGED (Changes to the following actions will be reflected in the Action Title and Description):

-Action 3.7, P3g. School Psychologists will be changed to P3g. Wellness Center Support to support the ongoing sustainability of our district's Wellness Centers.

-Action 3.11, P3k. Development of MTSS, Multi-Tiered System of Supports, will be changed to P3k. Development of MTSS, Multi-Tiered System of Supports, and Student Attendance Support to provide funding for districtwide attendance incentives and support for students.
-Action 3.3, P3c. Youth Leadership and Mentoring has been renamed to P3c. Mentoring Program.
-Action 3.4, P3d. Restorative Justice has been renamed to P3d. Restorative Justice/PBIS
-Action 3.7, P3g. School Psychologists has been renamed to P3g. Wellness Centers Support
-Action 3.11, P3k. Development of MTSS, Multi-Tiered System of Supports, and Student Attendance Support has been renamed to P3k. MTSS/Attendance

EXPECTED OUTCOMES:

-No Goal 3 expected outcomes were modified.
-No Goal 3 expected outcomes were added.
-No Goal 3 expected outcomes were removed.

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	P3a. Support Educational Outcomes/Development of Academies (State Priority 5)	Santa Paula Unified School District (SPUSD) is investing LCAP funds in developing unique Academies across the district to: -Provide students with focused, engaging learning experiences tailored to their interests and passions in sports, health sciences, visual arts, STEAM, literature, agriculture, and service learning. -Offer specialized programs and curricula that promote critical thinking, creativity, collaboration, and real-world application of knowledge and skills. -Enhance student engagement and motivation by creating learning environments that foster exploration, discovery, and personal growth. -Prepare students for college, careers, and life beyond high school by developing essential 21st-century skills and providing exposure to various career pathways. -Create a sense of belonging and community within each Academy, leading to increased student success and well-being. By investing in the development of these innovative Academies, SPUSD demonstrates its commitment to providing high-quality, diverse, and	$786,886.76	Yes

Action #	Title	Description	Total Funds	Contributing
		relevant educational opportunities that empower students to reach their full potential and thrive in an ever-changing world. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Academies will incorporate strategies to engage and support homeless students, with a focus on improving their performance in ELA and math, and reducing suspensions - key areas identified through differentiated assistance. Lowest Performing Focus Area: The development and implementation of academies will prioritize addressing the needs of student groups performing in the red. Academies will incorporate targeted strategies to improve ELA and math performance, with a specific focus on supporting English Learners to boost ELPI scores. Career-themed academies will be designed to enhance college/career readiness and improve graduation rates for underperforming groups. Each academy will implement engagement strategies to reduce chronic absenteeism and incorporate positive behavior supports to address high suspension rates. Academic support within the academies will be tailored to address specific skill gaps identified in ELA and math assessments for the lowest-performing student groups.		
3.2	P3b. STEAM TOSA(S) Teachers on Special Assignment (State Priority 5)	Investing LCAP funds in hiring STEAM (Science, Technology, Engineering, Arts, and Mathematics) TOSAs (Teachers on Special Assignment) is a strategic decision that directly supports student learning outcomes and prepares them for success in the 21st-century workforce. STEAM TOSAs bring specialized expertise and innovative teaching practices to schools, enhancing the quality of STEAM education and fostering a culture of inquiry, creativity, and problem-solving. STEAM TOSAs work closely with classroom teachers to integrate STEAM principles across the curriculum, providing professional development, co-teaching opportunities, and resources that enrich student learning experiences. They help design and implement engaging, hands-on	$180,538.27	Yes

Action #	Title	Description	Total Funds	Contributing
		projects that challenge students to apply their knowledge and skills in real-world contexts, promoting critical thinking, collaboration, and innovation. By supporting teachers in incorporating cutting-edge technologies and industry-standard practices into their lessons, STEAM TOSAs bridge the gap between the classroom and the rapidly evolving STEAM fields. They ensure that students are exposed to the latest tools, techniques, and ideas, preparing them for future careers in these high-demand sectors. Additionally, STEAM TOSAs play a crucial role in promoting equity and inclusivity in STEAM education. They work to identify and address barriers to participation, develop targeted interventions for underrepresented groups, and create opportunities for all students to engage in authentic STEAM experiences. This commitment to equity helps close achievement gaps and ensures that every student has the opportunity to explore their passions and reach their full potential in STEAM disciplines. Investing in STEAM TOSAs through LCAP funds demonstrates a dedication to providing students with the high-quality, interdisciplinary education they need to thrive in an increasingly complex and technology-driven world. By prioritizing STEAM education and supporting teachers in delivering innovative, engaging instruction, schools can cultivate a new generation of creative problem-solvers, critical thinkers, and lifelong learners. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: STEAM TOSAs will receive specialized training on the unique needs of homeless students and develop targeted strategies to support their academic growth in ELA and math. They will create flexible, project-based STEAM curricula that accommodate homeless students' potentially inconsistent attendance patterns, ensuring continuity of learning. TOSAs will collaborate with homeless liaison staff to design hands-on STEAM kits that can be used in various settings, including shelters or temporary housing. Lowest Performing Focus Area:		

Action #	Title	Description	Total Funds	Contributing
		STEAM TOSAs will focus on developing and implementing strategies to support student groups performing in the red in math and ELA. They will create interdisciplinary STEAM projects that integrate literacy and numeracy skills, addressing academic performance gaps while increasing student engagement to reduce chronic absenteeism. For English Learners, STEAM TOSAs will collaborate with ELD specialists to design projects that support language acquisition and improve ELPI scores. At the secondary level, STEAM TOSAs will emphasize college and career connections in their curriculum, supporting improvements in graduation rates and college/career readiness indicators. They will also work with teachers to implement project-based learning approaches that foster positive behavior and reduce suspension rates.		
3.3	P3c. Mentoring Program (State Priorities 5 & 6)	Investing LCAP funds in youth leadership and mentoring programs is a powerful way to support student academic and personal success. These programs provide students with opportunities to develop essential life skills, build strong relationships, and explore their potential as leaders and change makers in their communities. -Youth leadership programs empower students to take ownership of their learning, set ambitious goals, and develop the confidence and resilience needed to overcome challenges. Through workshops, seminars, and hands-on projects, students learn effective communication, collaboration, and problem-solving skills that are crucial for success in school and beyond. By engaging in meaningful leadership experiences, students discover their passions, strengths, and areas for growth, fostering a sense of purpose and motivation to excel. -Mentoring programs, on the other hand, connect students with caring adults who provide guidance, support, and encouragement. These relationships offer students a safe space to discuss their aspirations, concerns, and challenges, helping them navigate the complexities of adolescence and build a strong foundation for future success. Mentors serve as positive role models, inspiring students to set high expectations for themselves and work towards achieving their goals.	$135,812.50	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth leadership and mentoring programs contribute to a positive school climate and culture. By cultivating a sense of belonging, empowerment, and shared responsibility, these programs foster a supportive environment where all students feel valued and encouraged to reach their full potential. This inclusive and nurturing atmosphere has a ripple effect, leading to improved attendance, academic performance, and overall student well-being. Investing in youth leadership and mentoring programs through LCAP funds demonstrates a commitment to the holistic development of students, recognizing that their success extends beyond academic achievement. By providing students with the tools, experiences, and support they need to thrive as leaders and engaged community members, schools can help create a brighter, more equitable future for all. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: PBIS implementation will focus on reducing suspension rates for homeless students, addressing a critical area identified through differentiated assistance. Lowest Performing Focus Area: Youth leadership and mentoring programs will be expanded and tailored to support student groups performing in the red. These programs will incorporate academic components focused on ELA and math skills, with peer tutoring elements to support improvement in these areas. For English Learners, leadership activities will be designed to promote language use and acquisition, supporting ELPI score improvement. Mentoring relationships will focus on improving attendance and reducing chronic absenteeism through consistent check-ins and support. The programs will also emphasize positive behavior strategies to address high suspension rates. At the high school level, leadership and mentoring activities will have a strong focus on college and career exploration, supporting improvements in graduation rates and college/career readiness indicators. Peer mentors will be trained to support fellow students in academic goal-setting and progress monitoring across all identified areas of need.		

Action #	Title	Description	Total Funds	Contributing
3.4	P3d. Restorative Justice/PBIS (State Priority 6)	Santa Paula Unified School District (SPUSD) is allocating LCAP funds to support the implementation of Restorative Justice/Practices across the district. (All students including FY, LI, EL, SWD) This investment is crucial for: -Fostering a positive school climate: Restorative practices focus on building strong, trusting relationships within the school community, leading to a more supportive and inclusive learning environment. -Promoting social-emotional learning: Through restorative circles and dialogues, students develop empathy, communication skills, and conflict resolution abilities, which are essential for their personal growth and future success. -Reducing disciplinary issues: By addressing the root causes of misbehavior and promoting accountability and responsibility, restorative practices help decrease disciplinary incidents and keep students engaged in learning. -Addressing equity concerns: Restorative justice aims to eliminate disproportionality in discipline by providing fair, unbiased, and culturally responsive approaches to conflict resolution and student support. -Improving student attendance and academic success: When students feel valued, heard, and supported through restorative practices, they are more likely to attend school regularly and engage in their learning, leading to better academic outcomes. SPUSD is demonstrating its commitment to creating a safe, inclusive, and nurturing learning environment that supports the social-emotional well-being and academic success of all students by investing in Restorative Justice/Practices	$130,138.51	Yes
3.5	P3e. Positive Behavior and Intervention Supports-PBIS	Santa Paula Unified School District (SPUSD) is allocating LCAP funds to support the implementation of Positive Behavioral Interventions and Supports (PBIS) across the district. (All students including FY, LI, EL, SWD)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(State Priority 6)	This investment is essential for: -Promoting a positive school culture: PBIS focuses on establishing clear expectations, recognizing positive behaviors, and creating a supportive learning environment that fosters student success and well-being. -Providing targeted interventions: Through a multi-tiered system of support, PBIS enables schools to identify and address the unique needs of students who require additional behavioral or academic interventions. -Enhancing social-emotional learning: PBIS incorporates strategies that teach and reinforce social-emotional skills, such as self-awareness, self-management, and responsible decision-making, which are crucial for student development. -Reducing disciplinary incidents: By proactively addressing behavioral concerns and providing positive support, PBIS helps decrease disciplinary referrals, suspensions, and expulsions, keeping students in the classroom and engaged in learning. -Improving academic outcomes: When students feel supported and engaged in a positive learning environment, they are more likely to attend school regularly, participate actively in class, and achieve better academic results. SPUSD is demonstrating its commitment to creating a nurturing, inclusive, and equitable learning environment that supports the social-emotional and academic growth of all students, ultimately leading to improved student outcomes and success by investing in PBIS. Differentiated Assistance Focus Area: The PBIS framework will be enhanced to address the needs of homeless students, as identified through differentiated assistance. Staff will receive additional training on trauma-informed PBIS practices that are sensitive to the unique challenges faced by homeless students. The PBIS team will develop targeted interventions to reduce suspension rates for homeless students, focusing on understanding and addressing the root causes of behavioral issues related to homelessness. The framework will include strategies for creating a sense of stability and belonging for homeless students within the school environment, which can indirectly support improved attendance and academic performance in ELA and math. PBIS		

Action #	Title	Description	Total Funds	Contributing
		rewards and recognition systems will be adapted to be inclusive and accessible for homeless students, encouraging positive behaviors and academic engagement. Lowest Performing Focus Area: Efforts to improve A-G completion will focus on student groups performing in the red for college/career readiness, with targeted support and monitoring.		
3.6	P3f. Counselors/Mental Health Support (State Priority 6)	SPUSD is allocating LCAP funds to support Mental Health Services across the district. This investment is crucial for addressing students' growing mental health needs and promoting their overall well-being. By providing comprehensive mental health support, SPUSD will create a nurturing and inclusive learning environment that fosters resilience, emotional growth, and academic success. Mental health professionals, such as school counselors, psychologists, and social workers, will work collaboratively with students, families, and staff to identify and address mental health concerns, provide targeted interventions, and promote social-emotional learning. Through individual and group counseling, crisis intervention, and preventative programs, students will receive the support they need to navigate challenges, build coping skills, and develop healthy relationships. By prioritizing mental health support, SPUSD recognizes the direct link between emotional well-being and academic achievement, as students who feel supported and emotionally secure are more likely to attend school regularly, engage in learning, and reach their full potential. Investing in mental health services demonstrates SPUSD's commitment to the holistic development of every student and ensures that they have the resources and support necessary to thrive both in and out of the classroom. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Counselors will provide targeted academic and social-emotional support for homeless students to improve attendance, reduce suspensions, and boost academic achievement in ELA and math - key areas identified through differentiated assistance. Lowest Performing Focus Area:	$2,601,729.64	Yes

Action #	Title	Description	Total Funds	Contributing
		Counselors will provide targeted support to address chronic absenteeism, improve graduation rates, and enhance college/career readiness for student groups performing in the red in these areas.		
3.7	P3g. Wellness Centers Support (State Priority 6)	SPUSD is allocating Local Control and Accountability Plan (LCAP) funds to support the development and ongoing operation of Wellness Centers across various schools in the district. These Wellness Centers are designed to provide a safe, supportive environment where students can access resources and services that promote their mental, emotional, and physical well-being. The Wellness Centers offer a variety of services, including: 1. Counseling and Mental Health Support: Licensed counselors and mental health professionals are available to assist students with personal, social, and academic concerns. 2. Health Education: Students can participate in workshops and programs focused on topics such as stress management, nutrition, mindfulness, and healthy relationships. 3. Crisis Intervention: Immediate support is provided for students experiencing emotional distress or crisis situations. 4. Resource Referrals: The centers connect students and families with community resources for additional support, including healthcare, housing, and food assistance. 5. Safe Space: The Wellness Centers serve as a welcoming space for students to relax, recharge, and seek help without stigma or judgment.	$82,574.00	Yes
3.8	P3h. Support Teen Parents	SPUSD is allocating LCAP funds to support teen parents by providing essential childcare services, enabling them to continue their education and work towards graduation. Teen parents often face significant barriers to	$10,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(State Priority 5)	completing their high school education due to the challenges of balancing parental responsibilities with academic demands. By investing in childcare services, SPUSD demonstrates its commitment to ensuring that all students, including teen parents, have equal access to educational opportunities and the support they need to succeed. Providing reliable, high-quality childcare allows teen parents to attend classes and focus on their studies without the stress of finding appropriate care for their children. This support increases the likelihood of teen parents graduating from high school and promotes their overall well-being and future success. By offering childcare services, SPUSD fosters a supportive and inclusive school environment that acknowledges the unique challenges faced by teen parents and provides them with the resources they need to thrive. (All students including FY, LI, EL, SWD) Lowest Performing Focus Area: Childcare services will be provided to ensure teen parents are able to attend school and improve attendance, and enhance academic achievement in ELA and math - key areas identified through differentiated assistance.		
3.9	P3i Parent Involvement (State Priority 3)	SPUSD is allocating LCAP funds to support and increase parent involvement. Research has consistently shown that strong parent engagement is a key factor in student success, leading to improved academic performance, better attendance, and increased motivation. By investing in initiatives that foster parent involvement, SPUSD demonstrates its commitment to creating a partnership between schools and families, recognizing that education is a shared responsibility. LCAP funds will be used to provide various opportunities for parents to actively participate in their children's learning, such as parent workshops, training sessions, and family engagement events. These programs will equip parents with the knowledge, skills, and resources they need to support their children's academic and social-emotional development. (All students including FY, LI, EL, SWD.	$48,892.50	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	P3j. District Communication (State Priority 3)	SPUSD will use LCAP funds to improve communication channels between schools and families, ensuring parents can access timely and relevant information about their children's progress, school events, and available support services. By breaking down barriers to parent involvement and creating a welcoming and inclusive school environment, SPUSD aims to increase parent participation in decision-making processes, such as school site councils and parent advisory committees, giving them a voice in shaping their children's educational experience. Investing in parent involvement through improved district communication benefits students and families and strengthens the entire school community, fostering a culture of collaboration, trust, and shared responsibility for student success. (All students including FY, LI, EL, SWD)	$153,196.50	Yes
3.11	P3k. MTSS/Attendance (State Priorities 5 & 6)	LCAP Funding for MTSS and Student Support Initiatives SPUSD is allocating Local Control and Accountability Plan (LCAP) funds to develop and implement a comprehensive Multi-Tiered System of Supports (MTSS) framework across the district. This strategic investment directly supports the LCAP's primary goals: improving student outcomes, closing achievement gaps, and ensuring equity for all students, including Foster Youth (FY), Low Income (LI), English Learners (EL), and Students with Disabilities (SWD). Multi-Tiered System of Supports (MTSS) MTSS is an evidence-based, integrated approach that addresses students' academic, behavioral, and social-emotional needs. By providing multiple levels of support, MTSS ensures that every student receives appropriate interventions and resources to thrive. Key Benefits of MTSS Implementation: Enhanced Academic Achievement: Targeted interventions and supports are provided at varying levels of intensity, ensuring that all students receive the necessary help to succeed academically. Improved School Climate and Engagement: MTSS promotes positive behavior and addresses social-emotional learning, fostering a supportive and inclusive school environment.	$457,959.75	Yes

Action #	Title	Description	Total Funds	Contributing
		Reduced Achievement Gaps: Focused efforts ensure that underserved student groups receive tailored support, helping to close performance and opportunity gaps. Efficient Resource Allocation: Data-driven decision-making enables staff to quickly identify student needs and allocate resources where they will have the greatest impact. Attendance Incentive Program To further support student success, SPUSD will launch an Attendance Incentive Program using LCAP funds. This program is designed to increase student attendance rates by recognizing and rewarding consistent attendance, raising awareness about the importance of being present at school, and providing targeted support for students facing attendance challenges. Improved attendance is a critical factor in academic achievement and overall student well-being.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Santa Paula Unified School District will ensure equitable conditions of learning for all students by recruiting and retaining highly qualified and diverse staff, maintaining safe and modern facilities and equipment, providing access to comprehensive, rigorous, and standards-aligned curriculum and instructional materials, and regularly assessing and addressing disparities in educational resources and opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Santa Paula Unified School District developed Goal 4, recognizing the critical role of equitable learning conditions in ensuring all students' success, regardless of their background or circumstances. The district is focused on creating an inclusive and supportive educational environment that promotes academic achievement and personal growth for every student by focusing on several key areas.

The Educational Partners highlighted the following components of the goal:

1. HIGHLY QUALIFIED AND DIVERSE STAFF:
Having highly qualified teachers and staff members who reflect the diversity of the student population can positively impact student engagement, motivation, and academic performance. By recruiting and retaining such staff, SPUSD demonstrates its commitment to providing students with role models and mentors who can relate to their experiences and support their learning and development.

2. SAFE AND MODERN FACILITIES AND EQUIPMENT:
A safe and modern learning environment is essential for student well-being and academic success. By maintaining and upgrading its facilities and equipment, SPUSD ensures that students have access to the resources they need to learn effectively and that they feel secure and comfortable in their surroundings.

3. COMPREHENSIVE, RIGOROUS, AND STANDARDS-ALIGNED CURRICULUM AND INSTRUCTIONAL MATERIALS:
Providing students with a well-rounded, challenging curriculum that aligns with state and national standards is crucial for preparing them for success in college, careers, and life. By ensuring that all students have access to high-quality instructional materials, SPUSD demonstrates its commitment to equity and excellence in education.

4. REGULAR ASSESSMENT AND ADDRESSING OF DISPARITIES IN EDUCATIONAL RESOURCES AND OPPORTUNITIES:

Recognizing that disparities in educational resources and opportunities can significantly impact student outcomes, SPUSD has made it a priority to regularly assess and address these disparities. By doing so, the district can identify areas where additional support or resources may be needed and take action to ensure that all students have the tools and opportunities they need to succeed.

SPUSD has selected goal 4l to demonstrate its commitment to creating an equitable and inclusive educational environment that supports the success of all students. By focusing on key areas such as staff quality and diversity, facilities and equipment, curriculum and instructional materials, and the assessment and addressing of disparities, the district aims to provide every student with the resources and opportunities they need to thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully credentialed and appropriately assigned teachers (Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 89.5% Comparison to Statewide Average: Above	Source: 2023-24 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 90.1% Comparison to Statewide Average: Above		Source: 2025-26 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 100% Comparison to Statewide Average: Above	Difference: Baseline and 2023-24 Fully credentialed and appropriately assigned teachers Clear Teaching Credential: Percentage of teachers teaching full-time: +0.6%
4.2	Student access to standards-aligned instructional materials Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for	Source: 2022-23 CA Dashboard Local Indicators ALL: 0%	Source: 2023-24 CA Dashboard Local Indicators ALL: 0%		Source: 2025-2026 CA Dashboard Local Indicators ALL: 0%	Difference: Baseline and 2023-24 Student access to standards-aligned instructional materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	use at school and at home (State Priority 1B)					Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home ALL: Maintained 0%
4.3	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0		Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Difference: Baseline and 2023-24 Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard Deficiencies and Extreme Deficiencies: Maintained 0
4.4	Implementation of the academic content and performance standards adopted by the State Board	Source: 2022-2023, CA Dashboard Local Indicators Standards & Rating ELA-CCSS: 5	Source: 2023-24, CA Dashboard Local Indicators Standards & Rating		Source: 2025-2026, CA Dashboard Local Indicators	Difference: Baseline and 2023-24 Implementation of the academic content and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priority 2A & 2B)	ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4 Career Technical Education: 3 Health Education Content Standards: 3 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: 1 Professional Development, Instructional Materials, Policy & Program Support: The majority of areas in 4, with Next Generation Science Standards in 3 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 3 Identifying professional learning needs of individual teachers: 3	ELA-CCSS: 4 ELD (Aligned to ELA): 3 Mathematics-CCSS: 4 Next Generation Science Standards: 3 History-Social Science: 3 Career Technical Education: 3 Health Education Content Standards: 3 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4, with ELD Instructional Materials, and ELD, Next Gen Science, and History/Social Science Program Support: 3		Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 5 Health Education Content Standards: 5 Physical Education Model Content Standards: 5 Visual and Performing Arts: 5 World Language: 3 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4 and 5 Engagement of School Leadership: Identifying professional	performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Standards & Rating ELA-CCSS: -1 ELD (Aligned to ELA): -1 Mathematics-CCSS: -1 Next Generation Science Standards: -1 History-Social Science: -1 Career Technical Education: No Change Health Education Content Standards: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Providing support for teachers on standards not yet mastered: 3	Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 3 Identifying professional learning needs of individual teachers: 3 Providing support for teachers on standards not yet mastered: 3		learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 5 Providing support for teachers on standards not yet mastered: 5	Physical Education Model Content Standards: No Change Visual and Performing Arts: No Change World Language: +3 Professional Development, Instructional Materials, Policy & Program Support: No Change ELD Instructional Materials, and ELD, Next Gen Science, and History/Social Science Program Support: No Change Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: No Change Identifying professional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						learning needs of individual teachers: No Change Providing support for teachers on standards not yet mastered: No Change

Goal Analysis [2024-25]

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

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

The district made significant progress in carrying out our planned initiatives, while also responding effectively to emerging needs and challenges throughout the year.

Successful Implementation:

Action 4.1 (Smaller Class Sizes) and Action 4.5 (Prep Periods) - Successfully implemented reduction of class sizes and additional prep periods which enables teachers to: (1) regularly analyze student data to identify learning needs, monitor progress, and adjust instruction accordingly; and (2) collaborate on effective strategies and participate in professional development focused on supporting the academic, social-emotional, and behavioral needs of English learners, foster youth, and low-income students.

Action 4.2 (Technology Equipment), Action 4.3 (Technology Infrastructure), and Action 4.4 (Computer Technician Staff) - Successfully implemented continued investment in technology infrastructure, providing computer technician staff, and ensuring that all students have access to the tools and resources necessary for a modern education. By consistently replacing Chromebooks and other essential equipment, we enable our teachers to integrate technology seamlessly into their instruction, enhance student engagement, and develop crucial digital literacy skills.

Action 4.6 (Administrative Support) and Action 4.10 (Office Assistant Support) - Successfully implemented the hiring of assistant principals where needed across the district. Additionally, hiring bilingual Office Assistants enhances communication and accessibility for parents who do not speak English, ensuring they feel welcome and well-informed about their child's education.

Action 4.7 (Athletic Trainer) and Action 4.9 (Athletic Director) - Successfully implemented professional healthcare support for student athletes, we ensure their physical safety during sporting activities, reduce the risk of injuries, and facilitate timely and effective management of any health concerns, as well as an Athletic Director to ensure the smooth operation of athletic programs by overseeing the planning, organization, and administration of all high school sports.

Action 4.8 (Transportation: Athletic Events) - Successfully implemented the continued funding, ensuring that student-athletes can continue to participate in away games and tournaments without financial constraints.

Action 4.11 (Childcare and Interpretation Services) - Successfully implemented the continued support of childcare and interpretation services for district and school events requiring parent/guardian attendance.

Action 4.12 (District Safety Support) and Action 4.13 (School Safety Measures) - Successfully implemented the continued funding for Campus Safety Supervisors, which fosters a secure and conducive learning environment for all students. Additionally, the provision of Crossing Guards has provided the extra safety students need as they come to and from school.

Action 4.14 (Custodial Staff) - Successfully implemented continued funding for custodial staff to ensure the cleanliness of facilities and the well-being of our students and staff.

Action 4.15 (Quality School Facilities/Deferred Maintenance) - Successfully implemented the continued funding for deferred maintenance, ensuring equity in instructional environments and materials for all students

Action 4.16 (Health Services Specialist) - Successfully implemented the continued funding for Health Services Specialists, enhancing health and wellness initiatives by ensuring their presence across all school sites.

Action 4.17 (Senior Accountant) - Successfully implemented the funding for a Senior Accountant position to manage budgets, prepare financial statements, and ensure compliance with regulations. The Senior Accountant supervises accounting staff and collaborates with administrators.

Implementation Challenges:

There were no implementation challenges.

Modified Implementation:

No Actions were modified.

Non-Implemented Actions:

Action 4.18 (Recruitment and Staffing), Action 4.19 (Provide Beginning Teacher Support), and Action 4.20 (Provide Student Access to Standards-Aligned Instructional Materials) - Actions were not funded due to budget constraints. The actions will be removed in the 25-26 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.

For Goal 4 expenditures, there were no significant material differences between budgeted and estimated actuals.

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

To ensure a high-quality learning environment and comprehensive support for students and staff, the district has prioritized a range of actions focused on reducing class sizes, enhancing technology, improving school safety, providing operational support, and enhancing student services. These initiatives have enhanced instructional quality, promoted student well-being, and ensured the maintenance of safe, well-equipped school facilities. Together, they reflect the district's ongoing commitment to excellence and continuous improvement by ensuring that students and staff benefit from supportive learning environments, robust operational systems, and comprehensive services across all campuses.

STRONG EFFECTIVENESS:

Action 4.1 (Smaller Class Sizes), Action 4.2 (Technology Equipment), Action 4.3 (Technology Infrastructure), Action 4.4 (Computer Technician Staff) Action 4.5 (Prep Periods) Action 4.6 (Administrative Support) Action 4.7 (Athletic Trainer) Action 4.8 (Transportation: Athletic Events), Action 4.9 (Athletic Director), Action 4.10 (Office Assistant Support), Action 4.11 (Childcare and Interpretation Services), Action 4.12 (District Safety Support), Action 4.13 (School Safety Measures), Action 4.14 (Custodial Staff), Action 4.15 (Quality School Facilities/Deferred Maintenance), Action 4.16 (Health Services Specialist), and Action 4.17 (Senior Accountant)

Fully Credentialed Teachers:

The percentage of full-time teachers with a clear teaching credential increased from 89.5% in the 2022-23 school year to 90.1% in the 2023-24 school year, according to the CA Dashboard Local Indicators Report. In both years, this rate remained above the statewide average, indicating ongoing improvement and continued strength in teacher credentialing within the district.

EMERGING EFFECTIVENESS:

LOCAL INDICATORS: Implementation of the academic content and performance standards adopted by the State Board

Between 2022-2023 and 2023-2024, the district's CA Dashboard Local Indicators reflect both areas of progress and areas needing renewed attention. Ratings for standards implementation in core subjects such as ELA-CCSS, Mathematics-CCSS, ELD, Next Generation Science Standards, and History-Social Science each declined by one point, indicating a need for targeted improvement in these areas. However, there was substantial progress in World Language, which improved significantly from a rating of 1 to 4. Other content areas, including Career Technical Education, Health Education, Physical Education, and Visual and Performing Arts, remained stable. In terms of professional development, instructional materials, and program support, most areas maintained a rating of 4; however, support for ELD, Next Generation Science, and History/Social Science dropped to a rating of 3. Engagement of school leadership in identifying and supporting professional learning needs remained consistent, with all related indicators holding steady at 3. Overall, while the district sustained strong support structures, the decline in standards implementation ratings in several core subjects highlights the need for renewed focus and strategic action to ensure continued progress.

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

Based on our analysis and educational partner feedback, the following are the planned adjustments for the 2024-2027 LCAP cycle:

GOAL DESCRIPTION:

No Changes

METRICS CHANGED:

-No Goal 4 metrics were modified.
-No Goal 4 metrics were added.
-No Goal 4 metrics were removed.

ACTIONS CHANGED:

-Action 4.5, P4e. Prep Periods has been renamed to P4e. Prep Periods at Isbell Middle School
-Action 4.6, P4f. Administrative Support has been changed to P4f. Admin. Site Support.
-Action 4.17, P4q. Senior Accountant has been changed to P4q. Financial Literacy
-Action 4.18 Recruitment and Staffing, Action 4.19 Provide Begging Teacher Support, and Action 4.20 Provide Students Access to Standards-Aligned Instructional Materials. These actions were not funded in Year 1 and will be removed from the LCAP for 25-26.

EXPECTED OUTCOMES:

-No Goal 4 expected outcomes were modified.
-No Goal 4 expected outcomes were added.
-No Goal 4 expected outcomes were removed.

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	P4a. Smaller Class Sizes PRIORITY 1	Reducing class sizes, particularly in the early grades, is a key strategy funded through our Local Control and Accountability Plan (LCAP). By providing more individualized attention, improving classroom management, and increasing student engagement, smaller class sizes can lead to better academic outcomes. This approach is especially important for closing achievement gaps and promoting educational equity among our high-needs students, including those from low-income families, English language learners, and foster youth. While significant costs are associated with reducing class sizes, SPUSD believes this investment is essential to support the success of all our students. (All students, including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Smaller class sizes will allow for more individualized attention, particularly benefiting homeless students in ELA and math instruction, which are areas of focus identified through differentiated assistance. Lowest Performing Focus Area: Smaller class sizes will enable more individualized attention, particularly benefiting student groups that are performing in the red. This approach will enable teachers to provide targeted support in ELA and math, and address language needs to improve ELPI scores, implement behavior management strategies to reduce suspensions, and offer personalized interventions to improve attendance and reduce chronic absenteeism. At the secondary level, smaller classes will facilitate more intensive support for graduation preparation and college/career readiness activities.	$543,250.00	Yes
4.2	P4b. Technology Equipment	Investing in technology is a critical component of our LCAP, ensuring that all students have access to the tools and resources necessary for a	$837,419.88	Yes

Action #	Title	Description	Total Funds	Contributing
	PRIORITY 1	modern education. By consistently replacing Chromebooks and other essential equipment, we enable our teachers to integrate technology seamlessly into their instruction, enhance student engagement, and develop crucial digital literacy skills. This ongoing investment in technology helps close the digital divide, particularly for our high-needs students and prepares all learners for success in an increasingly technology-driven world. Although maintaining and updating technology requires significant resources, SPUSD believes it is a vital use of LCAP funds to support equitable access to high-quality teaching and learning experiences for all students. (All students including FY, LI, EL, SWD)		
4.3	P4c. Technology Infrastructure PRIORITY 1	Santa Paula Unified School District (SPUSD) is investing in technology infrastructure through LCAP funding for several key reasons: SPUSD is committed to ensuring equitable access to digital resources and online learning platforms for all students, effectively closing the digital divide within the district. By investing in technology infrastructure, SPUSD aims to help students develop crucial 21st-century skills such as digital literacy, critical thinking, and collaboration, preparing them for future success. -SPUSD recognizes the importance of personalized learning and is using LCAP funds to enable tailored learning experiences that cater to individual student needs and learning styles.\ The district is expanding learning opportunities beyond the traditional classroom setting by investing in technology that facilitates access to online courses and virtual collaborations. -SPUSD is dedicated to improving efficiency and effectiveness within the district. By allocating LCAP funds to technology infrastructure, the district can streamline processes and facilitate data-driven decision-making. Through this strategic investment in technology infrastructure, SPUSD is empowering students with the tools and skills necessary to succeed in a digital world while simultaneously enhancing the overall quality of education within the district. (All students including FY, LI, EL, SWD)	$325,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	P4d. Computer Technician Staff PRIORITY 1	Allocating LCAP funds for computer technician staff is essential to support our district's technology infrastructure and ensure that our investments in devices and software are effectively maintained and utilized. Our computer technicians play a vital role in troubleshooting issues, providing technical support to teachers and students, and ensuring that our technology remains up-to-date and functional. By dedicating LCAP resources to this skilled staff, we can minimize disruptions to learning caused by technical problems, enable teachers to focus on instruction rather than technology management, and ultimately maximize the impact of our technology investments on student outcomes. Funding computer technician positions through the LCAP demonstrates our commitment to providing all students, particularly those with the greatest needs, with reliable access to the technology tools and support necessary for their academic success. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Computer technicians will ensure homeless students have reliable access to technology for academic support in ELA and math, areas identified for improvement through differentiated assistance. Lowest Performing Focus Area: Computer technicians will ensure that student groups performing in the red have reliable access to technology for academic support in ELA and math. They will also support the implementation of language learning software to boost ELPI scores for English Learners. Technicians will assist in setting up attendance tracking systems to address chronic absenteeism and support online credit recovery programs to improve graduation rates. They will also ensure access to college and career exploration platforms to enhance college/career readiness.	$747,158.89	Yes
4.5	P4e. Prep Periods at Isbell Middle School PRIORITY 7	Our SPUSD schools serve many high-needs students, including low-income English learners and foster youth. Allocating LCAP supplemental and concentration grant funds toward additional teacher prep periods will directly support improved outcomes for these students by providing teachers more time for individualized lesson planning tailored to student needs, data analysis to identify learning gaps and monitor progress,	$459,283.11	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboration, and professional development-focused on high-needs students, and communication with families of at-risk students. This strategic investment aligns with LCAP's priorities of improving educational experiences and closing achievement gaps for our most vulnerable student populations. (All students including FY, LI, EL, SWD)		
4.6	P4f. Admin. Site Support PRIORITY 1	The Santa Paula Unified School District is allocating LCAP funds to hire assistant principals at several schools. This decision is based on the schools' size, complexity, and need for enhanced instructional leadership, student support services, family/community engagement, and a positive school climate. The additional administrative support is expected to improve student outcomes across the district. (All students including FY, LI, EL, SWD)	$191,187.06	Yes
4.7	P4g. Athletic Trainer PRIORITY 1	SPUSD funds an athletic trainer through LCAP, aligning with the District's commitment to holistic student well-being and academic success. By providing professional healthcare support for student athletes, we ensure their physical safety during sporting activities, reduce the risk of injuries, and facilitate timely and effective management of any health concerns. A dedicated athletic trainer not only enhances the overall quality of our athletic programs but also promotes equity by ensuring that all students, regardless of their socioeconomic background or athletic ability, have access to essential healthcare services. This investment not only supports the health and safety of our students but also contributes to a positive school environment conducive to learning and achievement. (All students including FY, LI, EL, SWD)	$163,865.15	Yes
4.8	P4h. Transportation: Athletic Events PRIORITY 1	Santa Paula Unified School District (SPUSD) is allocating LCAP funds to cover the significant increase in transportation costs for athletic events. This investment is essential for: -Maintaining student participation: With transportation costs having more than doubled, providing funding ensures that student-athletes can continue to participate in away games and tournaments without financial constraints.	$380,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Ensuring fair competition: By covering the increased transportation expenses, SPUSD enables its teams to compete on a level playing field. -Supporting student growth: Participation in athletics contributes to students' physical, mental, and social development, and this funding ensures that these opportunities remain accessible to all student-athletes. -Preserving athletic programs: This investment helps maintain the integrity and diversity of SPUSD's athletic offerings. By investing LCAP funds in transportation for athletic events, SPUSD demonstrates its commitment to supporting student-athletes and ensuring they can continue to participate and compete despite the rising costs. (All students including FY, LI, EL, SWD)		
4.9	P4i. Athletic Director PRIORITY 1	The Santa Paula Unified School District (SPUSD) is allocating LCAP funds to provide an Athletic Director position at the high school level. This investment is essential for ensuring the smooth operation of athletic programs by overseeing the planning, organization, and administration of all high school sports. Additionally, the athletic director serves as a liaison between coaches, athletes, parents, and school administration, facilitating clear communication and coordination of athletic events, practices, and policies. Furthermore, the athletic director ensures that all sports programs adhere to district, state, and national regulations, prioritizing the safety and well-being of student-athletes. The athletic director also helps foster a strong connection between the school and the community by organizing and promoting athletic events, leading to increased support and participation. Finally, the athletic director collaborates with coaches and teachers to monitor student-athletes' academic progress and provide support to ensure their success in athletics and academics. By investing LCAP funds in an Athletic Director position, SPUSD demonstrates its commitment to providing a well-rounded educational experience, promoting student well-being, and fostering a strong athletic program that benefits the entire school community. (All students including FY, LI, EL, SWD)	$111,734.57	Yes

Action #	Title	Description	Total Funds	Contributing
4.10	P4j. Office Assistant Support PRIORITY 1	The Santa Paula Unified School District (SPUSD) is allocating LCAP funds to provide additional Office Assistant support in school front offices. This investment is crucial for enhancing parent and community engagement, as an additional office staff member ensures that parents and the community receive prompt, attentive, and efficient service when interacting with the school. Furthermore, by hiring a bilingual Office Assistant, SPUSD improves communication and accessibility for non-English speaking parents, ensuring they feel welcome and well-informed about their child's education. The extra support also allows for a more efficient distribution of administrative tasks, enabling office staff to focus on providing better service to parents and the community. Additionally, a well-staffed front office creates a positive first impression and a welcoming atmosphere, encouraging parents and the community to engage more actively with the school. Ultimately, the added support improves overall school operations, contributing to the smooth running of the school and benefiting students, staff, and families. By investing LCAP funds in Office Assistant support, SPUSD demonstrates its commitment to providing excellent service, improving bilingual accessibility, and fostering strong partnerships with parents and the community. (All students including FY, LI, EL, SWD)	$1,180,559.39	Yes
4.11	P4k. Childcare and Interpretation Services PRIORITY 1	Santa Paula Unified School District (SPUSD) invests LCAP funds to provide childcare and interpretation services for district and school events requiring parent/guardian attendance. (All students including FY, LI, EL, SWD) This investment is essential for: -Increasing parent engagement: By offering these services, SPUSD removes barriers that may prevent parents from attending essential school events, encouraging more significant involvement in their children's education. Promoting equity and inclusion: Interpretation services ensure that non-English-speaking parents can fully participate in school events, creating a more inclusive school community. -Enhancing communication: Interpretation services enable effective communication between the district, schools, and parents, regardless of language barriers.	$13,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fostering stronger school-home partnerships: SPUSD strengthens the relationship between schools and families by supporting parent attendance and participation. -Supporting student success: Increased parent involvement, facilitated by these services, has positively impacted student achievement and overall success.		
4.12	P4l. District Safety Support PRIORITY1	Allocating LCAP funds to employ Campus Safety Supervisors is a strategic investment in fostering a secure and conducive learning environment for all students. By having dedicated personnel responsible for campus safety, we prioritize our student body's physical and emotional well-being. Campus Safety Supervisors play a vital role in preventing and addressing potential safety concerns, including incidents of bullying, harassment, or violence, thereby promoting a culture of respect and inclusivity within our school community. Their presence contributes to a sense of security among students, staff, and parents, ultimately enhancing overall student attendance, engagement, and academic achievement. Moreover, employing Campus Safety Supervisors ensures equitable access to a safe learning environment for all students, regardless of their background or circumstances. Utilizing LCAP funds to fund Campus Safety Supervisors aligns with our commitment to providing a nurturing and supportive educational experience that enables every student to thrive. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Campus safety supervisors will receive training on working with all students including homeless students to reduce disciplinary incidents and improve school climate, addressing suspension rates identified through differentiated assistance. Lowest Performing Focus Area: Campus safety supervisors will receive comprehensive training on working with student groups performing in the red. This training will include strategies to create a positive school climate that supports academic engagement in ELA and math, techniques for de-escalation to reduce suspension rates, and methods to encourage regular attendance to address chronic absenteeism. They will also be trained to	$1,230,881.73	Yes

Action #	Title	Description	Total Funds	Contributing
		recognize and support students at risk of not graduating, connecting them with appropriate resources.		
4.13	P4m. School Safety Measures PRIORITY 1	Investing LCAP funds in school safety measures is a critical decision that directly supports all students' physical, emotional, and intellectual well-being, particularly those most vulnerable, such as English Learners, Foster Youth, and Low-Income students. By prioritizing school safety, we create a secure and nurturing environment that enables students to focus on their learning and personal growth without the distractions or fears associated with potential safety concerns. A comprehensive school safety approach, including implementing effective security measures, developing robust emergency response plans, and providing training for staff and students, ensures that our campuses are well-prepared to prevent and respond to any potential threats or incidents. Moreover, by fostering a culture of safety and inclusivity, we promote a positive school climate that encourages student attendance, engagement, and academic success. Investing in school safety through LCAP funds demonstrates our unwavering commitment to providing an equitable, supportive, and high-quality educational experience for all students, empowering them to reach their full potential in a secure and caring environment. (All students including FY, LI, EL, SWD)	$108,650.00	Yes
4.14	P4n. Custodial Staff PRIORITY 1	SPUSD's investment in custodial staff provides several benefits that align with our commitment to student health, safety, and academic achievement. By ensuring cleanliness and reducing the spread of germs, custodial staff support student well-being and attendance, promoting health and hygiene. They also play a vital role in enhancing safety by addressing hazards promptly, contributing to accident prevention, and allowing students to focus on learning. Furthermore, funding custodial staff through LCAP supports equity and inclusion, ensuring all students have access to clean facilities, regardless of their background. A well-maintained school facilitates positive learning environments, fostering a positive atmosphere that enhances student engagement and academic success. (All students including FY, LI, EL, SWD)	$418,555.65	Yes

Action #	Title	Description	Total Funds	Contributing
4.15	P4o. Quality School Facilities/Deferred Maintenance PRIORITY 1	SPUSD is allocating funds to schools for the innovation of collaborative spaces, media centers, classrooms, STEAM labs, and other innovative labs. This ensures equity in instructional environments and materials for all students. (All students including FY, LI, EL, SWD) The funding includes: 3.5.A) Innovative furniture: Providing modern, flexible furniture enhances learning spaces and promotes collaboration. 3.5.B) Deferred maintenance: Setting aside funds to maintain facilities in good repair, ensuring a safe and conducive learning environment. SPUSD will create engaging, equitable, and well-maintained learning spaces that support student success and achievement.	$465,022.00	Yes
4.16	P4p. Health Service Specialist PRIORITY 1	Utilizing LCAP funds to finance Health Services Specialists has proven beneficial for SPUSD. The district has significantly enhanced health and wellness initiatives by ensuring their presence across all school sites. These specialists are pivotal in promoting a healthier environment and supporting the well-being of students, parents, and staff members. Their consistent presence contributes to the overall quality of health services, aligning with SPUSD's commitment to prioritizing the holistic well-being of its educational community. (All students including FY, LI, EL, SWD) Differentiated Assistance Focus Area: Health Service Specialists will prioritize support for homeless students, address health-related barriers to attendance and academic performance, and contribute to improvements in areas identified through differentiated assistance. Lowest Performing Focus Area: Health Service Specialists will prioritize support for student groups performing in the red, addressing health-related barriers to academic success. They will implement targeted health interventions to improve attendance and reduce chronic absenteeism. They will also provide health education that supports students' ability to	$721,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engage in ELA and math instruction and offer language-appropriate health services to support ELPI improvement. For older students, they will focus on health issues that may impact graduation rates and provide health-related college and career readiness information.		
4.17	P4q. Financial Literacy PRIORITY 1	Financial literacy equips students with essential life skills for managing money, making informed decisions, and planning for their futures. Today's financial literacy programs teach students key concepts, including saving, budgeting, managing credit and debt, and investing. These skills enable students to set financial goals, avoid common pitfalls such as excessive debt, and alleviate financial stress. Financial education has lasting benefits, empowering students to become financially responsible adults who can confidently navigate complex financial situations and achieve long-term financial security.	$8,148.75	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-27 school year, Renaissance High School will increase its student stability rate to 80%, with a particular focus on improving academic, social-emotional, and behavioral outcomes for low-income students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Santa Paula Unified School District will continue to collaborate with Renaissance High School to implement targeted support and increase its student stability rate to 80%. This goal was prioritized based on both California School Dashboard data and local data, which highlight a current stability rate of 68.2% and show that more than 70% of students are identified as socioeconomically disadvantaged. These figures indicate a need for focused attention to ensure students remain enrolled and engaged throughout the academic year. Additionally, Renaissance High School continues to qualify for Equity Multiplier funding due to its high percentage of socioeconomically disadvantaged students.

The need to address student stability was further identified through ongoing consultation with educational partners, including teachers, administrators, support staff, families, and community members. Feedback from these groups consistently emphasized the importance of improving student retention and addressing the barriers faced by our most vulnerable student groups. This collaborative input, combined with performance data from the Dashboard and local assessments, guided the decision to maintain and refine this goal.
Since the eligibility criteria for the socioeconomically disadvantaged student group remain unchanged, the school's goal number and associated actions will also remain the same, while metrics and goal analysis will be updated accordingly.

Renaissance High School will continue to address these challenges using a Multi-Tiered System of Support (MTSS) framework. This comprehensive approach enables the school to support students' academic, socio-economic, and behavioral needs. Academically, the school will focus on assisting low-income students who are performing in the red category on the CAASPP Mathematics assessments, indicating they are significantly behind grade-level standards and require intensive interventions.

Beyond academics, the school will adopt a whole-child approach, addressing students' social-emotional and other non-academic needs. The goal is to create a learning environment that supports the full spectrum of students' needs. Through targeted academic support and a holistic, student-centered approach, Santa Paula Unified School District and Renaissance High School will work together to increase the student stability rate to 80%, ensuring more students remain enrolled and engaged throughout the academic year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Stability rate students at Renaissance High School (State Priority 5)	Source: 2022-23 DataQuest District – ALL: 8.6% Renaissance High School ALL: 29.8%	Source: 2022-24 DataQuest District – 9.5%: Renaissance High School ALL: 31.8%		Source: 2025-26 DataQuest Renaissance High School ALL: Stability Rate of 80%	Source: 2022-24 DataQuest District – +0.9%: Renaissance High School ALL: +2%
5.2	SBAC – CA Statewide Assessment English Language Arts (ELA) Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) Percent of students within each achievement level Met or Exceeded Standard for ELA (State Priority 4A)	Source: 2022-23 CA Dashboard District – ALL: -54.9 DFS Renaissance High School ALL: -138.4 DFS LI: -134.2 DFS Source: 2022-23 DataQuest District – ALL Met or Exceeded: 29.41% Renaissance High School ALL Met or Exceeded: 4.26%	Source: 2022-24 CA Dashboard District – ALL: -42.3 DFS Renaissance High School ALL: -121 DFS LI: -123.3 DFS Source: 2022-23 DataQuest District – ALL Met or Exceeded: 33.89% Renaissance High School		Source: 2025-26 CA Dashboard Renaissance High School ALL: -93.4 DFS LI: -89.2 DFS Source: 2025-26 DataQuest Renaissance High School ALL Met or Exceeded: 30% LI Met or Exceeded: 30%	Source: 2022-23 CA Dashboard District – ALL: +12.6 Points Renaissance High School ALL: +17.4 Points LI: +10.9 Points Source: 2022-23 DataQuest District – ALL Met or Exceeded: +4.48% Renaissance High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI Met or Exceeded: 4.76%	ALL Met or Exceeded: 7.14% LI Met or Exceeded: 8.00%			ALL Met or Exceeded: +2.88% LI Met or Exceeded: +3.24%
5.3	SBAC – CA Statewide Assessment Mathematics Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) Percent of students within each achievement level Met or Exceeded Standard for Math (State Priority 4A)	Source: 2022-23 CA Dashboard District – ALL: -98.3 DFS Renaissance High School ALL: -225.2 DFS LI: -229.9 DFS Source: 2022-23 DataQuest District – ALL Met or Exceeded: 17.46% Renaissance High School ALL Met or Exceeded: 0% LI Met or Exceeded: 0%	Source: 2022-24 CA Dashboard District – ALL: -90 DFS Renaissance High School ALL: -237.1 DFS LI: -240.2 DFS Source: 2022-24 DataQuest District – ALL Met or Exceeded: 20.17% Renaissance High School ALL Met or Exceeded: 0% LI Met or Exceeded: 0		Source: 2025-2026 CA Dashboard Renaissance High School ALL: -165.2 DFS LI: -169.9 DFS Source: 2025-26 DataQuest Renaissance High School ALL Met or Exceeded: 30% LI Met or Exceeded: 30%	Source: 2022-23 CA Dashboard District – ALL: +8.3 Points Renaissance High School ALL: -11.9 Points LI: -10.3 Points Source: 2022-23 DataQuest District – ALL Met or Exceeded: +2.71% Renaissance High School ALL Met or Exceeded: 0% LI Met or Exceeded: 0%
5.4	High School Graduation Rates (State Priority 5E)	Source: 2022-23 CA Dashboard District – ALL: 89.6%	Source: 2022-2024 CA Dashboard District – ALL: 92.7%		Source: 2025-2026 CA Dashboard	Source: 2022-2024 CA Dashboard District – ALL: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Renaissance High School ALL: 90.5% LI: 90.1%	Renaissance High School ALL: 86.4% LI: 86.2%		Renaissance High School ALL: 85% LI: 85%	Renaissance High School ALL: -4.2% LI: -3.9%
5.5	Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard District – ALL: 5.8% Renaissance High School ALL: 18.4%	Source: 2022-24 CA Dashboard District – ALL: 4.6% Renaissance High School ALL: 4.7%		Source: 2025-2026 CA Dashboard Renaissance High School ALL: 0%	Source: 2022-2024 CA Dashboard District – ALL: -0.4% Renaissance High School ALL: -13.7%

Goal Analysis [2024-25]

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

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

Successful Implementation:

Action 5.1 (Implement a Multi-Tiered System of Support) Renaissance High School is currently developing its Multi-Tiered System of Support (MTSS) to better address the diverse academic, behavioral, and social-emotional needs of all students. By organizing educational data by grade levels and years, the school can more easily identify trends, monitor student progress, and tailor interventions to individual needs. This ongoing development is designed to provide varying levels of support—ranging from universal strategies for all students to more intensive interventions for those facing significant challenges—thereby fostering a stable, inclusive, and responsive learning environment that promotes both academic achievement and student well-being.

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.

No Material Differences

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

Action 5.1 produced mixed results, revealing both areas of progress and ongoing challenges.

The student stability rate saw a modest increase from 29.8% to 31.8%, indicating some positive movement, but this remains far below the ambitious target of 80% and suggests that current interventions have had only limited impact on student retention. In English Language Arts (ELA), there were incremental improvements: the Distance from Standard (DFS) improved from -138.4 to -121 and the percentage of students meeting or exceeding standards rose from 4.26% to 7.14%. While these gains are encouraging, they are still well short of the goals of 30% proficiency and a DFS of -93.4, highlighting the need for more intensive or targeted strategies to accelerate progress in ELA. In contrast, mathematics outcomes declined, with the DFS worsening from -225.2 to -237.1 and no students meeting or exceeding standards, indicating that current actions have been ineffective and that a strategic shift or increased support is urgently needed in this area.

Graduation rates also declined for all students, including low-income students, dropping by more than four percentage points, which is particularly concerning and points to the ineffectiveness of current strategies in supporting on-time graduation for vulnerable groups. On a more positive note, suspension rates dropped dramatically from 18.4% to 4.7%, a decrease of 13.7 percentage points, demonstrating that actions aimed at improving school climate and reducing exclusionary discipline practices have been highly effective. Overall, while there are some encouraging signs, particularly in reducing suspensions, the results underscore the need for more robust and targeted interventions to drive meaningful improvements in academic achievement and student retention.

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

The typing error in Metric 5.1 Baseline Data were corrected.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Implement a Multi-tiered System of Supports	A Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses students' academic, socioeconomic, and behavioral needs through targeted interventions. It follows a "whole-child" approach, considering not only academic performance but also social-emotional and	$148,418.00	No

Action #	Title	Description	Total Funds	Contributing
	(State Priorities 4 & 5)	other non-academic factors that impact student success. The MTSS framework provides varying levels of support based on individual student needs, with the most intensive interventions reserved for students facing the most significant challenges. MTSS aims to improve academic outcomes, promote student well-being, and increase student engagement and stability by creating a learning environment that addresses the full spectrum of student needs.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,816,960	$2,312,576

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
36.971%	0.000%	$0.00	36.971%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** P1a. Professional Development (State Priority 4) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges in reading, math, and science,	By implementing targeted professional development, SPUSD aims to improve instruction and academic performance by 5% in the 24-25 school year to close the gap for English learners, foster youth, and low-income students with disabilities. Specific skills/topics: Evidence-based strategies for differentiated instruction in ELA and math; culturally responsive	CAASPP ELA and Math Scores; Science CAST Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resulting in lower CAASPP scores compared to the general student population. Specific data point: CAASPP data shows that English Learners, Foster Youth, Low-Income students, and Students with Disabilities score 20-30% lower in ELA and math than the general student population. Feedback from educational partners: Teachers have indicated a need for more targeted training on differentiated instruction for high-need student groups. Improvement on current practice: Current PD needs more focus on specific strategies for closing achievement gaps for underperforming student groups. **Scope:** LEA-wide	teaching practices; trauma-informed approaches; positive behavior interventions. Expected improvement: This enhanced support network is expected to improve student outcomes by equipping all teachers with specialized skills to address the unique learning needs of underperforming student groups. By implementing targeted professional development, SPUSD aims to improve instruction and academic performance by 5% in the 24-25 school year to close the gap for English learners, foster youth, and low-income students with disabilities. Why provided LEA-wide: Professional development is implemented LEA-wide to ensure all teachers and staff across the district receive consistent, high-quality training in evidence-based strategies for supporting unduplicated pupils. This approach promotes equity in instructional practices and student support across all schools, benefiting all students while particularly addressing the needs of English Learners, Foster Youth, Low-Income students, and Students with Disabilities.	
1.2	**Action:** P1b. Data Service Specialist (State Priority 4) **Need:**	By hiring a Data Services Specialist, SPUSD aims to improve the disaggregation of academic data to help teachers make informed decisions about closing the gap for English Learners, Foster Youth, Low-Income, and Students with Disabilities. Specific skills/topics:	CAASPP ELA and Math Scores; Science CAST Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges in reading, math, and science, resulting in lower CAASPP scores compared to the general student population. Specific data point: CA Dashboard shows multiple student groups in the red performance category for ELA, math, and other state indicators. Feedback from educational partners: Administrators report difficulties in efficiently analyzing and acting on student performance data. Improvement on current practice: Data analysis is often delayed and needs more depth for targeted interventions. **Scope:** LEA-wide	In-depth data analysis; creation of actionable reports; training for staff on data-driven decision-making. Expected improvement: This enhanced support is expected to improve student outcomes by providing timely, detailed insights into student performance, allowing for rapid implementation of targeted interventions. LEA-wide implementation ensures all schools benefit from enhanced data analysis, promoting equity in data-driven practices across the district. By hiring a Data Services Specialist, SPUSD aims to improve the disaggregation of academic data to help teachers make informed decisions about closing the gap for English Learners, Foster Youth, Low-Income, and Students with Disabilities. Why provided LEA-wide: The Data Service Specialist position is implemented LEA-wide to ensure consistent, high-quality data analysis and support across all schools in the district. This approach allows for comprehensive tracking of student progress, particularly for unduplicated pupils, and enables data-driven decision-making at the district and school levels. By providing this service district-wide, we ensure that all schools have equal access to valuable data insights, promoting equity in identifying and addressing student needs.	
1.3	**Action:** P1c. Directors of Elementary and Secondary (State Priorities 4, 7, & 8)	By hiring a Director of Early Childhood and Elementary Education and a Director of College and Career Readiness, SPUSD aims to improve curriculum, instruction, and assessments for our	CAASPP ELA and Math Scores; Science CAST Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges in reading, math, and science, resulting in lower CAASPP scores compared to the general student population. Specific data point: CA Dashboard shows persistent achievement gaps for unduplicated elementary through high school pupils. Feedback from educational partners: School site leaders need more coordinated, district-level support in addressing achievement gaps. Improvement on current practice: Current leadership is enhanced with a leadership structure that specifically focuses on vertical support alignment for high-need student groups. **Scope:** LEA-wide	English Learners, Foster Youth, Low-Income, and Students with Disabilities. Specific skills/topics: Strategic planning for closing achievement gaps; implementation of research-based interventions; coordination of support services across grade levels. Expected improvement: This enhanced leadership position is expected to improve student outcomes by ensuring coherent, sustained support for high-need students from early childhood through high school graduation. The LEA-wide implementation allows for systemic changes that benefit all students, particularly targeting those with the greatest needs. Why provided LEA-wide: These director positions are implemented LEA-wide to ensure consistent leadership and coordination of efforts to support unduplicated pupils from early childhood through high school graduation. This district-wide approach allows for vertical alignment of programs and services, ensures equitable distribution of resources, and promotes coherent strategies for closing achievement gaps across all grade levels and schools. By providing this leadership at the district level, we can better ensure that all schools effectively address the needs of English Learners, Foster Youth, Low-Income students, and Students with Disabilities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** P1d. TK/K Bilingual Aides (State Priority 4) **Need:** The Santa Paula School District requires dedicated Transitional Kindergarten and Kindergarten Bilingual Instructional Aides to support the successful implementation of our Local Control and Accountability Plan (LCAP) and ensure equitable educational access for our youngest learners, particularly English Language Learners. These aides are crucial for providing targeted language support, promoting bilingualism and biliteracy, bridging achievement gaps, and fostering an inclusive learning environment that values diversity and strengthens home-school connections. All of these are essential to achieving our district's mission of equitable, high-quality education for all students. **Scope:** LEA-wide	Based on this paragraph, the district aims to employ Transitional Kindergarten and Kindergarten Bilingual Instructional Aides to support their Local Control and Accountability Plan (LCAP) goals. These aides will provide targeted language support, small group instruction, and individualized attention to young learners, particularly English Language Learners. The district's objective is to bridge language gaps, promote bilingualism and biliteracy, prevent achievement gaps, create an inclusive learning environment, and foster strong home-school connections. Ultimately, the district seeks to ensure equitable access to high-quality education for all students, including foster youth, low-income students, English learners, and students with disabilities.	TK/K Enrollment; EL Reclassification Rate
1.5	**Action:** P1e. Expanded TK-Preschool (State Priorities 4 & 7) **Need:** The Santa Paula community is experiencing a growing need for additional Preschool and Transitional Kindergarten (TK) classes for our	SPUSD aims to increase access to quality preschool and TK classes for our English learners, foster youth, and low-income students. This will provide vital early childhood education, promote school readiness, and foster a love of learning from an early age. SPUSD's investment in these critical early years will help build a stronger future for the children and families of Santa Paula.	QSIS Preschool and Transitional Kindergarten enrollment.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Low-Income students. Expanding these early education programs is essential to ensure our youngest learners receive the foundational skills and support they need for a successful academic journey. Specific data point: Kindergarten readiness assessments show 40% of incoming students lack foundational skills. Feedback from educational partners: Elementary teachers report significant readiness gaps for unduplicated pupils. Improvement on current practice: Early education offerings are limited in scope and reach. **Scope:** Schoolwide	Specific skills/topics: Early literacy, numeracy, social-emotional development, school readiness skills. Expected improvement: Expanded early education is expected to improve long-term academic outcomes by providing a strong foundation for unduplicated pupils. Schoolwide implementation ensures equitable access to high-quality early education. Why provided schoolwide: This action is implemented schoolwide to ensure all eligible students, particularly unduplicated pupils, have equal access to high-quality early education, setting a strong foundation for future academic success across all elementary schools.	
1.6	**Action:** P1f. ELD Support **Need:** The need for ELD and DLI programs in the SPUSD is paramount for our English Learners, Foster Youth, and Low-Income. SPUSD identified the need to support the students' development of English proficiency while supporting academic content knowledge, ensuring they have equitable access to the core curriculum and can actively participate in their education.	By implementing the ELD/DLI Programs for our English Learners, Foster Youth, and Low-Income, the students will receive tailored support services that develop bilingualism, biliteracy, and cultural competence by offering instruction in both English and Spanish. This investment will enhance individual student outcomes while also propelling the district toward its mission of nurturing an inclusive and equitable educational environment. Specific skills/topics:	ELPAC Scores, DLI Enrollment

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
	Specific data point: English Learners show 30% lower proficiency rates in ELA than English-only peers. Feedback from educational partners: Parents of ELs express a desire for bilingual education options. Improvement on current practice: Current ELD programs have shown limited success in closing achievement gaps. **Scope:** LEA-wide	Biliteracy development, cross-cultural competence, and academic language proficiency. Expected improvement: DLI is expected to improve EL outcomes by promoting bilingualism and biliteracy. Schoolwide implementation fosters linguistic diversity and benefits all students. Why provided schoolwide: DLI is implemented schoolwide to create an inclusive, bilingual learning environment that benefits both English Learners and English-proficient students, promoting linguistic diversity and cultural understanding throughout the school community.	
1.7	**Action:** P1g. ELD Task Force (State Priorities 4 & 7) **Need:** 1. Our LTELs are demonstrating growth; however, their performance in CAASPP mathematics remains in the "red" category, which is a result of language barriers. 2. In response to Educational Partner feedback indicating that the existing reclassification criteria may be impeding student progress, the ELD Task Force will conduct a thorough review of these criteria. The goal is to identify and implement	Addressing Needs of Unduplicated Pupils Targeted Instruction and Support: The ELD Task Force monitors student progress and ensures that ELs, especially LTELs, receive appropriate instruction, support, and intervention strategies. These actions are critical given that, while LTELs are showing growth, their CAASPP mathematics performance remains below expectations (“in the red”). By providing differentiated instruction and targeted interventions, the Task Force addresses the specific academic and linguistic needs of these students, helping to close achievement gaps. Ongoing Monitoring of RFEP Students:	ELPAC; EL Reclassification Rate

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
	adjustments that support more students in becoming eligible for reclassification, thereby promoting greater academic advancement and equity. **Scope:** LEA-wide	The Task Force also tracks the progress of RFEP students to ensure they continue to achieve academic proficiency after reclassification. This ongoing support helps prevent students from falling behind after reclassification and ensures sustained academic success. Review and Adjustment of Reclassification Criteria: By reviewing and potentially adjusting the reclassification criteria, the Task Force aims to increase the number of students eligible for reclassification. This ensures that the criteria remain equitable and responsive to the needs of ELs, particularly those who may be ready for reclassification but are held back by outdated or overly rigid requirements.	
1.8	**Action:** P1h. Newcomer Teacher (State Priorities 4 & 7) **Need:** Santa Paula Unified School District requires a dedicated Newcomer teacher to provide essential support for recently arrived immigrant students and English Language Learners. This specialized educator is crucial for implementing targeted language acquisition programs, offering culturally responsive instruction, and providing social-emotional support to help Newcomer students successfully adapt to their new educational environment. The Newcomer teacher's role is	The Santa Paula Unified School District aims to employ a Newcomer teacher to support recently arrived immigrant students and English Language Learners (ELLs). This teacher will provide specialized instruction to help these students adapt to their new educational environment, implement targeted language acquisition programs, offer social-emotional support, and use culturally responsive teaching methods. The district intends to create an inclusive learning environment, prevent achievement gaps, facilitate communication between school and families, and ultimately provide a comprehensive, equitable education that meets the unique needs of Newcomer students, aligning with their Local Control and Accountability Plan (LCAP) goals.	ELPAC; EL Reclassification Rate

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	vital in creating an inclusive learning atmosphere, preventing achievement gaps, facilitating home-school communication, and ultimately ensuring that these students receive an equitable, comprehensive education that aligns with the district's Local Control and Accountability Plan goals. **Scope:** LEA-wide		
1.9	**Action:** P1i Advanced Placement Program/Exam Fees (State Priority 4) **Need:** The number of unduplicated students taking the AP Exam is on the rise. Our goal is to continue to the momentum. **Scope:** Schoolwide	Funding the Advanced Placement (AP) Program and exam fees directly addresses the needs of unduplicated pupils—including low-income students, English Learners, and foster youth—by removing financial barriers that might otherwise prevent them from enrolling in rigorous, college-level coursework. Many unduplicated pupils face economic and systemic obstacles that limit their access to advanced academic opportunities. By covering the costs associated with AP courses and exams, the district ensures that all students, regardless of background or financial circumstance, have equitable access to these high-quality educational experiences. Providing this support on an LEA-wide or schoolwide basis ensures that every eligible student across the district can benefit, not just those at specific sites or in targeted programs. This comprehensive approach is essential for promoting equity, closing achievement gaps, and fostering a culture of high expectations for all students. It also aligns with the district's LCAP goals of college and career readiness by encouraging more students—especially those from	Disaggregated pupil group data showing the number of students taking the AP Exam.

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
		underrepresented groups—to participate in challenging coursework, develop critical academic skills, and earn college credit while still in high school.	
1.10	**Action:** P1j. Career Technical Education Support (State Priority 4) **Need:** Based on the data, English Learners, Foster Youth, and Low-Income students have significantly lower participation rates in dual enrollment and CTE programs than the general student population. These student groups face unique challenges, such as language barriers, lack of access to resources, and financial constraints, which limit their ability to take advantage of these opportunities. Targeted support and resources are necessary to address this disparity and provide equitable access. Specific data point: Only 20% of unduplicated pupils complete CTE pathways compared to 40% of non-unduplicated peers. Feedback from educational partners: Students express interest in more diverse career exploration opportunities. Improvement on current practice:	By allocating targeted support and resources to promote CTE participation, the district aims to remove the barriers that prevent unduplicated pupils from taking advantage of these valuable educational opportunities. This targeted support ensures that all students, regardless of their background or socioeconomic status, have equal access to the benefits of participating in dual enrollment and CTE programs, such as earning college credit, developing job skills, and increasing their likelihood of enrolling in and succeeding in college or careers. Specific skills/topics: Industry-specific skills, work-based learning, and career exploration. Expected improvement: Enhanced CTE support is expected to increase pathway completion rates and career readiness for unduplicated pupils. Schoolwide implementation ensures all students have access to high-quality CTE programs. Why provided schoolwide: CTE support is provided schoolwide to ensure all students, particularly unduplicated pupils, have equal opportunities to explore career pathways and gain valuable skills, enhancing overall college and career readiness throughout the school.	CTE Completion Rate

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
	Current CTE offerings are limited in scope and accessibility. **Scope:** Schoolwide		
1.11	**Action:** P1k. Field Trips (State Priority 4) **Need:** The identified needs of unduplicated pupils—such as low-income students, English Learners, and foster youth—include increased access to college and career readiness opportunities, exposure to post-secondary options, and equitable participation in enriching educational experiences that may otherwise be inaccessible due to financial or systemic barriers. **Scope:** LEA-wide	Our unduplicated students often have fewer opportunities outside of school to visit college campuses, explore career options, or participate in enriching cultural and educational activities. Field trips broaden their exposure to new ideas, environments, and possibilities, helping them envision and plan for their futures. Research shows that participation in multiple field trips leads to higher academic achievement, improved engagement, and stronger social skills, benefits that are especially significant for students who are academically at risk or come from underserved backgrounds. By offering these opportunities on an LEA-wide or schoolwide basis, the district ensures that all students, regardless of their individual circumstances or which school they attend, receive the same high-quality, standards-aligned enrichment experiences. This comprehensive approach supports college and career readiness, closes opportunity gaps, and aligns with LCAP goals to provide a well-rounded, equitable education for every student.	Tracking the attendance and participation of field trips
1.12	**Action:** P1l. Music Program	By providing access to quality a quality music program, our English Learners, Foster Youth, Low-Income, and Students with Disabilities will be	CAASPP-Math

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	(State Priority 4) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges with access to enriching experiences such as music and art. Feedback from educational partners: Parents desire more arts education opportunities. Improvement on current practice: Current music programs have limited reach and resources. **Scope:** LEA-wide	given the opportunity to develop skills creativity, innovation, problem-solving, perseverance, and communication. Our SPUSD music program nurtures students for 21st century work and to become innovative leaders. Specific skills/topics: Music theory, instrument instruction, performance skills, and creative expression. Expected improvement: Expanded music education is expected to improve overall academic performance and engagement for unduplicated pupils. LEA-wide implementation ensures all students have access to high-quality music education. Why provided LEA-wide: The music program is implemented LEA-wide to ensure all students, regardless of their school or background, have equal access to high-quality music education, promoting a well-rounded education district-wide.	
1.13	**Action:** P1m. AVID Program (State Priority 4) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges with the skills, support, and resources necessary to succeed in rigorous	By funding the AVID Program, our English Learners, Foster Youth, Low-Income, and Students with Disabilities have a comprehensive curriculum emphasizing critical thinking, study skills, and self-advocacy. AVID prepares students for the challenges of higher education and empowers them to take control of their academic futures. Specific skills/topics:	Graduates meeting UC/CSU Requirements

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
	academic courses and navigate the college application process. Specific data point: College College Readiness indicator for unduplicated pupils are lower that non-unduplicated peers. Feedback from educational partners: Students in AVID report increased confidence in college preparedness. Improvement on current practice: Current college readiness efforts have limited reach and effectiveness. **Scope:** LEA-wide	Study skills, organizational strategies, college knowledge, and academic support. Expected improvement: AVID is expected to increase college readiness and academic success for unduplicated pupils. LEA-wide implementation ensures all eligible students have access to this comprehensive support program. Why provided LEA-wide: AVID is implemented LEA-wide to ensure consistent college readiness support across all secondary schools, benefiting unduplicated pupils throughout the district.	
1.14	**Action:** P1n. Elective Classes (State Priority 4) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges accessing elective classes at the high school, limiting their opportunities for a well-rounded education and exploration of interests, skills, and potential career paths. Feedback from educational partners:	Adding elective classes for our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities will: -Provide equal access to a well-rounded education, allowing them to explore their interests and passions. -Boost engagement and motivation, leading to improved attendance and academic performance. -Develop essential 21st-century skills such as creativity, critical thinking, and communication, enhancing their future career prospects. -Create a more inclusive and equitable learning environment that caters to their diverse needs and learning styles.	Graduates meeting UC/CSU Requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students desire more diverse course offerings. Improvement on current practice: Current elective options do not allow for students to participate due to conflicting schedules. **Scope:** Schoolwide	-Improve their overall high school experience, fostering a sense of belonging and increasing their likelihood of graduating and pursuing postsecondary education. Specific skills/topics: Diverse subject areas; career exploration; skill development in areas of interest. Expected improvement: Expanded elective offerings are expected to increase engagement and academic success for unduplicated pupils. Schoolwide implementation ensures all students have access to a well-rounded education. Why provided schoolwide: Expanding elective offerings schoolwide ensures all students, especially unduplicated pupils, have equal access to a diverse, engaging curriculum that supports their interests and future goals.	
1.15	**Action:** P1o. Credit Recovery (State Priority 4) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face significant barriers in accessing Credit Recovery Opportunities, which hinders their ability to stay on track for graduation and limits their post-secondary options.	SPUSD provides credit recovery opportunities for English Learners, Foster Youth, Low-Income, and Students with Disabilities throughout the day and during summer school. This ensures ample access to support, allowing these students to stay on track for graduation without interfering with other commitments. The comprehensive approach helps close achievement gaps, increase graduation rates, and open up post-secondary opportunities. Specific skills/topics: Targeted academic instruction, self-paced learning, and credit accumulation strategies.	Graduates meeting UC/CSU Requirements

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
	Specific data point: Unduplicated pupils have a 15% higher rate of credit deficiency compared to non-unduplicated peers. Feedback from educational partners: Counselors report the need for more flexible credit recovery options. Improvement on current practice: Current credit recovery programs have limited capacity and flexibility. **Scope:** Schoolwide	Expected improvement: Enhanced credit recovery options are expected to increase graduation rates for unduplicated pupils. Schoolwide implementation ensures all credit-deficient students have access to these opportunities. Why provided schoolwide: Credit recovery is offered schoolwide to ensure all students, particularly unduplicated pupils, have equitable opportunities to stay on track for graduation, regardless of past academic challenges.	
1.16	**Action:** P1p. A-G Completion Rate (State Priority 4) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income students, and Students with Disabilities face significant barriers in completing A-G requirements, which are essential for admission to UC and CSU schools. Due to master schedule constraints, these barriers include limited access to advanced courses, language barriers, and socio-economic challenges, hindering their	To address these barriers and improve A-G completion rates, we will: -Adjust the master schedule to increase access to advanced courses required for A-G completion -Provide specialized language support, including tutoring and in-class assistance, to help English Learners succeed in their coursework -Offer targeted academic counseling to guide students in course selection and planning, ensuring they meet A-G requirements Implementing these actions districtwide ensures all duplicated pupils have equal access to the support they need to successfully complete A-G courses and become eligible for UC and CSU admission. This comprehensive approach promotes equity,	A-G Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ability to meet the rigorous A-G criteria and pursue higher education opportunities. Specific data point: A-G completion rates for unduplicated pupils are 25% lower than non-unduplicated peers. Feedback from educational partners: Students report difficulty in accessing and completing A-G courses. Improvement on current practice: Current A-G support is limited and not sufficiently targeted. **Scope:** Schoolwide	closes achievement gaps, and increases opportunities for our duplicated pupils to pursue higher education. Specific skills/topics: A-G course planning; academic support in A-G subjects; college application guidance. Expected improvement: Targeted A-G support is expected to increase completion rates and college eligibility for unduplicated pupils. Schoolwide implementation ensures all students have the opportunity to become A-G eligible. Why provided schoolwide: A-G support is provided schoolwide to ensure all students, especially unduplicated pupils, have equal opportunities to meet college entrance requirements, promoting college readiness across the entire high school. Implementing these actions schoolwide ensures all duplicated pupils attending Santa Paula High School have equal access to the support they need to successfully complete A-G courses and become eligible for UC and CSU admission. This comprehensive approach promotes equity, closes achievement gaps, and increases opportunities for our duplicated pupils to pursue higher education.	
1.18	**Action:** P1r. ELD Standards and Curriculum Alignment (State Priority 4)	By integrating ELD standards across all content areas and providing targeted professional development for teachers, the district creates a comprehensive and inclusive learning environment that promotes ELLs' language acquisition,	English Learner Reclassification Rate

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	Need: The district has identified a need to align its curriculum with English Language Development (ELD) standards to ensure equitable access to high-quality education for English Language Learners (ELLs). The current curriculum may not adequately address the unique needs of ELLs, hindering their academic success and social-emotional development. To close the achievement gap and support ELLs, the district must invest in reviewing and developing curriculum materials, integrating ELD standards across content areas, and providing professional development for teachers to implement culturally and linguistically responsive instruction effectively. Specific data point: CALPADS 2.16 Report (EOY 3) & Q-SIS Program Enrollment Analysis Report indicate EL reclassification average rate is at 19%. Feedback from educational partners: Teachers report a need for better alignment between ELD and content standards. The district has identified a need to align its curriculum with English Language Development (ELD) standards to ensure equitable access to high-quality education for English Language Learners (ELLs). The current curriculum may not adequately address the unique needs of ELLs, hindering their academic success and social-emotional development.	academic achievement, and social-emotional development. Aligning curriculum with ELD standards addresses the specific needs of unduplicated pupils, particularly English Language Learners (ELLs), by ensuring equitable access to high-quality, culturally and linguistically responsive instruction. Specific skills/topics: Integrated and designated ELD; academic language development; cross-curricular language support. Expected improvement: Improved alignment is expected to accelerate English proficiency and academic achievement for ELs. LEA-wide implementation ensures consistent, high-quality ELD instruction across all schools. Why provided LEA-wide: This action is LEA-wide to ensure consistent, high-quality ELD instruction across all schools, benefiting English Learners throughout the district.	

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
	Improvement on current practice: Current ELD curriculum needs to be consistent with state standards. **Scope:** LEA-wide		
2.1	**Action:** P2a. Reading Intervention Teachers (State Priority 8) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges in reading, resulting in lower CAASPP scores compared to the general student population. Specific data point: 40% of unduplicated pupils perform below grade level in reading. Feedback from educational partners: Teachers report the need for more intensive reading support. Improvement on current practice: Current reading interventions have limited reach and intensity.	By prioritizing early intervention and differentiated instruction, Reading Intervention Teachers accelerate language acquisition, promote English proficiency, and contribute significantly to the achievement of our district's Local Control and Accountability Plan (LCAP) goals. This comprehensive approach to supporting the unique needs of our unduplicated pupils is essential to realizing our district's mission of providing an equitable, high-quality education that empowers all students to reach their full potential. Reading Intervention Teachers address the specific needs of our district's unduplicated pupils, particularly our English Learners (ELs), by providing targeted, small-group instruction and support focused on improving literacy skills and closing achievement gaps. This strategic investment is implemented on an LEA-wide basis to ensure that all students, especially our ELs, have equitable access to the foundational reading skills necessary for academic success across all subject areas. Specific skills/topics: Targeted reading instruction, phonics, comprehension strategies, and fluency development.	Heggerty Phonemic Awareness Scores, CORE Phonics Survey Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Expected improvement: Intensive reading support is expected to accelerate literacy development for struggling readers. LEA-wide implementation ensures all students have access to needed reading interventions. Why provided LEA-wide: Reading intervention teachers are provided LEA-wide to ensure consistent, high-quality literacy support across all schools, benefiting struggling readers throughout the district.	
2.2	**Action:** P2b. Literacy Support (State Priority 8) **Need:** Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges in reading, resulting in lower CAASPP scores compared to the general student population. Feedback from educational partners: Librarians report the need for more engaging literacy resources. Improvement on current practice: Current library programs have limited reach and resources.	By maintaining increased library hours and integrating collaborative technology devices, unduplicated pupils can bridge the digital divide and acquire the digital literacy skills necessary for success in school and beyond. The diverse resources and collaboration between librarians, literacy specialists, and teachers support targeted interventions and differentiated instruction, which are crucial for addressing the unique needs of unduplicated pupils. Specific skills/topics: Library skills, digital literacy, reading engagement, and access to diverse texts. Expected improvement: Enhanced literacy support is expected to increase reading engagement and achievement for unduplicated pupils. LEA-wide implementation ensures all students benefit from improved library services.	Heggerty Phonemic Awareness Scores, CORE Phonics Survey Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Why provided LEA-wide: Literacy support is implemented LEA-wide to ensure equitable access to enhanced library services and literacy resources across all schools for all students, especially unduplicated pupils.	
2.3	**Action:** P2c. Parent Literacy Academy (State Priority 3) PRIORITY 3B **Need:** The identified need is to increase literacy achievement and close English Language Arts (ELA) performance gaps among elementary students, particularly those from unduplicated pupil groups such as English Learners, homeless students, and students performing in the lowest achievement bands. There is also a need to strengthen family engagement in literacy development, provide targeted support for language acquisition, address chronic absenteeism, and ensure families are informed about graduation requirements and college/career pathways. Empowering parents with effective strategies and resources is essential for fostering a positive home learning environment and supporting student academic success, especially for students facing additional barriers to achievement. **Scope:**	Many unduplicated pupils face barriers such as limited access to academic support outside of school, language challenges, and less familiarity with educational expectations. By equipping parents with effective literacy strategies, the Academy helps bridge these gaps and fosters an environment where all students can thrive academically. The Parent Literacy Academy is designed to be inclusive and accessible, with specific outreach and tailored support for families of homeless students and those in the lowest-performing groups. Workshops focus on strategies for English Language Arts (ELA) improvement, language acquisition, and the importance of regular attendance, while also providing information on graduation requirements and college/career readiness. This comprehensive approach not only addresses literacy gaps but also supports broader student success by promoting regular attendance and positive behavior. Providing the Parent Literacy Academy on an LEA-wide or schoolwide basis ensures that all families, regardless of which school their child attends or their background, have equitable access to these valuable resources and supports. This systemic approach is essential for closing	Tracking the number of parents involved or participating in the Parent Literacy Academy

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	achievement gaps, improving ELA performance, and building strong family-school partnerships across the entire district. By investing in parent engagement and literacy support at scale, SPUSD demonstrates its commitment to equity, academic excellence, and the long-term success of all students.	
2.4	**Action:** P2d. Supplemental Math and Science Resources (State Priority 8) **Need:** The identified need is to provide targeted academic support and enrichment in math and science for students who are not yet meeting grade-level standards, with a particular focus on unduplicated pupils such as English Learners, foster youth, and low-income students. These students often face additional barriers to accessing rigorous content and may require supplemental resources and differentiated instructional materials to help close achievement gaps, reinforce key concepts, and ensure equitable opportunities for success in math and science. **Scope:** LEA-wide	Our unduplicated students often face barriers to accessing grade-level curriculum and may benefit from differentiated resources that cater to their unique learning needs. By supplementing the newly adopted curriculum with these resources, the district ensures that all students, regardless of background, have equitable opportunities to succeed in math and science. Providing these supplemental resources on an LEA-wide or schoolwide basis ensures consistency and equity across all schools, so that every unduplicated pupil, no matter which campus they attend, can benefit from enhanced instructional support. This approach aligns with the district's commitment to educational equity and ensures that efforts to improve academic outcomes are accessible to all students who need them most	Math CAASPP and Local Benchmark assessments.
2.5	**Action:** P2e. Amira (State Priority 8)	LCAP funds for the district-wide Amira Assessment demonstrate our commitment to closing achievement gaps and improving literacy	DIBELS Assessment Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our SPUSD English Learners, Foster Youth, Low-Income, and Students with Disabilities face challenges in reading, resulting in lower CAASPP scores compared to the general student population. Specific data point: Current reading assessments lack timely, actionable data for 40% of struggling readers. Feedback from educational partners: Teachers report the need for more frequent, targeted reading assessments. Improvement on current practice: Current assessment practices need more consistency and depth. **Scope:** Schoolwide	outcomes for all students, particularly unduplicated pupils. This research-based tool enables educators to screen students, identify those at risk, and provide targeted interventions, promoting equity and access for English Learners, Foster Youth, low-income students, and Students with Disabilities. By empowering educators to differentiate instruction and allocate resources based on individual needs, we ensure that English Learners, Foster Youth, Low-Income, and Students with Disabilities receive the support they need to develop crucial literacy skills and thrive academically, aligning with our district's goals of providing equitable access to high-quality education for all students. Specific skills/topics: Reading fluency, phonemic awareness, comprehension, and progress monitoring. Expected improvement: This assessment platform is designed to provide more timely and targeted reading interventions for struggling readers. LEA-wide implementation ensures consistent, data-driven reading instruction across all schools. Why is it provided LEA-wide This assessment platform is used LEA-wide to ensure consistent, data-driven reading instruction and intervention across all schools.	
3.1	**Action:** P3a. Support Educational Outcomes/Development of Academies	By investing LCAP funds in developing unique Academies across the district, SPUSD is committed to providing high-quality, diverse, and relevant educational experiences that empower all	Student Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(State Priority 5) **Need:** Based on the need to further develop and expand the Academies, SPUSD has identified that while English Learners, Foster Youth, and Low-Income students are participating in these specialized programs, there is an opportunity to enhance their engagement and attendance rates. By making the Academies even more engaging and enriching, SPUSD aims to address the challenges of low engagement and low attendance rates among these student groups. These challenges may stem from factors such as a lack of connection to the curriculum, limited access to resources and support, or competing priorities outside of school. Specific data point: Engagement surveys show 30% lower rates for unduplicated pupils in traditional programs. Feedback from educational partners: Students desire more relevant, career-focused learning. Improvement on current practice: Current academic programs lack diversity and real-world connections. **Scope:** LEA-wide	students to reach their full potential, foster a sense of belonging, and prepare them for success in college, careers, and life beyond high school. To provide equitable access and support the increased engagement and attendance of English Learners, Foster Youth, and Low-Income students, targeted resources and innovative strategies are necessary. Specific skills/topics: Career-themed learning, project-based instruction, and interdisciplinary studies. Expected improvement: Academies are expected to increase engagement and academic achievement for unduplicated pupils through relevant, connected learning. LEA-wide implementation ensures all students have access to diverse, engaging academic programs. Why provided LEA-wide: Academies are developed LEA-wide to ensure equitable access to diverse, engaging academic programs across all schools for all students, particularly unduplicated pupils.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** P3b. STEAM TOSA(S) Teachers on Special Assignment (State Priority 5) **Need:** Based on the low Science scores in the data, English Learners, Foster Youth, and Low-Income students have significantly lower engagement and achievement in STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects compared to the general student population. These student groups face unique challenges, such as limited access to high-quality STEAM resources, lack of exposure to STEAM role models, and educational disparities that limit their ability to fully participate in STEAM learning experiences. To address this disparity and provide equitable access to STEAM education, targeted support through the hiring of STEAM TOSAs (Teachers on Special Assignment) is necessary. Specific data point: CAASPP scores in science are 25% lower for unduplicated pupils. Feedback from educational partners: Teachers report the need for more support in STEAM integration. Improvement on current practice:	By hiring STEAM TOSAs (Teachers on Special Assignment), SPUSD addresses the needs of unduplicated pupils, including English Learners, Foster Youth, and Low-Income students, by providing targeted support and resources that foster a culture of innovation, creativity, and problem-solving. By working collaboratively with classroom teachers across the district to integrate STEAM principles into the curriculum, develop engaging hands-on projects, and provide professional development opportunities, STEAM TOSAs enhance the quality of STEAM education for all students. The LEA-wide implementation ensures equitable access to high-quality STEAM education, enabling unduplicated pupils to explore their passions, develop critical skills, and close achievement gaps while promoting a shared vision for STEAM education that benefits the entire school community. Specific skills/topics: Integrated STEAM instruction, hands-on learning, and real-world problem-solving. Expected improvement: STEAM TOSAs are expected to enhance STEAM instruction and improve outcomes in science and math for unduplicated pupils. Schoolwide implementation ensures all students benefit from high-quality STEAM education. Why provided schoolwide: STEAM TOSAs are implemented schoolwide to ensure consistent, high-quality STEAM instruction that benefits all students, particularly unduplicated pupils.	Student Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Current STEAM instruction lacks consistency and depth. **Scope:** Schoolwide		
3.3	**Action:** P3c. Mentoring Program (State Priorities 5 & 6) **Need:** Santa Paula Unified School District recognizes the importance of providing all students with opportunities to develop leadership skills, build meaningful relationships, and explore their potential beyond the classroom. However, data reveals that English Learners, Foster Youth, and Low-Income students have significantly lower participation rates in youth leadership and mentoring programs compared to their peers. This disparity in participation can be attributed to various factors, such as limited access to information about available programs, competing priorities outside of school, and a lack of targeted outreach and support. As a result, these student groups may miss out on valuable experiences that can contribute to their personal growth, academic success, and future aspirations. Specific data point: Unduplicated pupils have 40% lower participation rates in leadership activities.	To address this need and ensure equitable access to youth leadership and mentoring opportunities, Santa Paula Unified School District is committed to allocating LCAP funds towards targeted support and resources. This investment will focus on: -Increasing awareness and outreach efforts to engage underrepresented student groups and their families. -Providing ongoing training and resources for program facilitators and mentors to ensure they are equipped to support the unique needs of English Learners, Foster Youth, and Low-Income students. By prioritizing inclusive and equitable access to youth leadership and mentoring programs, Santa Paula Unified School District aims to create a school environment where every student has the opportunity to thrive and reach their full potential. Specific skills/topics: Leadership skills; peer mentoring; community engagement; personal development. Expected improvement: Enhanced leadership and mentoring programs are expected to increase engagement and develop crucial life skills for unduplicated pupils. LEA-wide	Middle and High School Dropout Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from educational partners: Students express a desire for more leadership opportunities. Improvement on current practice: Current leadership programs have limited reach and diversity. **Scope:** LEA-wide	implementation ensures all students have access to leadership development opportunities. Why provided LEA-wide: Leadership and mentoring programs are offered LEA-wide to ensure equitable access to leadership development opportunities across all schools for all students, especially unduplicated pupils.	
3.4	**Action:** P3d. Restorative Justice/PBIS (State Priority 6) **Need:** Santa Paula Unified School District (SPUSD) has recognized the need to create a more positive, inclusive, and equitable school climate that supports all students' social-emotional well-being and academic success. Traditional disciplinary practices often disproportionately impact students from marginalized backgrounds, including English Learners, Foster Youth, and Low-Income students. These student groups may face additional challenges that contribute to higher rates of disciplinary incidents and lower school engagement levels. Specific data point:	By focusing on Restorative Justice, SPUSD is promoting a more restorative approach to discipline and conflict resolution. SPUSD is allocating LCAP funds to support the implementation of Restorative Justice/Practices across the district. By investing in Restorative Justice/Practices, SPUSD aims to foster strong, trusting relationships within the school community, promote social-emotional learning, reduce disciplinary issues, address equity concerns, and improve student attendance and academic success. Specific skills/topics: Conflict resolution, community building, accountability, and empathy development. Expected improvement: Restorative practices are expected to reduce suspensions and improve school climate for unduplicated pupils. LEA-wide implementation promotes a culture of restoration and equity across all schools.	Discipline Referrals, Suspension Rates, and Expulsion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension rates for unduplicated pupils are 20% higher than for non-unduplicated peers. Feedback from educational partners: Students report feeling unfairly targeted by traditional discipline practices. Improvement on current practice: Current discipline approaches lack restorative elements. **Scope:** LEA-wide	Why provided LEA-wide: Restorative practices are implemented LEA-wide to promote a consistent culture of restoration and equity across all schools.	
3.5	**Action:** P3e. Positive Behavior and Intervention Supports-PBIS (State Priority 6) **Need:** Based on the data, Santa Paula Unified School District (SPUSD) has identified a need to promote a more positive school culture, reduce disciplinary incidents, and support the social-emotional and academic success of all students. To address this need, SPUSD is allocating LCAP funds to support the implementation of Positive Behavioral Interventions and Supports (PBIS) across the district. Specific data point:	Through PBIS, SPUSD will work to enhance social-emotional learning, improve academic outcomes, and reduce disciplinary incidents for all students. PBIS is a proactive, evidence-based framework that focuses on establishing clear expectations, recognizing positive behaviors, and providing targeted interventions and support to students who need it. By investing in PBIS, SPUSD demonstrates its commitment to equity, inclusion, and the overall well-being and success of every student in the district. Specific skills/topics: Positive behavior reinforcement, clear expectations, tiered interventions, and data-driven decision-making. Expected improvement: PBIS is expected to improve behavior, reduce disciplinary incidents, and enhance the school climate for unduplicated pupils. LEA-wide	California Healthy Kids Survey

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
	Office referrals for unduplicated pupils are 30% higher than non-unduplicated peers. Feedback from educational partners: Teachers report the need for more positive behavior support strategies. Improvement on current practice: Current behavior management approaches lack consistency and positivity **Scope:**	implementation ensures a consistent, positive approach to behavior support across all schools. Why provided LEA-wide: PBIS is implemented LEA-wide to ensure a consistent, positive approach to behavior support across all schools.	
3.6	**Action:** P3f. Counselors/Mental Health Support (State Priority 6) **Need:** Based on the data, English Learners, Foster Youth, and Low Income students have significantly lower participation rates in mental health services compared to the general student population. These student groups face unique challenges, such as language barriers, lack of access to resources, and financial constraints, which limit their ability to take advantage of these opportunities. To address this disparity and provide equitable access, SPUSD is allocating LCAP funds to support Mental Health Services across the district. Specific data point:	By providing comprehensive mental health support, SPUSD aims to close the gap in access to these critical services and ensure that all students, regardless of their background or circumstances, have the opportunity to receive the support they need to thrive emotionally and academically. Counselor and Mental Health support are being implemented on an District wide basis because mental health is a fundamental aspect of student well-being and success, and it is essential that all students have access to high-quality mental health services. By investing in district-wide mental health support, SPUSD is creating a more equitable and inclusive learning environment that prioritizes the holistic development of every student. Specific skills/topics: Social-emotional learning, mental health counseling, crisis intervention, and academic guidance.	School Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic absenteeism rates for unduplicated pupils are 15% higher than non-unduplicated peers. Feedback from educational partners: Students report the need for more mental health support. Improvement on current practice: Current counseling services have limited capacity and reach. **Scope:** LEA-wide	Expected improvement: Enhanced counseling and mental health support is expected to improve attendance, behavior, and academic outcomes for unduplicated pupils. LEA-wide implementation ensures all students have access to comprehensive mental health support. Why provided LEA-wide: Mental health support is provided LEA-wide to ensure all students, particularly unduplicated pupils, have equitable access to comprehensive mental health services across all schools.	
3.7	**Action:** P3g. Wellness Centers Support (State Priority 6) **Need:** The identified need is to provide accessible, comprehensive support for students' mental, emotional, and physical well-being, with a particular focus on unduplicated pupils such as low-income students, English Learners, and foster youth. These students often face heightened barriers to accessing mental health services, health education, crisis intervention, and community resources. There is a need for safe, stigma-free spaces on campus where all students can receive counseling, health education, crisis support, and referrals,	The establishment and operation of Wellness Centers directly address the needs of unduplicated pupils—including low-income students, English Learners, and foster youth—by providing equitable access to mental health, emotional, and physical wellness resources that these students may otherwise lack. Unduplicated pupils often face greater barriers to accessing counseling, crisis intervention, health education, and community support services due to financial, linguistic, or social challenges. By offering a safe, stigma-free space staffed with licensed professionals and equipped to provide immediate support, health education, and resource referrals, the Wellness Centers help remove obstacles to student well-being and academic success. Providing these services on an LEA-wide or schoolwide basis ensures that all students, regardless of which school they attend or their	To monitor the effectiveness of Wellness Centers, SPUSD can use a combination of quantitative and qualitative metrics that align with LCAP requirements and state priorities. Key metrics may include: Number of students accessing Wellness Center services (disaggregated by unduplicated pupil groups) Student self-reported measures of well-being, stress reduction, and

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
	ensuring their overall well-being and ability to succeed academically and personally **Scope:** LEA-wide	background, have consistent access to comprehensive wellness supports. This approach aligns with the district's commitment to educational equity and ensures that the needs of unduplicated pupils are addressed systematically across the district	school connectedness (via surveys) Reduction in chronic absenteeism rates, especially among unduplicated pupils Reduction in suspension and disciplinary incidents Number of referrals to mental health and community resources Feedback from students, families, and staff on the usefulness and accessibility of services Academic performance indicators (e.g., GPA, course completion) for students utilizing the centers These metrics will help evaluate whether the Wellness Centers are effectively supporting the mental, emotional, and physical well-being of all students, with a focus on unduplicated pupils, and will inform ongoing

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
			improvements to services provided.
3.8	**Action:** P3h. Support Teen Parents (State Priority 5) **Need:** SPUSD identified the need to support English Learners, Foster Youth, and Low-Income teen parents by providing essential childcare services, enabling them to continue their education and work towards graduation. This targeted investment acknowledges the unique challenges faced by these unduplicated pupils, who often encounter significant barriers to completing their high school education due to the demands of balancing parental responsibilities with academic requirements. Specific data point: Dropout rates for teen parents are 25% higher than non-parenting peers. Feedback from educational partners: Teen parents report child care as a major barrier to school attendance. Improvement on current practice: Current support for teen parents is limited and inconsistent.	By offering reliable, high-quality childcare, SPUSD demonstrates its commitment to ensuring equitable access to educational opportunities and support for all students, particularly those who are most vulnerable. This strategic allocation of resources fosters a supportive and inclusive school environment that promotes the well-being and future success of English Learners, Foster Youth, and Low-Income teen parents, increasing their likelihood of graduating from high school and achieving their full potential. Specific skills/topics: Childcare services; parenting education; academic support; life skills training. Expected improvement: Comprehensive support for teen parents is expected to increase graduation rates and improve outcomes for both parents and their children. Schoolwide implementation ensures all teen parents have access to needed support services. Why provided schoolwide: Support for teen parents is offered schoolwide to ensure all teen parents, especially unduplicated pupils, have equal access to the support services they need to continue their education.	School Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.9	**Action:** P3i Parent Involvement (State Priority 3) **Need:** Based on the CAASPP and ELPAC data, English Learners, Foster Youth, and Low-Income students have scored significantly low. SPUSD understands the need to strengthen the partnership between schools and families to support student success and improve academic outcomes. **Scope:** LEA-wide	The district aims to provide various opportunities for English Learner, Foster Youth, and Low Income parents to actively participate in their children's learning, such as parent workshops, training sessions, and family engagement events. SPUSD understands that parent engagement is a key factor in student success, leading to improved academic performance, better attendance, and increased motivation for our English Learners, Foster Youth, and Low Income students.	CAASPP, ELPAC, and Reclassification Rates
3.10	**Action:** P3j. District Communication (State Priority 3) **Need:** Based on the data, English Learners, Foster Youth, and Low-Income students have significantly lower participation rates in school site councils and parent advisory committees compared to the general student population. These student groups face unique challenges, such as language barriers, lack of access to	By investing in district-wide communication improvements, SPUSD is creating a more inclusive and supportive educational environment that fosters a culture of collaboration, trust, and shared responsibility. This will ultimately benefit the entire school community and lay the foundation for the long-term success of all its students, particularly those from unduplicated pupil groups. The actions taken by Santa Paula Unified School District (SPUSD) to allocate LCAP funds for enhancing district communication address the specific needs of English Learners, Foster Youth, and Low-Income students, who have been identified as having significantly lower participation	Parent Participation Attendance/Participation

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
	resources, and financial constraints, which limit their ability to take advantage of these opportunities. To address this disparity and provide equitable access, Santa Paula Unified School District (SPUSD) has identified a need to improve communication channels between schools and families to ensure that parents can access timely and relevant information about their children's progress, school events, and available support services. Targeted support and resources are necessary to break down barriers to parent involvement and create a welcoming and inclusive school environment that encourages parents to actively participate in their children's education. Specific data point: Parent survey shows 40% of unduplicated families feel uninformed about school events and policies. Feedback from educational partners: Parents report the need for more diverse communication methods. Improvement on current practice: Current communication strategies rely heavily on traditional methods (e.g., printed newsletters and automated phone calls) that often fail to effectively reach or engage unduplicated families. **Scope:**	rates in school site councils and parent advisory committees. By improving communication channels and breaking down barriers to parent involvement, SPUSD aims to provide equitable access to these decision-making processes for unduplicated pupils and their families. These actions are implemented district-wide to ensure that resources are distributed equitably across all schools, recognizing that effective communication and parent engagement are essential for the success of all students. The actions taken by Santa Paula Unified School District (SPUSD) to allocate LCAP funds to enhance district communication are designed to address the specific needs of English Learners, Foster Youth, and Low-Income students, who have been identified as having significantly lower participation rates in school site councils and parent advisory committees. By improving communication channels and breaking down barriers to parent involvement, SPUSD aims to provide equitable access to these decision-making processes for all students and their families, regardless of their background or circumstances. Specific skills/topics: Multilingual communication; digital and traditional outreach methods; culturally responsive messaging. Expected improvement: Enhanced district communication is expected to increase parent engagement and improve home-school connections for unduplicated pupils. LEA-	

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	wide implementation ensures all families receive clear, consistent, and accessible information. Why provided LEA-wide: Enhanced communication strategies are implemented LEA-wide to ensure all families, especially those of unduplicated pupils, have equitable access to important information and engagement opportunities across all schools	
3.11	**Action:** P3k. MTSS/Attendance (State Priorities 5 & 6) **Need:** SPUSD identified the need to develop and implement a Multi-Tiered System of Supports (MTSS) framework to address the identified needs of English Learners, Foster Youth, and Low-Income students. This comprehensive, evidence-based approach integrates academic, behavioral, and social-emotional support to meet the diverse needs of these unduplicated pupils. Specific data point: 30% of unduplicated pupils require intensive academic or behavioral interventions. Feedback from educational partners: Teachers report a need for a more structured intervention system. Improvement on current practice:	By providing targeted interventions and support at different intensity levels, MTSS will enhance academic achievement, improve school climate and student engagement, and reduce achievement gaps for these vulnerable student populations. The investment in MTSS aligns with the LCAP's primary goals of improving student outcomes, closing achievement gaps, and ensuring equity for all students, particularly English Learners, Foster Youth, and Low-Income students. By allocating funds to develop and sustain an MTSS framework, SPUSD will create a more equitable and inclusive learning environment that supports the success of these unduplicated pupils. Specific skills/topics: Tiered academic and behavioral supports; data-driven decision making; progress monitoring. Expected improvement: MTSS is expected to provide more targeted, effective interventions for struggling students, particularly unduplicated pupils. LEA-wide implementation ensures a consistent, comprehensive support system across all schools.	Discipline Referrals, Students Attendance Rates, CHKS Survey

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
	Current intervention approaches lack consistency and coordination. **Scope:** LEA-wide	Why provided LEA-wide: MTSS is developed LEA-wide to ensure a consistent, comprehensive support system for all students, particularly unduplicated pupils, across all schools.	
4.1	**Action:** P4a. Smaller Class Sizes PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD face unique challenges and require targeted support to close achievement gaps and ensure educational equity. These student groups often benefit from more individualized attention, improved classroom management, and increased engagement, which can be achieved through smaller class sizes. Specific data point: Achievement gaps for unduplicated pupils are 20% wider in larger classes. Feedback from educational partners: Teachers report difficulty providing individualized support in large classes. Improvement on current practice: Current class sizes limit opportunities for differentiation and individual attention.	Reducing class sizes, particularly in the early grades, is a key strategy funded through SPUSD's LCAP to address the needs of English Learners, Foster Youth, and Low-Income students. By providing more individualized attention, educators can better identify and address the specific academic, social-emotional, and language development needs of these student groups. Smaller class sizes also facilitate improved classroom management and increased student engagement, which are essential for creating a supportive learning environment that promotes the success of high-needs students. Although this investment comes with significant costs, SPUSD recognizes that class size reduction is a critical component in closing achievement gaps and ensuring educational equity for English Learners, Foster Youth, and Low-Income students. Specific skills/topics: Differentiated instruction, individualized support, and increased student-teacher interaction. Expected improvement: Smaller class sizes are expected to allow for more personalized learning and close achievement gaps for unduplicated pupils. LEA-wide implementation ensures equitable access to smaller classes across all schools.	Implementation of the Academic Content and Performance Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Why provided LEA-wide: Smaller class sizes are implemented LEA-wide to ensure all students, especially unduplicated pupils, benefit from more individualized attention and support across all schools.	
4.2	**Action:** P4b. Technology Equipment PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD face a digital divide that can hinder their access to modern educational tools and resources. These student groups need equitable access to technology to enhance their learning experiences, develop digital literacy skills, and prepare for success in an increasingly technology-driven world. Specific data point: 40% of unduplicated pupils lack access to technology at home. Feedback from educational partners: Students report technology access as barrier to completing assignments. Improvement on current practice: Current technology resources are outdated or insufficient.	Investing in technology through the LCAP addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring equitable access to essential educational tools and resources. By consistently replacing Chromebooks and other critical equipment, SPUSD enables teachers to integrate technology seamlessly into their instruction, providing high-needs students with engaging, interactive learning experiences that promote academic success. This ongoing investment helps close the digital divide for these student groups, allowing them to develop crucial digital literacy skills and access a wealth of online educational resources that support their learning. Moreover, equitable access to technology empowers English Learners, Foster Youth, and Low-Income students to participate fully in modern educational experiences, preparing them for success in higher education and future careers. Although maintaining and updating technology requires significant resources, SPUSD recognizes it as a vital use of LCAP funds to support equitable access to high-quality teaching and learning experiences for these student groups. Specific skills/topics: Digital literacy; access to online resources; technology-enhanced learning.	Student Access to Standards-Aligned Instructional Materials

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	Expected improvement: Increased access to technology is expected to close the digital divide and improve academic outcomes for unduplicated pupils. LEA-wide implementation ensures all students have equitable access to modern learning tools. Why provided LEA-wide: Technology equipment is provided LEA-wide to ensure all students, particularly unduplicated pupils, have equitable access to modern learning tools across all schools.	
4.3	**Action:** P4c. Technology Infrastructure PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD face a digital divide that hinders their access to online learning resources and opportunities to develop essential 21st-century skills. Specific data point: Network outages disrupt learning for 20% of instructional time in high-need schools. Feedback from educational partners: Teachers report frustration with unreliable technology infrastructure. Improvement on current practice:	By investing in technology infrastructure through LCAP funding, SPUSD addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring equitable access to digital resources and online learning platforms. This investment helps close the digital divide, enabling these student groups to develop crucial skills such as digital literacy, critical thinking, and collaboration. Moreover, the expanded learning opportunities and personalized learning experiences made possible by this technology investment cater to the individual needs and learning styles of English Learners, Foster Youth, and Low-Income students, promoting their academic success and preparing them for future challenges in a digital world. Specific skills/topics: Reliable internet access; support for digital learning platforms; capacity for online assessments. Expected improvement:	Facilities in Good Repair

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
	Current infrastructure struggles to support increased technology use. **Scope:** LEA-wide	Enhanced infrastructure is expected to support seamless technology integration and improve digital learning opportunities for all students, particularly benefiting unduplicated pupils. LEA-wide implementation ensures consistent, reliable technology access across all schools. Why provided LEA-wide: Technology infrastructure improvements are made LEA-wide to ensure consistent, reliable technology access across all schools.	
4.4	**Action:** P4d. Computer Technician Staff PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD require reliable access to functional technology and timely technical support to ensure equitable learning opportunities and minimize disruptions to their academic progress. Specific data point: Tech support requests from high-need schools are 30% higher than other schools. Feedback from educational partners: Staff report delays in addressing technology issues. Improvement on current practice:	Allocating LCAP funds for computer technician staff addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring that the district's technology infrastructure is effectively maintained and that these student groups have consistent access to the devices and software necessary for their learning. Skilled computer technicians minimize technical issues that could disproportionately impact these students, who may have limited access to technology outside of school. By providing timely technical support, computer technicians enable teachers to focus on delivering instruction that meets the unique needs of English Learners, Foster Youth, and Low-Income students rather than managing technology problems. This targeted investment in technical staff maximizes the impact of the district's technology resources on the academic outcomes of these student groups, demonstrating SPUSD's commitment to equitable access and support for all learners. Specific skills/topics:	Facilities in Good Repair

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
	Current tech support is understaffed and reactive. **Scope:** LEA-wide	Timely tech support; proactive maintenance; staff technology training. Expected improvement: Increased tech support is expected to minimize disruptions to digital learning and ensure reliable technology access for unduplicated pupils. LEA-wide implementation ensures consistent, responsive tech support across all schools. Why provided LEA-wide: Computer technician staff are provided LEA-wide to ensure consistent, responsive tech support across all schools.	
4.5	**Action:** P4e. Prep Periods at Isbell Middle School PRIORITY 7 **Need:** Isbell Middle School serves a large population of high-needs students, including low-income English learners and foster youth. These students require academic support and interventions to address their unique learning needs and barriers to academic success. Providing additional teacher prep time will enable educators to analyze student data to identify and address learning gaps, collaborate on effective strategies for high-needs populations, and strengthen communication with families of at-risk students. This targeted investment aligns with the LCAP's priorities of improving educational experiences and closing	The additional teacher prep time funded through LCAP will enable Teachers to: (1) regularly analyze student data to identify learning needs, monitor progress, and adjust instruction accordingly; and (2) collaborate on effective strategies and participate in professional development focused on supporting the academic, social-emotional, and behavioral needs of English learners, foster youth, and low-income students. Specific skills/topics: Collaborative planning; data analysis; differentiated lesson design. Expected improvement: Additional prep time is expected to enhance instruction quality and support for unduplicated pupils. Schoolwide implementation ensures all teachers have adequate time to plan and prepare for diverse learners.	Implementation of the Academic Content and Performance Standards

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
	achievement gaps for the district's most vulnerable student subgroups. Specific data point: Teachers report 50% less time for lesson planning and individualized support in high-need schools. Feedback from educational partners: Teachers express a need for more preparation time to support diverse learners. Improvement on current practice: Current schedules provide limited time for planning and collaboration. **Scope:** Schoolwide	Why provided schoolwide: Additional prep periods are provided schoolwide to ensure all teachers have adequate time to plan and prepare for diverse learners, particularly benefiting unduplicated pupils.	
4.6	**Action:** P4f. Admin. Site Support PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD require comprehensive support services, targeted interventions, and a positive school climate to address achievement gaps and promote their academic success. Specific data point:	By allocating LCAP funds to hire assistant principals at Glen City Elementary, Isbell Middle School, and Santa Paula High School, SPUSD addresses the needs of English Learners, Foster Youth, and Low-Income students in several ways. The assistant principals will enhance the schools' capacity to deliver effective, research-based instructional practices and implement targeted interventions that specifically support these student groups. They will also oversee and coordinate comprehensive support services, ensuring that English Learners, Foster Youth, and Low-Income students receive the academic, social-emotional, and other assistance they need to succeed. Furthermore, the assistant principals will work to strengthen connections between the	Student Access to Standards-Aligned Instructional Materials

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
	Disciplinary incidents in high-need schools are 25% higher than other schools. Feedback from educational partners: Principals report the need for additional support to address student needs. Improvement on current practice: Current administrative staffing struggles to meet demands of high-need schools. **Scope:** Schoolwide	schools and their communities, promoting family engagement and collaboration, which is particularly important for these student groups. By fostering a safer and more positive school climate, the assistant principals will create an inclusive environment that supports the well-being and academic growth of all students, with a focus on the unique needs of English Learners, Foster Youth, and Low-Income students. Specific skills/topics: Instructional leadership, behavior management, family engagement. Expected improvement: Additional administrative support is expected to improve school climate, reduce disciplinary issues, and enhance support for unduplicated pupils. Schoolwide implementation ensures comprehensive leadership and support at high-need schools. Why provided schoolwide: Additional administrative support is provided schoolwide to ensure comprehensive leadership and support at high-need schools with significant unduplicated pupil populations.	
4.7	**Action:** P4g. Athletic Trainer PRIORITY 1 **Need:**	By funding an athletic trainer through LCAP, SPUSD addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring equitable access to professional healthcare support for all student-athletes, regardless of their socioeconomic background or athletic ability. This investment is particularly important for these student groups, who may face	Implementation of the Academic Content and Performance Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Low-Income students in SPUSD may face barriers to accessing essential healthcare services and support, which can impact their physical well-being and overall academic success. Specific data point: Sports participation rates for unduplicated pupils are 20% lower than non-unduplicated peers. Feedback from educational partners: Coaches report the need for better injury prevention and management. Improvement on current practice: Current athletic support lacks specialized medical expertise. **Scope:** Schoolwide	financial or other barriers to accessing necessary healthcare services outside of school. The athletic trainer's presence ensures that English Learners, Foster Youth, and Low-Income students participating in sports have the support they need to maintain their physical health and safety, reducing the risk of injuries and facilitating timely management of any health concerns. By promoting overall student well-being, this action contributes to a positive school environment that supports the learning and achievement of these student groups, ultimately fostering their academic success. Specific skills/topics: Injury prevention; sports medicine; athlete health education. Expected improvement: Providing an athletic trainer is expected to increase safe participation in sports for unduplicated pupils. Schoolwide implementation ensures all student-athletes have access to high-quality sports medicine support. Why provided schoolwide: An athletic trainer is provided schoolwide to ensure all student-athletes, especially unduplicated pupils, have access to high-quality sports medicine support.	
4.8	**Action:** P4h. Transportation: Athletic Events PRIORITY 1	By funding transportation, SPUSD enables English Learners, Foster Youth, and Low-Income student-athletes to engage fully in the athletic experiences that contribute to their personal growth, teamwork skills, and sense of belonging within the school	Facilities in Good Repair

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners, Foster Youth, and Low-Income students in SPUSD benefit from participation in athletic events. This activity contributes to their physical, mental, and social development and ultimately supports their academic success. Specific data point: 30% of unduplicated pupils cite transportation as barrier to sports participation. Feedback from educational partners: Coaches report transportation costs limit participation in away games. Improvement on current practice: Current transportation budget limits athletic opportunities. **Scope:** Schoolwide	community. This action promotes inclusivity and ensures that these student groups can continue to benefit from the positive impacts of athletic participation on their overall development and academic success. By allocating LCAP funds to cover the significant increase in transportation costs for athletic events, SPUSD ensures that English Learners, Foster Youth, and Low-Income students can continue to participate in away games and tournaments, maintaining equitable access to the valuable experiences and opportunities provided by the district's athletic programs. This investment is particularly important for these student groups, demonstrating SPUSD's commitment to their holistic development and well-being. Specific skills/topics: Safe transportation; increased participation opportunities; equitable access to athletics. Expected improvement: Providing transportation is expected to increase sports participation for unduplicated pupils. Schoolwide implementation ensures all student-athletes have equal opportunities to participate in away games and tournaments. Why provided schoolwide: Transportation for athletic events is provided schoolwide to ensure all student-athletes, particularly unduplicated pupils, have equal opportunities to participate in away games and tournaments.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.9	**Action:** P4i. Athletic Director PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students at Santa Paula High School benefit from a well-organized and efficiently run athletic program that promotes their physical, social, and emotional well-being, as well as their academic success. Specific data point: Athletic program participation rates are 25% lower for unduplicated pupils. Feedback from educational partners: Coaches report need for better program coordination and support. Improvement on current practice: Current athletic administration lacks capacity for program expansion and equity focus. **Scope:** Schoolwide	By collaborating with coaches and teachers to monitor student-athletes' academic progress, the Athletic Director helps to ensure that English Learners, Foster Youth, and Low-Income students have the support they need to succeed in both their athletic and academic pursuits. Ultimately, this investment in an Athletic Director position demonstrates SPUSD's commitment to providing a well-rounded educational experience that promotes equity and success for all students. By allocating LCAP funds to provide an Athletic Director position at the high school level, SPUSD ensures that English Learners, Foster Youth, and Low-Income students have equal access to a high-quality athletic program that supports their overall development. The Athletic Director plays a crucial role in overseeing the planning, organization, and administration of all sports programs, ensuring that these student groups can participate in a well-structured and inclusive athletic environment. Specific skills/topics: Program management; equity in athletics; student-athlete support. Expected improvement: An Athletic Director is expected to enhance athletic opportunities and support for unduplicated pupils. Schoolwide implementation ensures comprehensive oversight and development of inclusive athletic programs. Why provided schoolwide: An Athletic Director is provided schoolwide to ensure comprehensive oversight and development	Implementation of the Academic Content and Performance Standards

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
		of inclusive athletic programs that benefit all students, especially unduplicated pupils.	
4.10	**Action:** P4j. Office Assistant Support PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD require a welcoming, accessible, and efficiently run school front office that promotes active parent and community engagement in their education. Specific data point: Parent engagement rates are 30% lower for families of unduplicated pupils. Feedback from educational partners: Front office staff report difficulty managing high volumes of needs in diverse communities. Improvement on current practice: Current office staffing struggles to provide timely, culturally responsive support. **Scope:** LEA-wide	By creating a welcoming school environment and streamlining office operations, this investment encourages parents of English Learners, Foster Youth, and Low-Income students to become more actively involved in their children's education. Ultimately, by demonstrating a commitment to excellent service, improving bilingual accessibility, and fostering strong partnerships with parents and the community, SPUSD is better equipped to support the unique needs of these student groups and promote their academic success. By allocating LCAP funds to provide additional Office Assistant support in school front offices, SPUSD addresses the specific needs of English Learners, Foster Youth, and Low-Income students in several ways. Hiring a bilingual Office Assistant improves communication and accessibility for non-English-speaking parents. This ensures that these parents feel welcome and well-informed about their child's education, promoting greater engagement and support for their academic success. Specific skills/topics: Multilingual communication; culturally responsive customer service; efficient office management. Expected improvement: Additional office support is expected to improve communication and engagement with families of unduplicated pupils. LEA-wide implementation ensures all school offices can provide high-quality, responsive support to diverse families.	Facilities in Good Repair

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
		Why provided LEA-wide: Additional office support is provided LEA-wide to ensure all school offices can provide high-quality, responsive support to diverse families across the district.	
4.11	**Action:** P4k. Childcare and Interpretation Services PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD need their parents/guardians to be actively engaged in their education, which requires removing barriers to participation and providing equitable access to school events and information. Specific data point: Parent participation in school events is 40% lower for non-English speaking families. Feedback from educational partners: Parents cite childcare and language barriers as obstacles to school involvement. Improvement on current practice: Current parent engagement efforts lack consistent support for these barriers. **Scope:**	By making these events more accessible, SPUSD encourages greater parent engagement for these student groups, which is known to positively impact student achievement and overall success. Moreover, the enhanced communication and stronger school-home partnerships fostered by these services benefit English Learners, Foster Youth, and Low-Income students by creating a more supportive and collaborative educational environment. By addressing the specific needs of these student groups through targeted support services, SPUSD demonstrates its commitment to promoting equity, inclusion, and academic success for all students. By investing LCAP funds to provide childcare and interpretation services for district and school events requiring parent/guardian attendance, SPUSD directly addresses the needs of English Learners, Foster Youth, and Low-Income students. Interpretation services are crucial for English learners to ensure that their parents, who may not be proficient in English, can fully understand and participate in school events. This promotes equity and inclusion, enabling these parents to be active partners in their children's education. Providing childcare services for Foster Youth and Low-Income students removes a potential barrier to their parents' or guardians' attendance, as they may not have access to affordable childcare options.	Implementation of the Academic Content and Performance Standards

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	Specific skills/topics: Multilingual interpretation; culturally responsive childcare; parent engagement strategies. Expected improvement: Providing childcare and interpretation is expected to significantly increase parent participation for families of unduplicated pupils. LEA-wide implementation ensures all schools can offer these supports for family engagement events. Why provided LEA-wide: Childcare and interpretation services are offered LEA-wide to ensure all schools can provide these supports for family engagement events, particularly benefiting families of unduplicated pupils.	
4.12	**Action:** P4I. District Safety Support PRIORITY1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD require a safe, inclusive, and supportive learning environment that promotes their physical and emotional well-being, enabling them to focus on their academic growth and success. Specific data point: Incidents of bullying and harassment are 20% higher in schools with high unduplicated pupil populations.	Allocating LCAP funds to employ Campus Safety Supervisors directly addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring they have equitable access to a secure and nurturing learning environment. These student groups may face unique challenges, such as language barriers, social-emotional difficulties, or socioeconomic disadvantages, which can make them more vulnerable to bullying, harassment, or violence. By having dedicated Campus Safety Supervisors, SPUSD proactively works to prevent and address these potential safety concerns, creating a culture of respect and inclusivity that is particularly beneficial for English Learners, Foster Youth, and Low-Income students.	Facilities in Good Repair

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
	Feedback from educational partners: Students report feeling unsafe in certain areas of campus. Improvement on current practice: Current safety measures lack comprehensive coverage and proactive strategies. **Scope:** LEA-wide	The presence of Campus Safety Supervisors contributes to a sense of security and belonging among these student groups, which can positively impact their attendance, engagement, and ultimately, their academic achievement. By fostering a safe and supportive environment, SPUSD enables English Learners, Foster Youth, and Low-Income students to focus on their learning and personal growth rather than worrying about their physical or emotional well-being. This strategic investment in campus safety aligns with SPUSD's commitment to providing equitable educational opportunities and support for all students, particularly those who may face additional challenges. By addressing the specific safety needs of English Learners, Foster Youth, and Low-Income students, SPUSD creates a foundation for their success and helps close achievement gaps. Specific skills/topics: Campus supervision; conflict resolution; emergency preparedness. Expected improvement: Enhanced safety support is expected to reduce incidents and improve school climate, particularly benefiting unduplicated pupils. LEA-wide implementation ensures consistent, high-quality safety measures across all schools. Why provided LEA-wide: Enhanced safety support is provided LEA-wide to ensure consistent, high-quality safety measures across all schools.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.13	**Action:** P4m. School Safety Measures PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students require a safe, secure, and inclusive learning environment that supports their physical, emotional, and intellectual well-being and enables them to focus on their education and personal growth. Specific data point: 30% of unduplicated pupils report feeling unsafe at school. Feedback from educational partners: Parents express concerns about campus security. Improvement on current practice: Current safety infrastructure is outdated or insufficient. **Scope:** LEA-wide	Investing LCAP funds in school safety measures directly addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring access to a secure and nurturing learning environment. These student groups may face unique challenges, making them more vulnerable to potential safety concerns. Implementing a comprehensive school safety approach creates a safe and inclusive environment that is particularly beneficial for these at-risk student populations, alleviating distractions and fears associated with potential safety issues. This allows them to focus on learning and personal growth. A culture of safety and inclusivity promotes a positive school climate, encouraging attendance, engagement, and academic success. Investing in school safety through LCAP funds demonstrates our commitment to providing an equitable, supportive, and high-quality educational experience for all students, particularly the most vulnerable. By addressing their specific safety needs, we create a foundation for their success, help close achievement gaps, and empower them to reach their full potential in a secure and caring environment. Specific skills/topics: Physical security enhancements; safety protocols; emergency response systems. Expected improvement: Improved safety measures are expected to create a more secure learning environment, particularly benefiting unduplicated pupils. LEA-wide implementation ensures all schools maintain high safety standards.	Facilities in Good Repair

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
		Why provided LEA-wide: Improved safety measures are implemented LEA-wide to ensure all schools maintain high safety standards, particularly benefiting unduplicated pupils.	
4.14	**Action:** P4n. Custodial Staff PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students require a clean, safe, and well-maintained learning environment that promotes their health, well-being, and academic success. Specific data point: 25% of unduplicated pupils report poor facilities conditions as barriers to learning. Feedback from educational partners: Teachers report cleanliness issues impacting instruction. Improvement on current practice: Current custodial staffing struggles to maintain high standards in all areas. **Scope:**	SPUSD's investment in custodial staff through LCAP funds directly addresses the needs of English Learners, Foster Youth, and Low-Income students by ensuring access to clean and safe facilities, regardless of background. This is particularly important for at-risk student populations who may face additional barriers to academic success and be more susceptible to the negative impacts of unsafe school environments on their learning and well-being. Investing in custodial staff demonstrates SPUSD's commitment to equity and inclusion, ensuring all students have access to a positive learning environment that fosters engagement and academic success, creating a foundation for their overall well-being and achievement. Specific skills/topics: Thorough cleaning practices, preventative maintenance, and healthy learning environments. Expected improvement: Enhanced custodial support is expected to improve facility conditions and create healthier learning environments, particularly benefiting unduplicated pupils. LEA-wide implementation ensures all schools maintain high cleanliness and maintenance standards.	Facilities in Good Repair

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	Why provided LEA-wide: Enhanced custodial support is provided LEA-wide to ensure all schools maintain high cleanliness and maintenance standards, creating healthy learning environments for all students.	
4.15	**Action:** P4o. Quality School Facilities/Deferred Maintenance PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD require equitable access to modern, engaging, and well-maintained learning environments that promote collaboration, innovation, and academic success. Specific data point: Schools with high unduplicated pupil populations have 30% more deferred maintenance needs. Feedback from educational partners: Students and staff report facility issues impacting learning and morale. Improvement on current practice: Current maintenance approach is largely reactive and underfunded	By allocating funds for innovative spaces and deferred maintenance, SPUSD directly addresses the needs of English Learners, Foster Youth, and Low-Income students who may face disparities in access to high-quality learning environments and resources. Investing in innovative furniture ensures all students have access to modern, flexible spaces that promote collaboration and engagement, particularly benefiting those who may not have such resources outside of school. Setting aside funds for deferred maintenance ensures all facilities are in good repair, providing a safe and conducive learning environment, which is especially critical for students from disadvantaged backgrounds who may attend schools with older or less well-maintained facilities. By creating engaging, equitable, and well-maintained learning spaces, SPUSD addresses the specific needs of these student groups, promoting their academic success and closing achievement gaps. Specific skills/topics: Facility upgrades; preventative maintenance; modern learning environments. Expected improvement: Investing in facilities is expected to create more equitable, conducive learning environments, particularly benefiting unduplicated pupils. LEA-	Facilities in Good Repair

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	wide implementation ensures all schools receive necessary upgrades and maintenance. Why provided LEA-wide: Facility improvements are made LEA-wide to ensure all schools receive necessary upgrades and maintenance, creating equitable learning environments across the district.	
4.16	**Action:** P4p. Health Service Specialist PRIORITY 1 **Need:** English Learners, Foster Youth, and Low-Income students in SPUSD require enhanced access to comprehensive health services and wellness initiatives to support their overall well-being and academic success. Specific data point: Chronic health issues impact attendance for 20% of unduplicated pupils. Feedback from educational partners: School staff report a need for more on-site health support. Improvement on current practice: Current health services are limited and often not immediately accessible **Scope:**	The deployment of Health Services Specialists across all SPUSD school sites, funded through LCAP, directly addresses the health and wellness needs of English Learners, Foster Youth, and Low-Income students. These specialists ensure equitable access to essential health services, promote a healthier learning environment, and provide targeted support to students facing unique challenges. By prioritizing the well-being of these student groups, SPUSD aims to mitigate barriers to learning and foster a supportive educational community that enables all students to thrive academically and personally. Specific skills/topics: On-site medical care; health education; chronic disease management. Expected improvement: Providing Health Service Specialists is expected to improve health outcomes and reduce health-related absences for unduplicated pupils. LEA-wide implementation ensures all students have access to on-site health support. Why provided LEA-wide:	Facilities in Good Repair

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	Health Service Specialists are provided LEA-wide to ensure all students, particularly unduplicated pupils, have access to on-site health support across all schools.	
4.17	**Action:** P4q. Financial Literacy PRIORITY 1 **Need:** The identified need is to provide students—especially those from unduplicated groups such as low-income families, English Learners, and foster youth—with essential financial literacy skills. Many students lack access to financial education at home or in their communities, putting them at greater risk for financial instability, poor decision-making, and long-term economic challenges. There is a need to equip all students with the knowledge and tools to manage money, make informed financial decisions, and plan for their futures, thereby promoting financial security and reducing inequities in economic opportunity **Scope:** Schoolwide	By offering financial literacy instruction on an LEA-wide or schoolwide basis, the district ensures that all students, especially those from unduplicated groups, receive equitable access to this critical life skill. This approach is principally directed toward unduplicated pupils because it removes barriers to financial education and is designed to address the unique challenges they face, such as navigating financial systems, avoiding debt, and building a foundation for economic independence. At the same time, all students benefit from these skills, making an LEA-wide or schoolwide implementation both effective and efficient in meeting the district's LCAP goals for equity and improved outcomes	To monitor the effectiveness of financial literacy education—especially for unduplicated pupils—SPUSD can use the following metrics: Student mastery of financial literacy concepts: Pre- and post-assessment scores on financial literacy topics (e.g., saving, budgeting, credit management, investing) to measure knowledge gains. Participation rates: Number and percentage of unduplicated pupils enrolled in or completing financial literacy programs or courses. Student self-reported confidence: Survey data on students' confidence in managing personal finances and making financial decisions.

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
			Application of skills: Tracking student participation in related activities, such as simulated budgeting exercises, student-run enterprises, or completion of real-world financial tasks. Longitudinal outcomes: Where possible, monitor longer-term impacts such as reduced disciplinary incidents related to financial stress, improved attendance, or postsecondary enrollment in business or finance-related pathways. These metrics align with LCAP requirements to use both quantitative and qualitative data, disaggregated by student group, to assess progress and effectiveness in meeting the needs of unduplicated pupils

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** P1d. TK/K Bilingual Aides (State Priority 4) **Need:** Our SPUSD English learners in Transitional Kindergarten (TK) and Kindergarten often encounter challenges when transitioning to formal schooling. Specific data point: Initial ELPAC scores show 77.17% of English Learners entering kindergarten are at the Novice English Learner level. Feedback from educational partners: TK/K teachers report challenges in supporting and meeting students' diverse language needs. Improvement on current practice: Current staffing provides limited specialized bilingual support in early grades. **Scope:** Limited to Unduplicated Student Group(s)	This action supports the hiring of Transitional Kindergarten and Kindergarten Bilingual Instructional Aides. Specific skills/topics: Early language acquisition, bilingual instruction, culturally responsive teaching. By hiring Transitional Kindergarten and Kindergarten Bilingual Instructional Aides, SPUSD aims to ease this process; our Bilingual Instructional Assistants (IAs) will offer targeted language support, small group instruction, and individualized attention. This focused assistance facilitates a smoother and more successful adjustment for our young learners. Expected improvement: Bilingual IAs will provide targeted language support, facilitating smoother transitions for English Learners. This enhanced support is expected to accelerate English proficiency development, improve kindergarten readiness, and set a stronger foundation for long-term academic success.	ELPAC Scores and Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** P1h. Newcomer Teacher (State Priorities 4 & 7) **Need:** Santa Paula Unified School District (SPUSD) has identified the need to provide specialized support for recently arrived immigrant students and English Language Learners. The Newcomer Teacher will help address this issue by offering targeted language acquisition programs, creating a welcoming and inclusive learning environment, and facilitating communication between schools and families to ensure equitable access to education and prevent achievement gaps. Specific data point: A percentage of English Learners are classified as newcomers, with ELPAC scores at the beginning level. Feedback from educational partners: Teachers report challenges in meeting the needs of newly arrived English Learner students. Improvement on current practice: Current EL support provides a limited specialized focus on newcomer needs. **Scope:**	The Newcomer Teacher at SPUSD will address the needs of immigrant students and English learners in several key ways: -Providing targeted language acquisition programs to accelerate English proficiency development and help students access grade-level content. -Creating a welcoming and inclusive learning environment that promotes student engagement, motivation, and a sense of belonging. -Facilitating effective school-family communication to ensure families are informed about their children's progress and available resources. -Ensuring equitable access to education through differentiated instruction, scaffolding strategies, and culturally responsive teaching practices that acknowledge students' diverse backgrounds and experiences, ultimately helping to close achievement gaps and promote long-term success. Specific skills/topics: Intensive English language development, acculturation support, and content area scaffolding. The Newcomer Teacher at SPUSD will address the needs of immigrant students and English learners in several key ways: -Providing targeted language acquisition programs to accelerate English proficiency development and help students access grade-level content. -Creating a welcoming and inclusive learning environment that promotes student engagement, motivation, and a sense of belonging. -Facilitating effective school-family communication to ensure families are informed about their children's progress and available resources.	ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	-Ensuring equitable access to education through differentiated instruction, scaffolding strategies, and culturally responsive teaching practices that acknowledge students' diverse backgrounds and experiences, ultimately helping to close achievement gaps and promote long-term success. Expected improvement: The Newcomer Teacher will provide targeted support for recent immigrant English Learner students, accelerating their English acquisition and academic integration. This is expected to improve ELPAC scores, increase access to grade-level content, and support social-emotional adjustment for newcomer students.	
1.17	**Action:** P1q. TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA) (State Priority 4) **Need:** The district has recognized a significant need to improve the academic outcomes and learning experiences of English Language Learners (ELLs) across all grade levels (TK-12). Current data indicates that ELLs face unique challenges impacting their academic performance, resulting in an achievement gap between ELLs and their peers. There is a pressing need to address these challenges by	To address the identified need to improve the academic outcomes and learning experiences of English Language Learners (ELLs) across all grade levels (TK-12), the district will allocate LCAP funds to hire a dedicated TK-12 ELD TOSA. The ELD TOSA will provide instructional coaching to enhance instructional practices, deliver direct services to needy students, develop and align the ELD curriculum, and monitor ELL progress through data analysis. This strategic investment demonstrates the district's commitment to closing the achievement gap, ensuring equitable access to high-quality education, and promoting academic excellence for all students, including ELLs. Specific skills/topics:	English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	providing targeted support, enhancing instructional practices, developing and aligning the ELD curriculum, and closely monitoring ELL progress. The district acknowledges that equitable access to high-quality education and the promotion of academic excellence for all students, including ELLs, is a top priority. To effectively meet the needs of ELLs and close the achievement gap, the district must invest in strategic resources, such as an ELD TOSA, which can provide professional development, coaching, direct student services, and data analysis to support the academic success of ELLs across the district. Feedback from educational partners: Site administrators request more support for ELD implementation. Improvement on current practice: Current professional development offers limited ongoing, job-embedded support for ELD. **Scope:** Limited to Unduplicated Student Group(s)	Integrated and designated ELD strategies, ELD standards implementation, and content area language support. To address the identified need to improve the academic outcomes and learning experiences of English Language Learners (ELLs) across all grade levels (TK-12), the district will allocate LCAP funds to hire a dedicated TK-12 ELD TOSA. The ELD TOSA will provide instructional coaching to enhance instructional practices, deliver direct services to needy students, develop and align the ELD curriculum, and monitor ELL progress through data analysis. This strategic investment demonstrates the district's commitment to closing the achievement gap, ensuring equitable access to high-quality education, and promoting academic excellence for all students, including ELLs. Expected improvement: The ELD TOSA will provide ongoing, targeted support to teachers in implementing effective ELD strategies across all content areas. This is expected to improve the quality of ELD instruction, increase teacher efficacy in supporting English Learners, and ultimately improve English proficiency and academic achievement for EL students across all grade levels.	

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.

NA

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.

SPUSD will be adding additional professional development focused on instructional practices in ELA and Math. Additionally, the district is adding targeted professional development in EL Shadowing, which will directly impact instructional practices for our English Learners. Overall, the addition of targeted professional development will enhance the direct services to Foster Youth, English Learners and Low Income students.

SPUSD will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to students at schools with an unduplicated student enrollment greater than 55%. Specifically, these funds will be used to:
Hire additional Reading Intervention Teachers (Goal 2, Action 2.1) at elementary schools with high concentrations of unduplicated students. This will decrease student-to-teacher ratios in reading intervention programs, allowing for more intensive, individualized support for struggling readers.
Increase the hours of Bilingual Instructional Aides (Goal 1, Action 1.4) in TK and Kindergarten classrooms at schools with high English Learner populations. This will provide more one-on-one and small group support for English Learners in their critical early years of language acquisition.
Expand counseling services (Goal 3, Action 3.6) at secondary schools with high unduplicated student populations. Additional counselors will provide more frequent and in-depth academic, social-emotional, and college/career support to high-need students.
Hire additional STEAM TOSAs (Goal 3, Action 3.2) to serve schools with high concentrations of unduplicated students. These TOSAs will provide targeted support to teachers in integrating STEAM concepts into their instruction, particularly benefiting unduplicated students who may have less exposure to these fields outside of school.
By allocating these additional staff resources to schools with higher concentrations of unduplicated students, SPUSD aims to provide more intensive and personalized support to our highest-need student populations, thereby working to close achievement gaps and improve overall student outcomes.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	50,896,087	18,816,960	36.971%	0.000%	36.971%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,668,541.74	$148,418.00	$0.00	$0.00	$18,816,959.74	$14,391,302.31	$4,425,657.43

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	P1a. Professional Development (State Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$339,675.00	$464,335.00	$804,010.00				$804,010.00	
1	1.2	P1b. Data Service Specialist (State Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$68,017.00	$0.00	$68,017.00				$68,017.00	
1	1.3	P1c. Directors of Elementary and Secondary (State Priorities 4, 7, & 8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$539,121.30	$0.00	$539,121.30				$539,121.30	
1	1.4	P1d. TK/K Bilingual Aides (State Priority 4)	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$465,586.98	$0.00	$465,586.98				$465,586.98	
1	1.5	P1e. Expanded TK-Preschool (State Priorities 4 & 7)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blanchard Elementary, Barbara Webster Elementary		$783,984.72	$0.00	$783,984.72				$783,984.72	
1	1.6	P1f. ELD Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$10,000.00	$17,162.50	$27,162.50				$27,162.50	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	**1.7**	P1g. ELD Task Force (State Priorities 4 & 7)	English Learners	Yes	LEA-wide	English Learners	All Schools		$10,865.00	$0.00	$10,865.00				$10,865.00	
1	**1.8**	P1h. Newcomer Teacher (State Priorities 4 & 7)	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$173,840.00	$0.00	$173,840.00				$173,840.00	
1	**1.9**	P1i Advanced Placement Program/Exam Fees (State Priority 4)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$0.00	$43,460.00	$43,460.00				$43,460.00	
1	**1.10**	P1j. Career Technical Education Support (State Priority 4)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Isbell Middle School		$43,460.00	$0.00	$43,460.00				$43,460.00	
1	**1.11**	P1k. Field Trips (State Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$54,325.00	$54,325.00				$54,325.00	
1	**1.12**	P1l. Music Program (State Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$142,133.00	$321,947.00	$464,080.00				$464,080.00	
1	**1.13**	P1m. AVID Program (State Priority 4)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$79,000.00	$4,660.50	$83,660.50				$83,660.50	
1	**1.14**	P1n. Elective Classes (State Priority 4)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$171,317.15	$0.00	$171,317.15				$171,317.15	

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	1.15	P1o. Credit Recovery (State Priority 4)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Renaissance High School		$109,736.50	$0.00	$109,736.50				$109,736.50	
1	1.16	P1p. A-G Completion Rate (State Priority 4)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$25,000.00	$7,595.00	$32,595.00				$32,595.00	
1	1.17	P1q. TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA) (State Priority 4)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$123,276.46	$0.00	$123,276.46				$123,276.46	
1	1.18	P1r. ELD Standards and Curriculum Alignment (State Priority 4)	English Learners	Yes	LEA-wide	English Learners	All Schools		$20,000.00	$34,325.00	$54,325.00				$54,325.00	
2	2.1	P2a. Reading Intervention Teachers (State Priority 8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,359,560.27	$0.00	$1,359,560.27				$1,359,560.27	
2	2.2	P2b. Literacy Support (State Priority 8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$635,115.75	$0.00	$635,115.75				$635,115.75	
2	2.3	P2c. Parent Literacy Academy (State Priority 3) PRIORITY 3B	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Glen City, McKevett, Barbara Webster, Bedell, Grace Thille Elementary Schools		$0.00	$48,892.50	$48,892.50				$48,892.50	

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	2.4	P2d. Supplemental Math and Science Resources (State Priority 8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$55,411.50	$55,411.50				$55,411.50	
2	2.5	P2e. Amira (State Priority 8)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Glen City, McKevett, Barbara Webster, Bedell, Grace Thille Elementary Schools		$0.00	$21,730.00	$21,730.00				$21,730.00	
3	3.1	P3a. Support Educational Outcomes/Development of Academies (State Priority 5)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$105,646.00	$681,240.76	$786,886.76				$786,886.76	
3	3.2	P3b. STEAM TOSA(S) Teachers on Special Assignment (State Priority 5)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Glen City Elementary and Bidell Elementary		$180,538.27	$0.00	$180,538.27				$180,538.27	
3	3.3	P3c. Mentoring Program (State Priorities 5 & 6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$25,000.00	$110,812.50	$135,812.50				$135,812.50	
3	3.4	P3d. Restorative Justice/PBIS (State Priority 6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$119,777.72	$10,360.79	$130,138.51				$130,138.51	
3	3.5	P3e. Positive Behavior and Intervention Supports-PBIS (State Priority 6)	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.6	P3f. Counselors/Mental Health Support (State Priority 6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$2,601,729.64	$0.00	$2,601,729.64				$2,601,729.64	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.7**	P3g. Wellness Centers Support (State Priority 6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$60,000.00	$22,574.00	$82,574.00				$82,574.00	
3	**3.8**	P3h. Support Teen Parents (State Priority 5)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Renaissance High School		$0.00	$10,865.00	$10,865.00				$10,865.00	
3	**3.9**	P3i Parent Involvement (State Priority 3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$48,892.50	$48,892.50				$48,892.50	
3	**3.10**	P3j. District Communication (State Priority 3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$132,809.00	$20,387.50	$153,196.50				$153,196.50	
3	**3.11**	P3k. MTSS/Attendance (State Priorities 5 & 6)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$341,451.00	$116,508.75	$457,959.75				$457,959.75	
4	**4.1**	P4a. Smaller Class Sizes PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$500,000.00	$43,250.00	$543,250.00				$543,250.00	
4	**4.2**	P4b. Technology Equipment PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$837,419.88	$837,419.88				$837,419.88	
4	**4.3**	P4c. Technology Infrastructure PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$325,950.00	$325,950.00				$325,950.00	
4	**4.4**	P4d. Computer Technician Staff PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$747,158.89	$0.00	$747,158.89				$747,158.89	
4	**4.5**	P4e. Prep Periods at Isbell Middle School	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Isbell		$459,283.11	$0.00	$459,283.11				$459,283.11	

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
		PRIORITY 7	Low Income			Low Income	Middle School Santa Paula High School									
4	**4.6**	P4f. Admin. Site Support PRIORITY 1	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Isbell Middle School, and Glen City Elementary		$191,187.06	$0.00	$191,187.06				$191,187.06	
4	**4.7**	P4g. Athletic Trainer PRIORITY 1	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$163,865.15	$0.00	$163,865.15				$163,865.15	
4	**4.8**	P4h. Transportation: Athletic Events PRIORITY 1	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$0.00	$380,275.00	$380,275.00				$380,275.00	
4	**4.9**	P4i. Athletic Director PRIORITY 1	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$111,734.57	$0.00	$111,734.57				$111,734.57	
4	**4.10**	P4j. Office Assistant Support PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,180,559.39	$0.00	$1,180,559.39				$1,180,559.39	
4	**4.11**	P4k. Childcare and Interpretation Services PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$13,038.00	$13,038.00				$13,038.00	
4	**4.12**	P4l. District Safety Support PRIORITY1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$1,230,881.73	$0.00	$1,230,881.73				$1,230,881.73	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
4	**4.13**	P4m. School Safety Measures PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$108,650.00	$108,650.00				$108,650.00	
4	**4.14**	P4n. Custodial Staff PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$418,555.65	$0.00	$418,555.65				$418,555.65	
4	**4.15**	P4o. Quality School Facilities/Deferred Maintenance PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$465,022.00	$465,022.00				$465,022.00	
4	**4.16**	P4p. Health Service Specialist PRIORITY 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$721,436.00	$0.00	$721,436.00				$721,436.00	
4	**4.17**	P4q. Financial Literacy PRIORITY 1	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School		$0.00	$8,148.75	$8,148.75				$8,148.75	
5	**5.1**	Implement a Multi-tiered System of Supports (State Priorities 4 & 5)	All	No			Specific Schools: Renaissance HS		$0.00	$148,418.00		$148,418.00			$148,418.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
50,896,087	18,816,960	36.971%	0.000%	36.971%	$18,668,541.74	0.000%	36.680 %	**Total:**	$18,668,541.74
								LEA-wide Total:	$15,784,192.50
								Limited Total:	$762,703.44
								Schoolwide Total:	$2,761,072.78

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**	P1a. Professional Development (State Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$804,010.00	
1	**1.2**	P1b. Data Service Specialist (State Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,017.00	
1	**1.3**	P1c. Directors of Elementary and Secondary (State Priorities 4, 7, & 8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,121.30	
1	**1.4**	P1d. TK/K Bilingual Aides (State Priority 4)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$465,586.98	
1	**1.5**	P1e. Expanded TK-Preschool (State Priorities 4 & 7)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blanchard Elementary, Barbara Webster	$783,984.72	

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 (%)
						Elementary		
1	1.6	P1f. ELD Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,162.50	
1	1.7	P1g. ELD Task Force (State Priorities 4 & 7)	Yes	LEA-wide	English Learners	All Schools	$10,865.00	
1	1.8	P1h. Newcomer Teacher (State Priorities 4 & 7)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$173,840.00	
1	1.9	P1i Advanced Placement Program/Exam Fees (State Priority 4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$43,460.00	
1	1.10	P1j. Career Technical Education Support (State Priority 4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Isbell Middle School	$43,460.00	
1	1.11	P1k. Field Trips (State Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,325.00	
1	1.12	P1l. Music Program (State Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$464,080.00	
1	1.13	P1m. AVID Program (State Priority 4)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,660.50	
1	1.14	P1n. Elective Classes (State Priority 4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$171,317.15	
1	1.15	P1o. Credit Recovery (State Priority 4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Renaissance High School	$109,736.50	
1	1.16	P1p. A-G Completion Rate (State Priority 4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$32,595.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.17	P1q. TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA) (State Priority 4)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$123,276.46	
1	1.18	P1r. ELD Standards and Curriculum Alignment (State Priority 4)	Yes	LEA-wide	English Learners	All Schools	$54,325.00	
2	2.1	P2a. Reading Intervention Teachers (State Priority 8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,359,560.27	
2	2.2	P2b. Literacy Support (State Priority 8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$635,115.75	
2	2.3	P2c. Parent Literacy Academy (State Priority 3) PRIORITY 3B	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Glen City, McKevett, Barbara Webster, Bedell, Grace Thille Elementary Schools	$48,892.50	
2	2.4	P2d. Supplemental Math and Science Resources (State Priority 8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,411.50	
2	2.5	P2e. Amira (State Priority 8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Glen City, McKevett, Barbara Webster, Bedell, Grace Thille Elementary Schools	$21,730.00	
3	3.1	P3a. Support Educational Outcomes/Development of Academies (State Priority 5)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$786,886.76	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	P3b. STEAM TOSA(S) Teachers on Special Assignment (State Priority 5)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Glen City Elementary and Bidell Elementary	$180,538.27	
3	3.3	P3c. Mentoring Program (State Priorities 5 & 6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,812.50	
3	3.4	P3d. Restorative Justice/PBIS (State Priority 6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,138.51	
3	3.6	P3f. Counselors/Mental Health Support (State Priority 6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,601,729.64	
3	3.7	P3g. Wellness Centers Support (State Priority 6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,574.00	
3	3.8	P3h. Support Teen Parents (State Priority 5)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Renaissance High School	$10,865.00	
3	3.9	P3i Parent Involvement (State Priority 3)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,892.50	
3	3.10	P3j. District Communication (State Priority 3)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,196.50	
3	3.11	P3k. MTSS/Attendance (State Priorities 5 & 6)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$457,959.75	
4	4.1	P4a. Smaller Class Sizes PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$543,250.00	
4	4.2	P4b. Technology Equipment	Yes	LEA-wide	English Learners Foster Youth	All Schools	$837,419.88	

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 (%)
		PRIORITY 1			Low Income			
4	4.3	P4c. Technology Infrastructure PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,950.00	
4	4.4	P4d. Computer Technician Staff PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$747,158.89	
4	4.5	P4e. Prep Periods at Isbell Middle School PRIORITY 7	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Isbell Middle School Santa Paula High School	$459,283.11	
4	4.6	P4f. Admin. Site Support PRIORITY 1	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School, Isbell Middle School, and Glen City Elementary	$191,187.06	
4	4.7	P4g. Athletic Trainer PRIORITY 1	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$163,865.15	
4	4.8	P4h. Transportation: Athletic Events PRIORITY 1	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$380,275.00	
4	4.9	P4i. Athletic Director PRIORITY 1	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$111,734.57	
4	4.10	P4j. Office Assistant Support PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,180,559.39	
4	4.11	P4k. Childcare and Interpretation Services PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,038.00	
4	4.12	P4l. District Safety Support PRIORITY1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,230,881.73	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.13	P4m. School Safety Measures PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,650.00	
4	4.14	P4n. Custodial Staff PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$418,555.65	
4	4.15	P4o. Quality School Facilities/Deferred Maintenance PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$465,022.00	
4	4.16	P4p. Health Service Specialist PRIORITY 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$721,436.00	
4	4.17	P4q. Financial Literacy PRIORITY 1	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Paula High School	$8,148.75	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,119,101.00	$18,119,101.00

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**	P1a. Professional Development (State Priority 4)	Yes	$850,000.01	$850,000.01
1	**1.2**	P1b. Data Service Specialist (State Priority 4)	Yes	$73,157.75	$73,157.75
1	**1.3**	P1c. Director of Early Childhood and Elementary Education, and Director of College and Career Readiness and Student Achievement (State Priorities 4, 7, & 8)	Yes	$626,395.89	$626,395.89
1	**1.4**	P1d. Transitional Kindergarten and Kindergarten Bilingual Instructional Aides (IAs) (State Priority 4)	Yes	$670,305.63	$670,305.63
1	**1.5**	P1e. Expanded Transitional Kindergarten and Preschool Classes (State Priorities 4 & 7)	Yes	$984,663.10	$984,663.10
1	**1.6**	P1f. Dual Language Immersion - DLI (State Priorities 4 & 7)	Yes	$10,000.00	$10,000

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)
1	1.7	P1g. Language Appraisal Team - LAT (State Priorities 4 & 7)	No	$16,500.00	$16,500.00
1	1.8	P1h. Newcomer Teacher (State Priorities 4 & 7)	Yes	$176,481.39	$176,481.39
1	1.9	P1i Advanced Placement Program/Exam Fees (State Priority 4)	No	$52,000.00	$52,000.00
1	1.10	P1j. Career Technical Education Support (State Priority 4)	Yes	$195,000.00	$195,000.00
1	1.11	P1k.Postsecondary Field Trips (5,7, 9) & Standards-Aligned Field Trips (elementary) (State Priority 4)	No	$0.00	$0.00
1	1.12	P1l. Music Program (State Priority 4)	Yes	$382,000.00	$382,000.00
1	1.13	P1m. AVID Program (State Priority 4)	Yes	$100,000.00	$100,000.00
1	1.14	P1n. Elective Classes (State Priority 4)	Yes	$163,384.01	$163,384.01
1	1.15	P1o. Credit Recovery (State Priority 4)	Yes	$20,700.00	$20,700.00
1	1.16	P1p. A-G Completion Rate	Yes	$40,000.00	$40,000.00

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)
		(State Priority 4)			
1	1.17	P1q. TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA) (State Priority 4)	Yes	$181,134.36	$181,134.36
1	1.18	P1r. ELD Standards and Curriculum Alignment (State Priority 4)	Yes	$10,000.00	$10,000.00
1	1.19	Co-teaching for Students with Disabilities (State Priority 4)	No	$0.00	$0.00
2	2.1	P2a. Reading Intervention Teachers (State Priority 8)	Yes	$2,201,428.11	$2,201,428.11
2	2.2	P2b. Literacy Support (State Priority 8)	Yes	$539,847.42	$539,847.42
2	2.3	P2c. Parent Literacy Academy (State Priority 3) PRIORITY 3B	No	$0.00	$0.00
2	2.4	P2d. FootSteps2Brilliance (State Priority 8)	No	$0.00	$0.00
2	2.5	P2e. Amplify-DIBELS Assessment Platform (State Priority 8)	Yes	$30,000.00	$30,000.00

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)
3	3.1	P3a. Support Educational Outcomes/Development of Academies (State Priority 5)	Yes	$777,494.16	$777,494.16
3	3.2	P3b. STEAM TOSA(S) Teachers on Special Assignment (State Priority 5)	Yes	$181,134.36	$181,134.36
3	3.3	P3c. Youth Leadership and Mentoring (State Priorities 5 & 6)	Yes	$9,920.96	$9,920.96
3	3.4	P3d. Restorative Justice (State Priority 6)	Yes	$110,955.96	$110,955.96
3	3.5	P3e. Positive Behavior and Intervention Supports-PBIS (State Priority 6)	Yes	$15,000.00	$15,000.00
3	3.6	P3f. Counselors/Mental Health Support (State Priority 6)	Yes	$2,221,401.51	$2,221,401.51
3	3.7	P3g. School Psychologists (State Priority 6)	No	$0.00	$0.00
3	3.8	P3h. Support Teen Parents (State Priority 5)	Yes	$25,000.00	$25,000.00
3	3.9	P3i Parent Involvement (State Priority 3)	Yes	$25,000.00	$25,000.00

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)
3	3.10	P3j. District Communication (State Priority 3)	Yes	$132,676.67	$132,676.67
3	3.11	P3k. Development of MTSS, Multi-Tiered System of Supports (State Priorities 5 & 6)	Yes	$10,000.00	$10,000.00
4	4.1	P4a. Smaller Class Sizes PRIORITY 1	Yes	$500,000.00	$500,000.00
4	4.2	P4b. Technology Equipment PRIORITY 1	Yes	$500,000.00	$500,000.00
4	4.3	P4c. Technology Infrastructure PRIORITY 1	Yes	$150,000.00	$150,000.00
4	4.4	P4d. Computer Technician Staff PRIORITY 1	Yes	$717,398.70	$717,398.70
4	4.5	P4e. Prep Periods PRIORITY 7	Yes	$421,492.17	$421,492.17
4	4.6	P4f. Administrative Support PRIORITY 1	Yes	$203,243.99	$203,243.99
4	4.7	P4g. Athletic Trainer PRIORITY 1	Yes	$154,088.98	$154,088.98
4	4.8	P4h. Transportation: Athletic Events PRIORITY 1	Yes	$450,000.00	$450,000.00
4	4.9	P4i. Athletic Director	Yes	$66,669.57	$66,669.57

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)
		PRIORITY 1			
4	**4.10**	P4j. Office Assistant Support PRIORITY 1	Yes	$1,298,077.66	$1,298,077.66
4	**4.11**	P4k. Childcare and Interpretation Services PRIORITY 1	Yes	$10,000.00	$10,000.00
4	**4.12**	P4l. District Safety Support PRIORITY1	Yes	$1,194,173.66	$1,194,173.66
4	**4.13**	P4m. School Safety Measures PRIORITY 1	Yes	$125,000.00	$125,000.00
4	**4.14**	P4n. Custodial Staff PRIORITY 1	Yes	$424,935.06	$424,935.06
4	**4.15**	P4o. Quality School Facilities/Deferred Maintenance PRIORITY 1	Yes	$300,000.00	$300,000
4	**4.16**	P4p. Health Service Specialist PRIORITY 1	Yes	$550,386.51	$550,386.51
4	**4.17**	P4q. Senior Accountant PRIORITY 1	Yes	$73,635.41	$73,635.41
4	**4.18**	Recruitment and Staffing PRIORITY 2	No	$0.00	$0.00
4	**4.19**	Provide Beginning Teacher Support	No	$0.00	$0.00

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)
		PRIORITY 2			
4	**4.20**	Provide Student Access to Standards-Aligned Instructional Materials PRIORITY 7	No	$0.00	$0.00
5	**5.1**	Implement a Multi-tiered System of Supports (State Priorities 4 & 5)	No	$148,418.00	$148,418.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
18,270,314.00	$17,902,183.00	$18,270,314.00	($368,131.00)	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	1.1	P1a. Professional Development (State Priority 4)	Yes	$850,000.01	$957,327.00		
1	1.2	P1b. Data Service Specialist (State Priority 4)	Yes	$73,157.75	$73,157.75		
1	1.3	P1c. Director of Early Childhood and Elementary Education, and Director of College and Career Readiness and Student Achievement (State Priorities 4, 7, & 8)	Yes	$626,395.89	$626,395.89		
1	1.4	P1d. Transitional Kindergarten and Kindergarten Bilingual Instructional Aides (IAs) (State Priority 4)	Yes	$670,305.63	$670,305.63		
1	1.5	P1e. Expanded Transitional Kindergarten and Preschool Classes (State Priorities 4 & 7)	Yes	$984,663.10	$984,663.10		
1	1.6	P1f. Dual Language Immersion - DLI (State Priorities 4 & 7)	Yes	$10,000.00	$10,000.00		

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	1.8	P1h. Newcomer Teacher (State Priorities 4 & 7)	Yes	$176,481.39	$176,481.39		
1	1.10	P1j. Career Technical Education Support (State Priority 4)	Yes	$195,000.00	$195,000.00		
1	1.12	P1l. Music Program (State Priority 4)	Yes	$382,000.00	$382,000.00		
1	1.13	P1m. AVID Program (State Priority 4)	Yes	$100,000.00	$100,000.00		
1	1.14	P1n. Elective Classes (State Priority 4)	Yes	$163,384.01	$163,384.01		
1	1.15	P1o. Credit Recovery (State Priority 4)	Yes	$20,700.00	$20,700.00		
1	1.16	P1p. A-G Completion Rate (State Priority 4)	Yes	$40,000.00	$40,000.00		
1	1.17	P1q. TK-12 English Language Development (ELD) Teacher on Special Assignment (TOSA) (State Priority 4)	Yes	$181,134.36	$181,134.36		
1	1.18	P1r. ELD Standards and Curriculum Alignment (State Priority 4)	Yes	$10,000.00	$10,000.00		
2	2.1	P2a. Reading Intervention Teachers (State Priority 8)	Yes	$2,201,428.11	$2,201,428.11		
2	2.2	P2b. Literacy Support (State Priority 8)	Yes	$539,847.42	$539,847.42		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	P2e. Amplify-DIBELS Assessment Platform (State Priority 8)	Yes	$30,000.00	$30,000.00		
3	3.1	P3a. Support Educational Outcomes/Development of Academies (State Priority 5)	Yes	$777,494.16	$777,494.16		
3	3.2	P3b. STEAM TOSA(S) Teachers on Special Assignment (State Priority 5)	Yes	$181,134.36	$181,134.36		
3	3.3	P3c. Youth Leadership and Mentoring (State Priorities 5 & 6)	Yes	$9,920.96	$9,920.96		
3	3.4	P3d. Restorative Justice (State Priority 6)	Yes	$110,955.96	$110,955.96		
3	3.5	P3e. Positive Behavior and Intervention Supports-PBIS (State Priority 6)	Yes	$15,000.00	$15,000.00		
3	3.6	P3f. Counselors/Mental Health Support (State Priority 6)	Yes	$2,221,401.51	$2,221,401.51		
3	3.8	P3h. Support Teen Parents (State Priority 5)	Yes	$25,000.00	$25,000.00		
3	3.9	P3i Parent Involvement (State Priority 3)	Yes	$25,000.00	$25,000.00		
3	3.10	P3j. District Communication (State Priority 3)	Yes	$132,676.67	$132,676.67		

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	3.11	P3k. Development of MTSS, Multi-Tiered System of Supports (State Priorities 5 & 6)	Yes	$10,000.00	$10,000.00		
4	4.1	P4a. Smaller Class Sizes PRIORITY 1	Yes	$500,000.00	$500,000.00		
4	4.2	P4b. Technology Equipment PRIORITY 1	Yes	$500,000.00	$760,804.01		
4	4.3	P4c. Technology Infrastructure PRIORITY 1	Yes	$150,000.00	$150,000.00		
4	4.4	P4d. Computer Technician Staff PRIORITY 1	Yes	$717,398.70	$717,398.70		
4	4.5	P4e. Prep Periods PRIORITY 7	Yes	$421,492.17	$421,492.17		
4	4.6	P4f. Administrative Support PRIORITY 1	Yes	$203,243.99	$203,243.99		
4	4.7	P4g. Athletic Trainer PRIORITY 1	Yes	$154,088.98	$154,088.98		
4	4.8	P4h. Transportation: Athletic Events PRIORITY 1	Yes	$450,000.00	$450,000.00		
4	4.9	P4i. Athletic Director PRIORITY 1	Yes	$66,669.57	$66,669.57		
4	4.10	P4j. Office Assistant Support PRIORITY 1	Yes	$1,298,077.66	$1,298,077.66		
4	4.11	P4k. Childcare and Interpretation Services	Yes	$10,000.00	$10,000.00		

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)
		PRIORITY 1					
4	**4.12**	P4l. District Safety Support PRIORITY1	Yes	$1,194,173.66	$1,194,173.66		
4	**4.13**	P4m. School Safety Measures PRIORITY 1	Yes	$125,000.00	$125,000.00		
4	**4.14**	P4n. Custodial Staff PRIORITY 1	Yes	$424,935.06	$424,935.06		
4	**4.15**	P4o. Quality School Facilities/Deferred Maintenance PRIORITY 1	Yes	$300,000.00	$300,000.00		
4	**4.16**	P4p. Health Service Specialist PRIORITY 1	Yes	$550,386.51	$550,386.51		
4	**4.17**	P4q. Senior Accountant PRIORITY 1	Yes	$73,635.41	$73,635.41		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18,270,314.00	18,270,314.00		100.000%	$18,270,314.00	0.000%	100.000%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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