

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salinas City Elementary School District

CDS Code: 27 66142 0000000

School Year: 2025-26

LEA contact information:

Ronald Dillender

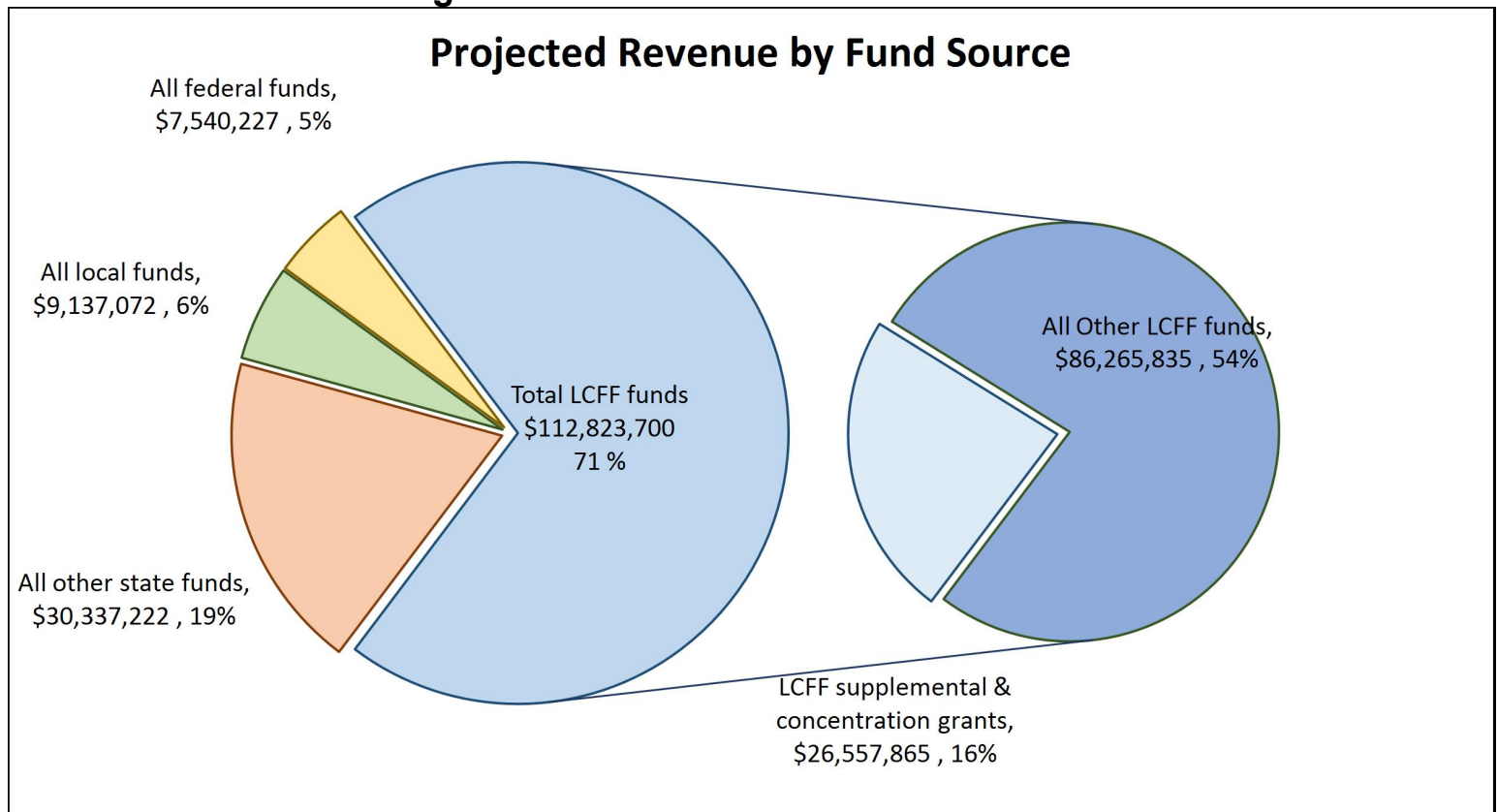
Associate Superintendent, Educational Services

rdillender@salinascityesd.org

(831) 753-5600

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

Budget Overview for the 2025-26 School Year

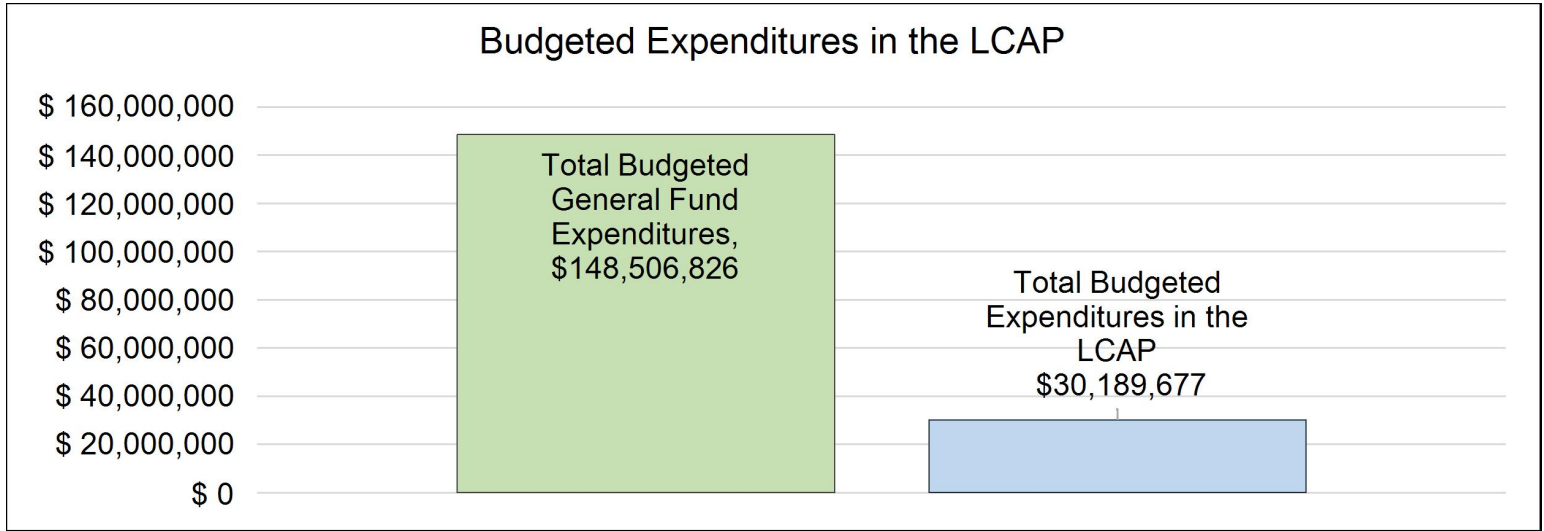


This chart shows the total general purpose revenue Salinas City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salinas City Elementary School District is \$159,838,221, of which \$112,823,700 is Local Control Funding Formula (LCFF), \$30,337,222 is other state funds, \$9,137,072 is local funds, and \$7,540,227 is federal funds. Of the \$112,823,700 in LCFF Funds, \$26,557,865 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Salinas City Elementary School District plans to spend for 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: Salinas City Elementary School District plans to spend \$148,506,826 for the 2025-26 school year. Of that amount, \$30,189,677 is tied to actions/services in the LCAP and \$118,317,149 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Program expenditures of significance not included in the LCAP are Title I Part A (Academic Achievement), Title II Part A (High Quality Teachers), Title III Part A (English Learners) and Title IV Part A (Student Support and Academic Enrichment). Also not included are Expanded Learning Programs and one time grants.

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

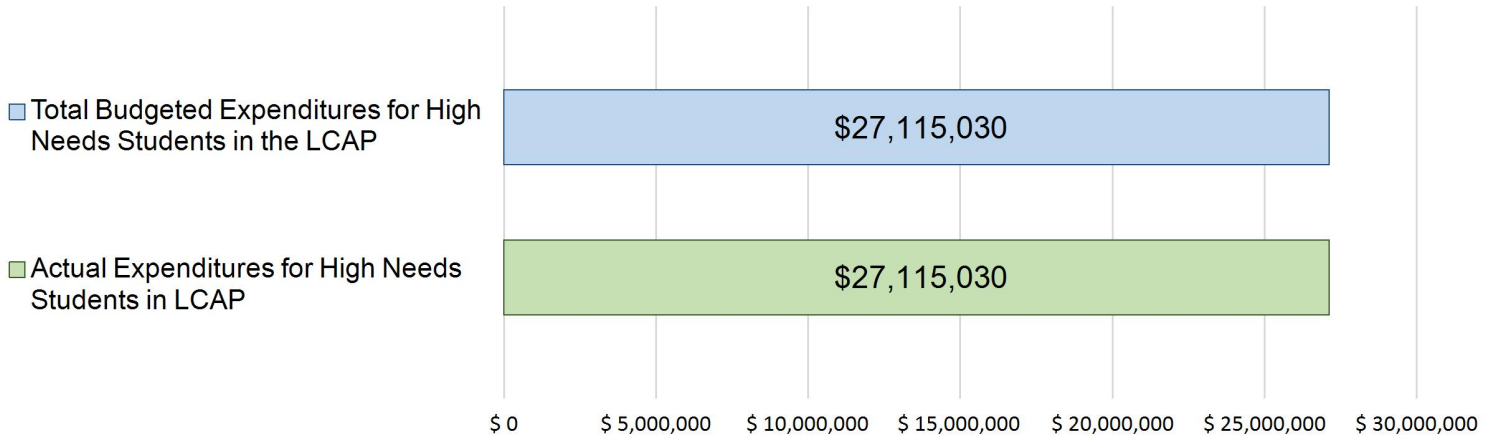
In 2025-26, Salinas City Elementary School District is projecting it will receive \$26,557,865 based on the enrollment of foster youth, English learner, and low-income students. Salinas City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salinas City Elementary School District plans to spend \$26,557,865 towards meeting this requirement, as described in the LCAP.

To increase and improve services for high needs students, Salinas City Elementary School District (SCESD) will continue to focus on ensuring that unduplicated students receive valuable resources to accelerate progress in learning and wellness. For a full description on how SCESD will increase or improve services for high needs students in the LCAP, please see the "Increased or Improved Services for Foster Youth, English Learners, and Low-Income students" section of the 2025-26 LCAP.

LCFF Budget Overview for Parents

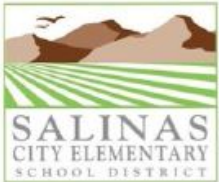
Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Salinas City Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Salinas City Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Salinas City Elementary School District's LCAP budgeted \$27,115,030 for planned actions to increase or improve services for high needs students. Salinas City Elementary School District actually spent \$27,115,030 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

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

Plan Summary [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 Salinas City Elementary School District (SCESD) is committed to providing all students with a safe and caring learning environment. Our educational program prepares our students for both the digital and global arena. Our dedicated staff of classified and certificated personnel supports our mission for every child to succeed. We are located in Monterey County, known for its immense agriculture industry with an economy that produced \$4,638,336,000 billion in crop revenue in 2022.

Our 2023-2024 California Basic Education Data System (CBEDS) data reported our enrollment at 8,206 students, decreasing 81 students from 2022-2023. Demographically, we are a diverse school district that includes the following: 90.6% Hispanic, 4.1% White, 5.3% other races: 51% English Learners, 76.54% Socio-Economically disadvantaged, with 17 students who are Foster Youth. Approximately 10.68% of our students have been identified as Students with Disabilities. The 2023 CALPADS census report homeless count reflects 40.8% of all students enrolled.

SCESD serves students from Kindergarten through sixth grade at 15 school sites. Currently, 6 of our schools provide dual immersion programs in English and Spanish. One additional school (Sherwood) started a Dual Immersion program in TK and K during the 2024-2025 school year. Fourteen schools offer transitional kindergarten instruction and nine of the schools also provide California State Preschool Programs.. One of our schools is a virtual academy that provides learning for students who prefer to engage in distance learning. SCESD has 22.5 Transitional Kinder (TK) classrooms across the district. TK program options will include Dual Immersion (DI) and Structured English Immersion (SEI) options for students. Every school in SCESD will have TK available to families. SCESD also has full-day preschool options that continue to expand. Lastly, SCESD has worked hard to expand programs using Expanded Learning Opportunities Program (ELOP)

funding. After-school programs are available at all 15 sites and student capacity is steadily increasing. Currently, the district can accommodate almost 2,000 students. The SCESD summer learning program has also been expanded to be able to serve 3,000 students. During this time, students get homework support, physical activities, wellness activities, academic support, and Science, Technology, Engineering, Arts, and Mathematics (STEAM) programs. For the 2025–26 school year, Salinas City Virtual Academy has been identified as an Equity Multiplier schoolsite. The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goals 1-3.

Reflections: Annual Performance

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

The CAASPP/SBAC was administered in the Spring of 2024. SCESD dashboard indicators for the 2023-2024 school year showed growth in many areas, but areas for improvement as well. Overall, all students performed "orange" in Language Arts and Mathematics. This was improvement over the previous year, but not sufficient to move beyond the "low" range from the previous year.

Emergent Bilingual (English Learner) progress to English Proficiency was "yellow". This is a decline of 1.2%, which reflects relatively no change from the previous year. Preliminary STAR Reading data shows that Emergent Bilinguals are progressing as compared to the previous year. Students with IEPs also continue to show growth in STAR Reading, when compared to the previous year's outcomes.

Suspension rates for SCESD students have maintained low levels on the dashboard, scoring "Yellow."

Chronic Absenteeism rates have improved drastically over the last three years. Returning from COVID, Chronic Absenteeism rates were approximately 36%. Using the strategies outlined in the LCAP and working with community partners, at the end of the 2022-2023 school year the rate had improved to 26%. Last year's final percentage was 19.7%. Although the final percentages are not yet available at this time, projections indicate that the rates will be approximately 17% at the end of the 2024-2025 school year. This will continue to be an area of focus for SCESD during the implementation of this LCAP.

SCESD has used the STAR assessment systems to guide decision-making during the school year. This allows for consistent feedback regarding student progress. All students, K-6, have taken the STAR assessments at the start of the year and at the end of each trimester (4 times a school year), which provides the data needed to continue to provide targeted support to students and inform instructional practices. Data collected from the trimester STAR assessments and other local indicators help to make informed decisions regarding instruction and interventions.

The LCAP has allowed SCESD to serve students and families based on their wellness and academic needs. The LCAP and other sources of funding have been directly used to continue addressing the learning loss of students as well as focus on building staff capacity in state and local standards, cultural awareness, and trauma informed practices. The District has been significantly more successful hiring staff and filling positions, although some vacancies remain.

An area where the district has continued to increase services was mental health support for students. Additional mental health services continue to be provided to support students and their families who have experienced difficulty and trauma. The funding has helped the district address wellness and resource barriers that impede student achievement by adding counselors, psychologists, and additional hours for classified staff to support family needs. In addition to the strong wellness component, the staff has made a large effort to strengthen the focus on the strategies proven to accelerate learning. The addition of Multi-Tiered Systems of Support (MTSS), Intervention Specialists, instructional coaches, vice principals, additional para educator hours, and an all-hands-on-deck approach to maintaining a solid instruction base has allowed student academic progress to accelerate.

Feedback from parents, students, and teachers was collected throughout the year. Changes to this LCAP reflect what the district needs to continue and areas that require a renewed focus.

The lowest performance indicators from the 2023 CA School Dashboard have been organized by school. At Boronda Meadows, the lowest-performing groups were All Students, English Learners, Hispanics, and Socioeconomically Disadvantaged in English Language Arts (ELA). The Salinas City Virtual Academy showed low performance among Homeless Youth in Chronic Absenteeism (CHRO) and English Learner and All Students in ELA. El Gabilan Elementary had several low-performing groups, including All Students, English Learners, Hispanics Homeless Youth, and Socioeconomically Disadvantaged in ELA, with English Learners also performing poorly in the English Learner Progress Indicator (ELPI). At Henry F. Kammann Elementary, All Students, English Learners, Hispanics, Homeless Youth Socioeconomically Disadvantaged, and Students with Disabilities underperformed in ELA, while Homeless Youth and Students with Disabilities also showed low performance in Math and Suspension (SUSP) respectively. Loma Vista Elementary reported low performance in ELA and Math for All Students, English Learners, Hispanics, Homeless Youth, and Socioeconomically Disadvantaged. Sherwood Elementary also had underperformance in ELA and ELPI, particularly among All Students, English Learners, Hispanics, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities. At Laurel Wood Elementary, English Learners and Students with Disabilities underperformed in both ELA and Math. Los Padres Elementary showed low performance in ELA and ELPI for English Learners, Hispanics, and Homeless Youth. Monterey Park Elementary's lowest indicators included ELA, ELPI, Math, and SUSP for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Mission Park Elementary reported low performance in ELA and Math for Students with Disabilities and English Learners, respectively. Natividad Elementary had low performance among English Learners, Homeless Youth in ELA, and Students with Disabilities in SUSP. Roosevelt Elementary's lowest performance indicators were in ELA among English Learners, Hispanics, and Homeless Youth. University Park Elementary reported low performance in Math for Students with Disabilities.

Kammann - Homeless, SWD - Math

Kammann - Homeless - Suspension

Sherwood - SWD - Math

Los Padres - SED - ELA

Monterey Park - EL, Homeless, SED, SWD - ELA

Monterey Park - EL - ELPI

Monterey Park - EL, SWD - Math

Monterey Park - EL - Suspensions

Mission Park - SWD - ELA

Mission Park - EL, SWD - Math

Districtwide - EL, Homeless, SED, SWD - ELA

Districtwide - SWD - Math

Districtwide - African American - Suspensions

Finally, districtwide data indicated English Learners as a low-performing group in ELA.

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goals 1.8, 1.14, 1.16, 1.17, 3.1, 3.2, 3.9, 3.10, 3.11, and 4.7

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

All schools in the SCESD do not meet the criteria for comprehensive support and improvement.

Support for Identified Schools

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

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
<p>Parents, Teachers/Certificated/Classified Staff, Bargaining Units, and school community educational partners</p>	<p>In-person focus groups were held at all 15 schools across the district. Child care and light refreshments were offered to support participation. Parents had the opportunity to evaluate, discuss, and provide input on LCAP actions, services, and goals.</p> <p>Meetings were conducted in English and Spanish on the following dates, locations and times:</p> <p>September 25, 2024 Los Padres School District Wide Building Healthy Communities LCAP Session 5:00-8:00 PM</p> <p>October 24, 2024 Monterey Park School Parents 6:00 - 8:00 PM</p> <p>November 24, 2024 Monterey Park School 6:00 - 8:00 PM</p> <p>February 13, 2025 Boronda Meadows 2:15 - 3:15 PM</p>

Educational Partner(s)	Process for Engagement
	<p>February 26, 2025 Los Padres School 6:00 - 8:00 PM</p> <p>March 6, 2025 Laurel Wood School 6:00 - 8:00 PM</p> <p>March 6, 2025 University Park School 6:00 - 8:00 PM</p> <p>March 6, 2025 Lincoln School 2:15 - 3:15 PM</p> <p>March 6, 2025 El Gabilan School 2:30 - 3:30 PM</p> <p>March 6, 2025 Los Padres School 2:15 - 3:15 PM</p> <p>March 11, 2025 University Park 3:00 - 4:00 PM</p> <p>March 14 Lincoln School 9:00 - 11:00 AM</p> <p>March 17, 2025 Natividad School 3:00 - 4:00 PM</p> <p>March 20, 2025 Lincoln School</p>

Educational Partner(s)	Process for Engagement
	<p>5:00 - 6:00 PM</p> <p>March 20, 2025 Natividad School 8:00 - 9:00 AM</p> <p>March 21, 2025 Lincoln School 8:30 - 9:30 AM</p> <p>April 1, 2025 DIAS 5:00 - 6:00 PM</p> <p>April 1, 2025 Mission Park 4:00 - 6:00 PM</p> <p>April 2, 2025 Sherwood School 8:00 - 10:00 AM</p> <p>April 7, 2025 Laurel Wood 8:30 - 9:30 AM</p> <p>April 7, 2025 Kammann School 5:15 - 6:15 PM</p> <p>April 8, 2025 Loma Vista 2:33 - 3:30 PM</p> <p>April 9 Salinas City Virtual Academy 2:30 - 3:30 PM</p>

Educational Partner(s)	Process for Engagement
	<p>April 9, 2025 Roosevelt School 5:30 - 6:30 PM</p> <p>April 10, 2025 Laurel Wood 2:10 - 3:10 PM</p> <p>April 10, 2025 Salinas City Virtual Academy 2:00 - 3:00 PM Equity Multiplier Engagement Meeting</p> <p>April 10, 2025 El Gabilan School 8:15 - 9:15 AM.</p> <p>April 10, 2025 Roosevelt School 1:50 - 2:15 PM</p> <p>April 10, 2025 Mission Park School 2:00 - 3:00 PM</p> <p>April 10, 2025 Loma Vista School 2:00 - 3:00 PM</p> <p>April 10, 2025 Kammann School 2:30 - 3:30 PM</p> <p>April 14, 2025 Laurel Wood School 8:30-9:30 AM</p> <p>April 15, School</p>

Educational Partner(s)	Process for Engagement
	<p data-bbox="1054 155 1323 224">Boronda Meadows 5:30 - 6:30 PM</p> <p data-bbox="1054 266 2020 444">Feedback was also collected through surveys completed by parents. The surveys were offered in both Spanish and English and could be completed either online or on paper. The surveys were completed from February through April 2025. Data from the parent survey collected opinions on the following subjects:</p> <ul data-bbox="1108 487 1444 665" style="list-style-type: none"> • Family Engagement • Family Support • Learning Behavior • School Climate • School Safety <p data-bbox="1054 708 1978 922">Additional opportunities to gather feedback were offered to all educational partners who participated in the Family Leadership Conferences. The conferences were held on October 5, 2025, at Roosevelt School and on March 8, 2025, at Boronda Meadows School, both from 8:00 AM to 3:00 PM. Information was shared in person in both English and Spanish.</p> <p data-bbox="1054 964 1936 1032">A public hearing was conducted on Thursday, May 29, 2025 in English with opportunities for Spanish translation.</p> <p data-bbox="1054 1075 2011 1328">All staff were given opportunities to collaborate and provide input on the LCAP through staff meetings and on separate surveys. As part of Salinas City Elementary School District’s Equity Multiplier obligations, the district intentionally engaged educational partners affiliated with the Salinas City Virtual Academy to ensure that the needs of this unique school community were addressed in the development of the 2025–26 LCAP.</p> <p data-bbox="1054 1370 1995 1403">Educational partner engagement for the Virtual Academy included:</p> <p data-bbox="1054 1445 1990 1513">In-person and virtual LCAP listening sessions tailored for Virtual Academy families, held on April 9 and April 10, 2025, during which</p>

Educational Partner(s)	Process for Engagement
	<p>stakeholders provided input specific to the challenges of online learning, chronic absenteeism, and academic support in a virtual setting.</p> <p>Surveys distributed to Virtual Academy students and families, offered in English and Spanish, which gathered insights on wellness needs, school connectedness, and satisfaction with virtual instructional delivery.</p> <p>Collaboration with Virtual Academy teachers and support staff, who participated in targeted LCAP sessions to share feedback on the effectiveness of existing supports and identify areas needing improvement—particularly around engagement, digital access, and differentiated instruction.</p> <p>This engagement directly informed the development of Equity Multiplier-aligned goals and actions within the LCAP, such as expanding access to digital wellness supports, improving communication and outreach for chronic absenteeism, and increasing instructional coaching specific to virtual pedagogy.</p>
Students	<p>Student opinions regarding school climate and culture was gathered in the form of surveys from students from third to sixth grade from April 1 - 8, 2025. All surveys were administered in English and conducted online.</p>
Principals and Administrators	<p>SCESD administrators were provided with an opportunity to collaborate and provided LCAP feedback, on person on April 29, 2025 at a administrators meeting that was held at the district office.</p>
Parent Advisory Committee (PAC)	<p>PAC meetings were conducted in-person and virtually, with presentations delivered in English and Spanish translation provided as needed. The meetings took place on the following dates and times:</p> <p>January 14, 2025 6:30 - 8:30 PM</p> <p>March 25, 2025 6:30 - 8:30 PM</p>

Educational Partner(s)	Process for Engagement
	<p>April 9, 2025 6:30 -8:30 PM</p>
<p>District English Learner Advisory Committee (DELAC)</p>	<p>LCAP input sessions were conducted at DELAC meetings on the following dates:</p> <p>March 19, 2025 6:00 - 8:00 PM</p> <p>April 15, 2025 6:00 - 8:00 PM</p> <p>All meetings were conducted in Spanish with English translations when needed. at the district office. Childcare, light refreshments and snacks were provided for all participants.</p>
<p>School Board of Education</p>	<p>A Board Study session was conducted on Saturday, April 5, 2025 in English. Opportunities were provided for public comment. The district LCAP team presented details about district goals, actions and services and also gathered feedback. The LCAP was presented to the Board of Education for information on Thursday, May 29, 2025 in English. Opportunities for Spanish translation were provided.</p>
<p>SPED Parent Advisory Committee/SELPA Consultation</p>	<p>Listening LCAP sessions for parents of students with special needs were conducted in English and Spanish from 5:00 - 7:00 pm on the following days and locations: Childcare, light refreshments and snacks were provided for all attendees.</p>
<p>District Migrant Advisory Committee (DMAC)</p>	<p>An in person LCAP information gathering session was conducted at Sherwood school for all participants for DMAC on March 19, 2025 from 6:00 to 8:00 pm. The session was conducted in Spanish and English. Child care and light refreshments were provided.</p>

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

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

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

- 1) What do you want a student to know or be able to do when they leave SCESD schools?
- 2) What do you want our district to look like in 10 years from now?

In addition, all educational partners had the opportunity to share specific feedback about the 2024-25 LCAP and tell what they want to keep/adjust, what they want to add, and what they want to remove.

A summary of the feedback provided by specific educational partners.

Input collected from:

1. Student and family surveys
2. District English Language Advisory Committee (DELAC)
3. Parent Advisory Committee (PAC)
4. Salinas City Elementary School District - Board of Education
5. Students
6. Central Office administration and teams
7. School administrators

Based on this feedback, the following main themes emerged:

1. Academic Excellence and Enrichment Programs
 - Emphasis on maintaining high academic standards, ensuring students are at or above grade level in core subjects like math, reading, and writing.
 - Introduction of specialized programs (e.g., STEAM, dual language immersion) to enhance learning capabilities and prepare students for advanced studies.
2. Student Emotional and Social Health
 - Initiatives to foster social-emotional learning (SEL), helping students develop better communication, empathy, and emotional regulation.
 - Programs aimed at improving mental health through counseling, mindfulness practices, and robust support systems.
3. Parent and Community Engagement
 - Strengthening partnerships with parents through workshops, more consistent communication, and active involvement in school programs.
 - Expanding community ties with local organizations, businesses, and cultural programs to support educational objectives.

4. Inclusive and Equitable Education

- Ensuring all students, including those from diverse linguistic and cultural backgrounds or with special needs, have access to tailored and supportive educational experiences.
- Promoting inclusive practices to create a welcoming and supportive learning environment for all students.

5. Safety and Bullying Prevention

- Implementing comprehensive strategies to make schools free from bullying and enhancing safety protocols to protect students.
- Programs and training aimed at preventing violence and ensuring a safe school climate.

6. Professional Development and Teacher Support

- Ongoing training and development opportunities for teachers to stay abreast of the latest educational practices and strategies.
- Enhanced support for teachers including better planning time, resources, and community consultation to improve teaching efficacy.

7. Facilities and Infrastructure Upgrades

- Upgrading school facilities with modern technology, improved playgrounds, and well-maintained classrooms.
- Investing in better equipment, materials, and environments that facilitate learning and accommodate the diverse needs of students.

8. Curriculum Innovation and Technology Integration

- Integrating cutting-edge technology and innovative teaching methods to enhance learning outcomes and engage students.
- Developing curricula that include modern tech skills, coding, and digital literacy to prepare students for the future.

9. Health and Wellness Programs

- Incorporating physical education, wellness centers, and nutritional programs to promote a healthy lifestyle among students.
- Providing resources for physical and mental well-being, including access to sports and recreational activities.

10. Specialized Programs for Special Needs and Advanced Learners

- Tailoring programs for gifted students and those with special needs to ensure they receive the necessary support and challenges.
- Implementing targeted interventions and support mechanisms to help all students achieve their potential.

Salinas City Elementary School District engaged educational partners at Salinas City Virtual Academy, an Equity Multiplier school, through a structured consultation held on April 10, 2025, from 2:00 to 3:00 PM. Participants included school staff, parents of unduplicated pupils, ELAC members, and community stakeholders. During this meeting, partners reviewed school-level data and discussed key areas impacting student outcomes in the virtual setting. Feedback from educational partners—including parents, staff, and community members—emphasized the importance of increasing consistent student engagement, strengthening culturally responsive supports, and providing high-quality instructional opportunities tailored to the virtual learning environment.

As a result of the feedback, the common themes that were identified provide valuable insights into areas of focus and priority. The LCAP is aligned to these shared priorities, and the inclusion of Equity Multiplier input shows direct influence on the plan. The feedback's impact guarantees that this plan caters to the comprehensive requirements of students, advocates for fairness and inclusivity, and encourages

collaboration among all educational partners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Points in Distance from Standard (DFS) in ELA and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red	A. All: -65.5, Orange B. EL: -88, Red C. FY: n/a D. HIS: -70.1, Red E. HOM: -84.2, Red		Achievement increases at least 3% in DFS and 1 color PL each year until green or better is achieved. All: -55	A. All: -0.2 B. EL: -0.3 C. FY: n/a D. HIS: -0.2 E. HOM: -0.2 F. SED: -0.8 G. SWD: -0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard	F. SED: -77.1, Red G. SWD: -135.7, Red 2024 CA Dashboard		EL: -75 FY: n/a HIS: -57 HOM: -72 SED: -64 SWD: -110	
1.2	Points in Distance from Standard (DFS) in Math and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: -72, Orange B. EL: -89.5, Red C. FY: n/a D. HIS: -76.1, Orange E. HOM: -85.4, Yellow F. SED: -82, Orange G. SWD: -147.5, Red 2023 CA Dashboard	A. All: -72.3, Orange B. EL: -89.5, Orange C. FY: n/a D. HIS: -75.8, Orange E. HOM: -85.3, Orange F. SED: -82.3, Orange G. SWD: -142.9, Orange 2024 CA Dashboard		Achievement increases at least 3% in DFS and 1 color PL each year until green or better is achieved. All: -60 EL: -75 FY: n/a HIS: -63 HOM: -71 SED: -67 SWD: -120	A. All: -0.3 B. EL: +0 C. FY: n/a D. HIS: +0.3 E. HOM: +0.2 F. SED: -0.2 G. SWD: +4.6
1.3	Suspension Rate [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow KAM • HOM: 4.3%, Red	A. All: 1.9%, Yellow B. AA: 5.9%, Yellow C. EL: 1.9%, Orange D. FY: 5.3%, n/a E. HIS: 1.9%, Yellow F. HOM: 2.0%, Yellow G. SED: 1.9%,		Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%,	A. All: +0.1%, B. AA: -7.8%, C. EL: +0.3%, D. FY: -9.0% E. HIS: +0.1%, F. HOM: +0%, G. SED: -0.1%, H: SWD: -0.4% KAM • HOM: +0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>MoP</p> <ul style="list-style-type: none"> EL: 4.1%, Red <p>NAT</p> <ul style="list-style-type: none"> SWD: 10.6%, Red <p>2023 CA Dashboard</p>	<p>Yellow</p> <p>H: SWD: 2.8%, Green</p> <p>KAM</p> <ul style="list-style-type: none"> HOM: 4.6%, Orange <p>MoP</p> <ul style="list-style-type: none"> EL: 2.2%, Green <p>NAT</p> <ul style="list-style-type: none"> SWD: 6.5%, Orange <p>2024 CA Dashboard</p>		<p>Green</p> <p>F. HOM: 1.5%, Green</p> <p>G. SED: 1.5%, Green</p> <p>H. SWD: 2.2%, Green</p> <p>Kammann</p> <ul style="list-style-type: none"> HOM: 2.1%, Green <p>Monterey Park</p> <ul style="list-style-type: none"> EL: 2.1%, Green <p>Natividad</p> <ul style="list-style-type: none"> SWD: 3.0%, Green 	<p>MoP</p> <ul style="list-style-type: none"> EL: -1.9% <p>NAT</p> <ul style="list-style-type: none"> SWD: -4.1%
1.4	<p>Percent of students performing at meeting or exceeding standards on the grade 5 CA Science Test (CAST)</p> <p>[Data Source: CAASPP-ELPAC.ETS.ORG]</p>	<p>A. All: 14.08%</p> <p>B. EL: 0.81%</p> <p>C. FY: n/a</p> <p>D. HIS: 12.72</p> <p>E. HOM: 9.14%</p> <p>F. SED: 10.36%</p> <p>G. SWD: 4.50%</p> <p>2022-23 CAASPP-ELPAC.ETS.ORG</p>	<p>A. All: 15.30%</p> <p>B. EL: 2.38%</p> <p>C. FY: n/a</p> <p>D. HIS: 13.56%</p> <p>E. HOM: 9.14%</p> <p>F. SED: 10.26%</p> <p>G. SWD: 3.20%</p>		<p>Achievement increases at least 3% of students meeting or exceeding standards each year</p> <p>All: 20%</p> <p>EL: 9%</p> <p>FY: n/a</p> <p>HIS: 19%</p> <p>HOM: 17%</p> <p>SED: 18%</p> <p>SWD: 12%</p>	<p>A. All: +1.22%</p> <p>B. EL: +1.57%</p> <p>C. FY: n/a</p> <p>D. HIS: +0.84%</p> <p>E. HOM: 0%</p> <p>F. SED: -0.10%</p> <p>G. SWD: -1.30%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percent of students performing at or above state benchmarks on ELA and Math district progress monitoring assessments. [Data Source: STAR Reading & Math]	A. All: ELA 29.6% & Math 20.8% B. EL: ELA 8.0% & Math 10.2% C. SWD: ELA 8.5% & Math 6.2% Spring 2024 T2 STAR Renaissance Analytics	A. All: ELA 29.4% & Math 21.0% B. EL: ELA 8.0% & Math 10.2% C. SWD: ELA 7.9% & Math 6.1%		STAR achievement increases at least 3% each year in Language Arts and Mathematics. A. All: ELA 44.7% & Math 53% B. EL: ELA 20.9% & Math 36.9% C. SWD: ELA 20.4% & Math 26%	A. All: ELA -0.2% & Math +0.2% B. EL: ELA 0% & Math 10.2% C. SWD: ELA -0.6% & Math -0.1%
1.6	Percent of students performing at or above district benchmarks on ELA district progress monitoring assessments. [Data Source: STAR Early Literacy]	A. All: 36.9% B. EL: 24.5% C. SWD: 13.4% Spring 2024 T2 STAR Renaissance Analytics	A. All: 39.1% B. EL: 26.9% C. SWD: 16.1% Spring 2025 T2 STAR Renaissance Analytics		STAR achievement increases at least 3% each year. A. All: 45.9% B. EL: 33.5% C. SWD: 22.4%	A. All: +2.2% B. EL: +2.4% C. SWD: +2.7%
1.7	Percent of students performing at or above district benchmarks on SLA and Math district progress monitoring assessments. [Data Source: STAR SEL Span., Reading Span. & Math Span.]	SEL: 69% RDG: 61.3% Math: 66.4% Spring 2024 T2 STAR Renaissance Analytics	SEL: 62.1% RDG: 62.2% Math: 69% Spring 2025 T2 STAR Renaissance Analytics		STAR achievement increases at least 3% each year. SEL: 78% RDG: 70.3% Math: 75.4%	SEL: -6.9% RDG: +0.9% Math: +2.6%
1.8	Percent of students meeting or exceeding standards on Basic	K (Eng) = 52.1 % K (Span) = 50.2% 1st (Eng) = 32.1%	K (Eng) = 47.9 % K (Span) = 50.6% 1st (Eng) = 25.5%		BPST III achievement	K (Eng) = -4.2 % K (Span) = +0.4% 1st (Eng) = -6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Phonics district progress monitoring assessment. [Data Source: Local Assessment BPST III]	1st (Span) = 84.2% 2nd (Eng) = 54.5% 2nd (Span) = 80.3% Spring 2024 T2 BPST III-Illuminate	1st (Span) = 62.2% 2nd (Eng) = 49.8% 2nd (Span) = 74.6% Spring 2025 T2 BPST III - Illuminate		increases at least 3% each year. K (Eng) = 61.1 % K (Span) = 59.2% 1st (Eng) = 41.1% 1st (Span) = 93.2% 2nd (Eng) = 63.5% 2nd (Span) = 89.3%	1st (Span) = -22% 2nd (Eng) = -4.7% 2nd (Span) = -5.7%
1.9	Percent of students meeting or exceeding standards on Basic Math district progress monitoring assessment. [Data Source: Local Assessment BMST]	K (Eng) = 77.7% K (Span) = 82.3% Spring 2024 T2 BMST-Illuminate	K (Eng) = 69.6% K (Span) = 81.3% Spring 2025 T2 BPST III - Illuminate		BMST achievement increases at least 3% each year. K (Eng) = 86.7% K (Span) = 88.3%	K (Eng) = -8.1% K (Span) = -1.0%
1.10	Percent of EL students making progress toward English Language Development and color performance level (PL) [Data Source: CA Dashboard English Language Progress Indicator (ELPI)]	46.9% of EL students increased at least one ELPI level or maintained ELPI level 4. Color PL: Orange El Gabilan: 41.7%, Red Los Padres: 40.9%, Red Monterey Park: 43.1%, Red Sherwood: 42%, Red 2023 CA Dashboard	45.7% of EL students increased at least one ELPI level or maintained ELPI level 4. Color PL: Yellow El Gabilan: 41.8%, Orange Los Padres: 41.4%, Orange Monterey Park: 12.4%, Red Sherwood: 53.4%, Green		ELPI increases at least 5% and one color PL each year until green or better. 58.9% of EL students increased at least one ELPI level or maintained ELPI level 4. Color PL: Green El Gabilan: 57.3%, Green Los Padres: 56.9%, Green	-1.2% El Gabilan: +0.1% Los Padres: +0.5% Monterey Park: -30.7% Sherwood: +11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CA Dashboard		Monterey Park: 57.7%, Green Sherwood: 57.4%, Green	
1.11	<p>Percent of ELs who:</p> <ul style="list-style-type: none"> decreased at least one ELPI level maintained ELPI Levels 1, 2L, 2H, 3L, and 3H progressed at least one ELPI Level maintained ELPI Level 4 <p>[Data Source: CA Dashboard]</p>	<ul style="list-style-type: none"> 16.5% of ELs decreased at least one ELPI level 36.4% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 45.7% of ELs progressed at least one ELPI Level 1.3% of ELs maintained ELPI Level 4 <p>2023 CA Dashboard</p>	<ul style="list-style-type: none"> 17.1% of ELs decreased at least one ELPI level 37.2% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 44.9% of ELs progressed at least one ELPI Level 0.9% of ELs maintained ELPI Level 4 <p>2024 CA Dashboard</p>		<p>Percent of ELs increase at least 5% each year in progressing at least one ELPI level or maintaining ELPI Level 4 and one color PL until green or better.</p> <ul style="list-style-type: none"> 12.1% of ELs decreased at least one ELPI level 29% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H 58% of ELs progressed at least one ELPI Level 	<p>+0.6% of ELs decreased at least one ELPI level</p> <p>+0.8% of ELs maintained ELPI Levels 1, 2L, 2H, 3L, and 3H</p> <p>-0.8% of ELs progressed at least one ELPI Level</p> <p>-0.4% of ELs maintained ELPI Level 4</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> 0.9% of ELs maintained ELPI Level 4 	
1.12	Percent of EL students who are reclassified. [Data Source: CALPADS EOY3 Report]	9.8% (398/4072) of students were reclassified to fluent English proficient (RFEP). 2023 CALPADS EOY3 (2.16 Report)	9.8% (410/4187) of students were reclassified to fluent English proficient (RFEP). 2024 CALPADS EOY3 (2.16 Report)		10% or more eligible students reclassify each year.	+12 additional students from the prior school year were reclassified
1.13	Points in Distance from Standard (DFS) in ELA and Mathematics by School Site. [Data Source: CA Dashboard]	DIA: ELA -68.3 & Math -62.1 <ul style="list-style-type: none"> EL = ELA -90.6 BM: ELA -71 & Math -72.5 <ul style="list-style-type: none"> EL = ELA -89.5 HIS = ELA -70.6 SED = ELA -73.4 EG: ELA -78.7 & Math -83.9 <ul style="list-style-type: none"> EL = ELA -89.5 HIS = ELA -78.2 HOM = ELA -84.5 	DIA: ELA -40.2 & Math -56.6 <ul style="list-style-type: none"> EL = ELA -67 BM: ELA -73.6 & Math -79.4 <ul style="list-style-type: none"> EL = ELA -87.6 HIS = ELA -73.9 SED = ELA -80.3 EG: ELA -65.9 & Math -74.8 <ul style="list-style-type: none"> EL = ELA -74.9 HIS = ELA -65.4 		Achievement improves at least 5% in DFS each year. DIA: ELA -62 & Math -56 <ul style="list-style-type: none"> EL = ELA -82 BM: ELA -65 & Math -62 <ul style="list-style-type: none"> EL = ELA -82 HIS = ELA -64 SED = ELA -67 EG: ELA -71 & Math -76	DIA: ELA +28.1 & Math +5.5 <ul style="list-style-type: none"> EL = ELA +23.6 BM: ELA -2.6 & Math -6.9 <ul style="list-style-type: none"> EL = ELA +1.9 HIS = ELA -3.3 SED = ELA -6.9 EG: ELA +12.8 & Math +9.1 <ul style="list-style-type: none"> EL = ELA +14.6 HIS = ELA +12.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • SED = ELA - 85.2 <p>KAM: ELA -78.6 & Math -81.9</p> <ul style="list-style-type: none"> • EL = ELA -93.9 • HIS = ELA - 81.1 • HOM = ELA - 95.3 & Math - 99.1 • SED = ELA - 88.9 • SWD = ELA - 120.7 & Math - 127.6 <p>LW: ELA -44 & Math - 60.7</p> <ul style="list-style-type: none"> • EL = ELA -91.2 & Math -116 • SWD = ELA - 146.1 & Math - 171.6 <p>LIN: ELA -13.5 & Math - 18.9</p> <p>LV: ELA -101.9 & Math -113.9</p> <ul style="list-style-type: none"> • EL = ELA - 117.3 & Math - 129 • HIS = ELA - 101.5 & Math - 113.6 	<ul style="list-style-type: none"> • HOM = ELA -74.2 • SED = ELA -69 <p>KAM: ELA -72.2 & Math -78.6</p> <ul style="list-style-type: none"> • EL = ELA -83.7 • HIS = ELA -74.1 • HOM = ELA - 100.2 & Math - 91.9 • SED = ELA -78.5 • SWD = ELA - 149.6 & Math - 122.5 <p>LW: ELA -63.7 & Math -72.5</p> <ul style="list-style-type: none"> • EL = ELA -115 & Math -132 • SWD = ELA - 136.8 & Math - 169.8 <p>LIN: ELA 0.0 & Math -9.5</p>		<ul style="list-style-type: none"> • EL = ELA -81 • HIS = ELA -71 • HOM = ELA -76 • SED = ELA -77 <p>KAM: ELA -71 & Math-74</p> <ul style="list-style-type: none"> • EL = ELA -85 • HIS = ELA -73 • HOM = ELA -87& Math -91 • SED = ELA -80 • SWD = ELA -110 & Math - 116 	<ul style="list-style-type: none"> • HOM = ELA +10.3 • SED = ELA +16.2 <p>KAM: ELA +6.4 & Math +3.3</p> <ul style="list-style-type: none"> • EL = ELA +10.2 • HIS = ELA +7.0 • HOM = ELA -4.9 & Math +7.2 • SED = ELA +10.4 • SWD = ELA -28.9 & Math +5.1 <p>LW: ELA -19.7 & Math -11.8</p> <ul style="list-style-type: none"> • EL = ELA -23.8 & Math - 16.0 • SWD = ELA +9.3 & Math +1.8 <p>LIN: ELA +13.5 &</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> HOM = ELA - 110.1 & Math - 117.9 SED = ELA - 106 & Math - 117.8 <p>LP: ELA -69.9 & Math - 65</p> <ul style="list-style-type: none"> EL = ELA -86.9 HIS = ELA - 70.2 HOM = ELA - 91.1 SED = ELA - 76.1 <p>MiP: ELA -33.4 & Math -54.6</p> <ul style="list-style-type: none"> EL = Math - 95.6 SWD = ELA - 124.6 & Math - 135.2 <p>MoP: ELA -64.6 & Math -70</p> <ul style="list-style-type: none"> EL = ELA - 102.6 & Math - 105.6 HOM = ELA - 74 SWD = ELA - 161.9 & Math - 180.7 <p>SED = ELA -71.9</p>	<p>LV: ELA -106.7 & Math -112.4</p> <ul style="list-style-type: none"> EL = ELA -123.1 & Math - 126.8 HIS = ELA -106.8 & Math - 111.5 HOM = ELA - 104.8 & Math - 110.7 SED = ELA -109 & Math - 115.7 <p>LP: ELA -73.3 & Math -62.1</p> <ul style="list-style-type: none"> EL = ELA -86.4 HIS = ELA -73 HOM = ELA -91.7 SED = ELA -78.6 <p>MiP: ELA -39.1 & Math -61</p> <ul style="list-style-type: none"> EL = Math -84.1 			<p>Math +9.4</p> <p>LV: ELA -4.8 & Math +1.5</p> <ul style="list-style-type: none"> EL = ELA -5.8 & Math -2.2 HIS = ELA -5.3 & Math -2.1 HOM = ELA +5.3 & Math +7.2 SED = ELA -3.0 & Math +2.1 <p>LP: ELA -3.4 & Math +2.9</p> <ul style="list-style-type: none"> EL = ELA +0.5 HIS = ELA -2.8 HOM = ELA -0.6 SED = ELA -2.5 <p>MiP: ELA -5.7 & Math -6.4</p> <ul style="list-style-type: none"> EL = Math +11.5 SWD = ELA +7.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>NAT: ELA -78.2 & Math -91.7</p> <ul style="list-style-type: none"> • EL = ELA -90.2 • HOM = ELA -87.1 <p>ROS: ELA -69.9 & Math -80.4</p> <ul style="list-style-type: none"> • EL = ELA -81 • HIS = ELA -72.2 • HOM = ELA -81.6 <p>SCVA: ELA -52 & Math -67.7</p> <ul style="list-style-type: none"> • EL = ELA -73.5 <p>SES: ELA -87.1 & Math -81.9</p> <ul style="list-style-type: none"> • EL = ELA -93.4 • HIS = ELA -85.9 • HOM = ELA -93 • SED = ELA -87.8 • SWD = ELA -181 & Math -197.1 <p>UP: ELA -34.5 & Math -57.3</p> <ul style="list-style-type: none"> • SWD = Math -105.9 	<ul style="list-style-type: none"> • SWD = ELA -117.6 & Math -123 <p>MoP: ELA -59.7 & Math -70.3</p> <ul style="list-style-type: none"> • EL = ELA -104.6 & Math -113.3 • HOM = ELA -73.9 • SWD = ELA -183.8 & Math -186.3 <p>SED = ELA -69</p> <p>NAT: ELA -97.5 & Math -104.8</p> <ul style="list-style-type: none"> • EL = ELA -112.5 • HOM = ELA -102.5 <p>ROS: ELA -71.7 & Math -79.2</p> <ul style="list-style-type: none"> • EL = ELA -87.8 • HIS = ELA -75.3 • HOM = ELA -77.5 			<p>& Math +12.2</p> <p>MoP: ELA +4.9 & Math -0.3</p> <ul style="list-style-type: none"> • EL = ELA -2.0 & Math -7.7 • HOM = ELA +0.1 • SWD = ELA -21.9 & Math -5.6 <p>SED = ELA +2.9</p> <p>NAT: ELA -19.3 & Math -13.1</p> <ul style="list-style-type: none"> • EL = ELA -22.3 • HOM = ELA -15.4 <p>ROS: ELA -1.8 & Math +1.2</p> <ul style="list-style-type: none"> • EL = ELA -6.8 • HIS = ELA -3.1 • HOM = ELA +4.1 <p>SCVA: ELA +18.8 & Math +22.4</p> <ul style="list-style-type: none"> • EL = ELA +20.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard	SCVA: ELA -33.2 & Math -45.3 <ul style="list-style-type: none"> • EL = ELA -53.1 SES: ELA -84.5 & Math -81.1 <ul style="list-style-type: none"> • EL = ELA -92.2 • HIS = ELA -85 • HOM = ELA -87.2 • SED = ELA -85.2 • SWD = ELA -151.6 & Math -152.8 UP: ELA -47.6 & Math -63.2 <ul style="list-style-type: none"> • SWD = Math -97 2024 CA Dashboard			SES: ELA +2.6 & Math +0.8 <ul style="list-style-type: none"> • EL = ELA +1.2 • HIS = ELA +0.9 • HOM = ELA +5.8 • SED = ELA +2.6 • SWD = ELA +29.4 & Math +44.3 UP: ELA -13.1 & Math -5.9 <ul style="list-style-type: none"> • SWD = Math +8.9 2024 CA Dashboard
1.14	Access to and enrollment in a Broad Course of Study Data Source: Local Indicator	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless students, schedules contain all	All students, including our English Learners, students receiving Special Education, Foster Youth, and Homeless		All students, including our English Learners, students receiving Special Education, Foster	All students, including our English Learners, students receiving Special Education, Foster

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

1.1 Foster Youth and Homeless Student Supports

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

1.2 Paraprofessional Support for Unduplicated Students

The implementation focused on providing paraprofessional/paraeducator support for classrooms across the district. 83 positions were made available with 72 filled positions and 11 remaining vacant at this time. Services provided by paraprofessionals were focused on providing students and classes with intervention and acceleration support in a variety of classrooms and settings throughout the school day, after school, and in Saturday programs.

1.3 Class Size Reduction Teachers

The District implemented this action by providing additional classroom teachers in an effort to provide more 1:1 and small group time for unduplicated students by providing fewer potential combination classes and smaller class sizes. These teachers were provided. However, due to the increasing cost of benefits and negotiated salaries, the LCAP will not be able to sustain the same number of teachers from this action as it did this past year.

1.4 English Language Learner - Teacher and Support Staff

The District implemented this action by providing staff to support the instruction and learning of English Learner students. English Language Support Teachers (ELRT) acted as coaches and organizers of services for English Learners. Thinking Maps training was provided partially by ELRTs. In addition, coaching was provided with specific professional development and coaching in the area of Oracy in the early grades. Specific to Newcomers, new programs that teachers could use to support the students and training were provided for teachers who chose to attend. In addition, this action also provided staff to assist in the initial and annual testing of students using the ELPAC.

1.5 English Language Learner Program Support

The District provided supplies and services for the personnel and services from action 1.4 to assist with training and organization.

1.6 BCBA and Behavior Supports

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

1.7 Extended School Year

The District implemented the planned actions for this goal by providing Extended School Year tutoring and supports for students with disabilities during the summer of 2025. As of the writing of this analysis, xxxx students are scheduled to participate in the Extended School Year programs.

1.8 Academic Acceleration

The implementation of services provided by this action started with significant momentum during the school year, but will need more time to see them come to fruition during the 2025-2026 school year. Teaching staff from the Education Innovation Team received additional training and support that will be used to train others during the upcoming year. Testing and screening of all students for acceleration programs will take place in 2025-2026.

1.9 Vice Principals

The District implemented the planned actions for this goal by [providing Vice Principals to 13 of the 15 schools. Those schools without a vice principal assigned have enrollments of less than 300 students. One school had an unexpected vacancy in the middle of the year. However, the District was able to overcome this challenge by using retired administrators to assist the school principal with these responsibilities as well as provide guidance and support. The vice principals have responsibility to work closely with the school principal to ensure high quality instruction and learning, work with the community, support students, and train staff. Vice principals have primary responsibility in schools related to PBIS structures, district and state assessments, and student discipline.

1.10 District Administrative Support

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

1.11 Electronic Technicians

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

1.12 Intervention Teacher Support

The District implemented this action by providing Teachers of Special Assignment to each site whose primary responsibility includes the identification of needed interventions and making sure that students receive them. District Intervention (MTSS teachers) teachers provided systematic Intervention for our students by way of an acceleration model. MTSS teachers provided direct services to students, support to

grade levels, and organizing and training paraprofessionals to provide intervention support to students who are below grade level. The MTSS teachers further support the MTSS process at their respective schools.

1.13 Field Trips (district funded)

The District implemented this action by providing some common field trip experiences for all students in most grades. These experiences were provided in an effort to expand student understanding and give first hand knowledge of many of the concepts being discussed during core instruction. These trips were also provided in an effort to reflect what was heard and learned from feedback given by families, students, and staff during the LCAP informational meetings.

1.14 Visual and Performing Arts Instruction

The District implemented this action by continuing to provide music teachers for all students. The SCESD music program continues to be a strong and consistent experience for our students to engage with the Visual and Performing Arts standards. The music teachers provide culturally relevant learning experiences for the students through the music. Changes in music teachers this year caused some interruption to the program. In addition, as the District transitions to improved services in the Arts, many services in this area will be provided through Prop 28 in the future.

1.15 Online Supplemental Programs

The District implemented this action by purchasing the Renaissance Suite to help screen students in their Reading, Literacy, Spanish acquisition, and Mathematics progress. This also provided access for schools to the Accelerated Reader program and the MyOn library of online books. Some funds were also allotted to schools to purchase their own online supplemental programs to support instruction.

1.16 Tutoring Services

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

1.17 Learning for All Students at School Sites

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

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

EXPENDITURE DIFFERENCES:

1.1 Foster Youth and Homeless Student Supports
\$340,000.00 budgeted

\$350,520.00 revised
Changes due to rises in benefit costs and negotiated raises.

1.2 Paraprofessional Support for Unduplicated Students
\$3,900,000.00 budgeted
\$3,982,896.00 revised
Changes due to rises in benefit costs and negotiated raises.

1.3 Class Size Reduction Teachers
\$2,200,000.00 budgeted
\$2,217,071.00 revised
Changes due to rises in benefit costs and negotiated raises.

1.4 English Language Learner - Teacher and Support Staff
\$709,000.00 budgeted
\$921,706.00 revised
Changes due to rises in benefit costs and negotiated raises as well as additional testers hired to support ELPAC testing.

1.5 English Language Learner Program Support
\$25,000.00 budgeted
\$25,000.00 revised
No changes to this action

1.6 BCBA and Behavior Supports
\$400,000.00 budgeted
\$391,874.00 revised
Excess funds used to support other allocation adjustments

1.7 Extended School Year \$45,000.00
\$45,000.00 budgeted
\$45,000.00 revised
No changes to this action

1.8 Academic Acceleration \$350,000.00
\$350,000.00 budgeted
\$350,000.00 revised
No changes to this action

1.9 Vice Principals \$2,500,000.00
\$2,500,000.00 budgeted

\$2,454,713 revised
Excess funds used to support other allocation adjustments

1.10 District Administrative Support \$1,100,000.00
\$1,100,000.00 budgeted
\$1,058,253.00 revised
Excess funds used to support other allocation adjustments

1.11 Electronic Technicians \$995,000.00
\$995,000.00 budgeted
\$944,872.00 revised
Excess funds used to support other allocation adjustments

1.12 Intervention Teacher Support \$1,900,000.00
\$1,900,000.00 budgeted
\$2,188,890.00 revised
Changes due to rises in benefit costs and negotiated raises as well as additional staff.

1.13 Field Trips (district funded) \$400,000.00
\$400,000.00 budgeted
\$400,000.00 revised
No changes to this action

1.14 Visual and Performing Arts Instruction \$720,000.00
\$720,000.00 budgeted
\$720,000.00 revised
Changes due to rises in benefit costs and negotiated raises. During the upcoming year, additional services and supports for VAPA instruction will be funded by Prop 28.

1.15 Online Supplemental Programs \$483,930.00
\$483,930.00 budgeted
\$483,930.00 revised
No changes to this action

1.16 Tutoring Services \$200,000.00
\$200,000.00 budgeted
\$200,000.00 revised
No changes to this action

1.17 Learning for All Students at School Sites \$2,000,000.00

\$2,000,000.00 budgeted
\$2,000,000.00 revised
No changes to this action

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

The following rating scale was utilized to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics (above). Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal [One] helped make progress towards the LEA's goal:

Action(s): 1.1 Foster Youth and Homeless Student Supports

Effectiveness of Action(s): 3 - Effective

1.5, STAR: Supplemental staffing to support Foster Youth and Homeless students has led to positive outcomes in key areas. For Foster Youth, supports contributed to a reduction in suspensions; however, chronic absenteeism remains a concern and continues to increase. In contrast, supports for Homeless students have shown a positive impact, with decreases in both suspensions and chronic absenteeism, indicating improved access to instruction and services. Academic performance for Homeless students in ELA and Math remains stable, highlighting the need for continued academic interventions alongside existing supports. While supplemental staffing has improved suspension and absenteeism outcomes for Homeless students, their academic performance remains critically low, with only 8.0% meeting ELA and 10.2% meeting Math benchmarks on STAR assessments. Foster Youth trends mirror these challenges, signaling that although behavioral supports are effective, targeted academic interventions are still necessary to address persistent proficiency gaps in both ELA and Math.

Action(s): 1.2 Paraprofessional Support for Unduplicated Students

Effectiveness of Action(s): 3 - Effective

This action was effective in increasing and improving services for unduplicated students by providing targeted academic and behavioral support during and beyond the instructional day. The continued support of paraeducators in Kindergarten classrooms helped to address early learning gaps, particularly for English learners and low-income students, by increasing individualized attention and small group instruction. Interventions offered during and outside the school day—such as acceleration support in the MTSS Intervention program, push-in/pull-out support, as well as extended learning opportunities—allowed for differentiated instruction to address student needs. Assessment data and feedback from site leadership indicate that students receiving these services demonstrated growth in foundational literacy skills for the following subgroups: Hispanic, Homeless and most notably, students with disabilities SWD. While positive trends have been observed, continued monitoring is needed to ensure consistency of implementation and alignment across all sites, particularly in programs supporting students identified as English Learners, Socio-economically disadvantaged.

Action(s): 1.3 Class Size Reduction Teachers

Effectiveness of Action(s): 3 - Effective

This action aimed to support unduplicated students by reducing class sizes, allowing for more individualized teacher-student interactions, creating smaller class sizes that provide a supportive environment—especially in classrooms with high numbers of English Learners and students experiencing homelessness. In mathematics, overall performance for all students declined by 0.3%. However, outcomes varied by subgroup: English Learners remained stable, Hispanic students showed a slight increase of 0.3%, and Homeless students increased by 0.2%, indicating some positive impact of targeted support. Notably, students with disabilities demonstrated a significant increase of 4.6%, suggesting that smaller class sizes may be particularly beneficial for this group. Socioeconomically disadvantaged students experienced a slight decline of 0.2%. While results are mixed, the data suggest that class size reduction may be contributing to improved outcomes for some subgroups, though continued refinement of instructional practices and supports is needed to ensure consistent progress across all student groups.

Action(s): 1.4 English Language Learner - Teacher and Support Staff

Effectiveness of Action(s): 2 - Somewhat Effective

1.1, 2.1, 1.13: As a result, 45.7% of students increased at least one ELPI level, while 9.8% were reclassified—approaching our 10% goal. Although 17.1% of students decreased by one ELPI level, the overall progress reflects positive movement toward language acquisition and academic acceleration, indicating that the supports provided are making a meaningful impact. Continued focus on meeting the needs of our English Learners would prove beneficial. Future actions may include providing ongoing professional development for teachers on effective strategies for integrated and designated ELD instruction, Equip families with tools to support learning at home and targeted intervention programs that focus on language development and content mastery. Despite targeted supports, English Learners remain significantly below standard in both ELA (-88 DFS, Red) and Math (-89.5 DFS, Orange), with negligible improvement from the prior year. While 45.7% of EL students advanced one ELPI level and 9.8% were reclassified, the persistent academic gaps underscore the need for deeper instructional interventions and increased alignment between language development and core content instruction.

Action(s): 1.5 English Language Learner Program Support

Effectiveness of Action(s): 2 - Somewhat Effective

Outcomes show that 45.7% of English Learners increased at least one ELPI level, while 17.1% declined one level. Additionally, 9.8% of students were reclassified, indicating steady progress toward English proficiency. In Math, English Learner performance remained stable, while ELA scores declined slightly by 0.3 points from standard on the Dashboard. These results highlight positive momentum in language growth, with a continued need to strengthen ELA achievement and provide targeted support for students not making progress. The District is also celebrating that all Emergent Bilingual students who scored an overall 4 on the ELPAC during the 2023-2024 school year were able to be reclassified during the 2024-2025 school year. Preliminary results from the 2025 ELPAC indicate that over 200 more students will have achieved an overall score of 4 for potential reclassification in the Fall of 2025.

Action(s): 1.6 BCBA and Behavior Supports

Effectiveness of Action(s): 3 - Effective

2.8: The training and direct support contributed to a 0.4% decrease in suspension rates for students with disabilities, indicating a positive impact on behavior outcomes and staff capacity to support student needs. Although the addition of BCBA and behavior supports led to a measurable decrease in suspension rates for students with disabilities, the percentage of students reporting a favorable sense of school belonging declined from 54% to 47%. This suggests that while behavioral interventions have been effective in reducing disciplinary incidents, further work is needed to improve overall school climate and foster a stronger sense of connection among students.

Action(s): 1.7 Extended School Year

Effectiveness of Action(s): 3 - Effective

Outcomes showed a 4.6-point increase in Math scores (distance from standard) and a 0.4% decrease in suspension rates for students with disabilities. While ELA scores declined slightly by 0.4 points, the overall data suggest the summer support contributed positively to student engagement and academic growth, particularly in Math.

Action(s): 1.8 Academic Acceleration

Effectiveness of Action(s): 2 - Somewhat Effective

While all students experienced slight declines in ELA (0.2%) and Math (0.3%), performance on the California Science Test (CAST) increased by 1.22%, indicating positive outcomes in science and suggesting that enrichment efforts, such as extended learning, STEAM events, and Science Based field trips may be having an impact in specific content areas. Continued refinement of interventions is needed to improve literacy and math outcomes. The district used some of this funding to support a pilot for an advanced learner screener, STEAM related expenses and Instructional Advisory Team collaborations. In addition, some of this funding was used to support teacher development as part of the Education Innovation Team.

Action(s): 1.9 Vice Principals

Effectiveness of Action(s): 3 - Effective

Vice Principals were in place to lead supplemental and extended learning efforts and collaborate with families and support staff. While student performance increased by 1.22% on the CAST, ELA and Math scores declined slightly. English Learner progress showed promise, with 45.7% increasing one ELPI level, yet the overall rate declined a little. A 1.9% increase in suspension rates highlights the need for continued focus on behavior supports and inclusive practices which may in turn support the overall academic progress and achievement for all students.

Action(s): 1.10 District Administrative Support

Effectiveness of Action(s): 3- Effective

This action funded administrative and classified personnel who supported unduplicated students by distributing core curriculum materials, and assisting site administrators with planning and coordination. Their contributions ensured the consistent delivery of academic resources and program support across the district, helping to maintain instructional continuity and alignment with acceleration efforts. District-level administrative and classified staff effectively supported instructional continuity and resource delivery, as evidenced by modest academic gains among student groups. For example, Students with Disabilities improved by +4.6 points in Math DFS and decreased suspension rates

by 0.4%, while suspension rates for Homeless and English Learner students improved to "Green," indicating enhanced access to supportive learning environments; however, persistent ELA performance gaps—such as SWD at -110 DFS—highlight the need for continued academic acceleration efforts.

Action(s): 1.11 Electronic Technicians

Effectiveness of Action(s): 3 - Effective

IT staff ensures reliable access to technology. These supports helped maintain digital learning environments. Investment in instructional technology continues to be a priority in effort to advance data-driven teaching and equitable access for all learners. While there was funding for an Ed Tech Coach to enhance technology-based instruction, one challenge was finding qualified personnel to fill the position left vacant by the Ed Tech Coach. One to One was completed.

Action(s): 1.12 Intervention Teacher Support

Effectiveness of Action(s): 3 - Effective

This action provided all schools with MTSS Intervention Teachers to support unduplicated students through targeted Tier 2 instruction, teacher support, and oversight of paraeducators. Working alongside paraprofessionals, across all grade levels, these teachers strived to enhance small-group instruction and intervention efforts. The structure provided opportunities to build capacity for tiered supports and promoted more individualized attention for students, contributing to a more effective and inclusive academic support system. MTSS teachers would benefit from professional development on coaching cycles to further impact the tier 1 efforts in the classroom. The deployment of MTSS Intervention Teachers across all schools contributed to improved academic support structures, evidenced by measurable gains for Students with Disabilities, who improved by +4.6 DFS in Math and reduced suspension rates to 2.2% (Green). However, STAR assessment results showed minimal academic growth overall, with All Students increasing only 0.2% in Math and declining 0.2% in ELA, and Students with Disabilities declining in both areas. These outcomes highlight persistent academic gaps—such as English Learners at -88 DFS in ELA and -89.5 in Math—and reinforce the need for more intensive, data-driven Tier 1 and Tier 2 instruction supported by targeted coaching.

Action(s): 1.13 Field Trips (district funded)

Effectiveness of Action(s): 3 - Effective

These experiences offered real-world connections to classroom learning and helped broaden student engagement. The district's 1.22% increase in CAST scores suggests that these enrichment opportunities, many of which were science-based, may have contributed to stronger science outcomes by deepening student understanding of science concepts in the real world. District-funded field trips effectively enriched real-world learning, engaging students and supporting subject-area understanding, as evidenced by a 1.22% CAST score gain in science. While overall Distance from Standard (DFS) in ELA showed minimal year-over-year improvement (e.g., English Learners improved from -88 to -75 and Students with Disabilities from -135.7 to -110), these field-based learning experiences may have also indirectly contributed to broader academic growth by increasing student motivation and comprehension across content areas.

Action(s): 1.14 Visual and Performing Arts Instruction

Effectiveness of Action(s): 3- Effective

Currently, three music teachers (2 district employees, 1 contracted with Arts Council of Monterey County) provide instruction in vocal music, a bit of music history, and introductory recorder skills. These experiences help foster creativity, engagement, and a well-rounded education—key components in supporting academic acceleration and inclusive student development. The district's VAPA program, delivered by a team of credentialed music instructors, has effectively supported student engagement and inclusive development through creative instruction in vocal music, music history, and recorder skills. These enriching opportunities may have contributed to positive climate outcomes, as evidenced by notable suspension rate reductions for historically underserved groups, including African American students (13.7% to 5.9%) and Students with Disabilities (10.6% to 3.0%)—each achieving improved California School Dashboard performance levels. We plan to further enhance VAPA experiences next year.

Action(s): 1.15 Online Supplemental Programs

Effectiveness of Action(s): 2 - Somewhat Effective

While a wide range of programs is currently in use across our schools providing autonomy for schools to try to reach students individually, this variety presents a challenge in determining which tools most effectively support academic acceleration. Clear expectations must be established to ensure these programs are used to meaningfully support student learning without becoming the primary mode of instruction. Ongoing evaluation and piloting will be key to identifying and sustaining the most impactful tools, ensuring a stronger focus on skills and progress toward mastery of standards. While online supplemental programs provided schools flexibility to address individual learning needs, STAR assessment data shows minimal year-over-year gains, with overall student proficiency nearly flat in both ELA (-0.2%) and Math (+0.2%), and slight declines for Students with Disabilities. These results reinforce the need to establish clear usage expectations and prioritize ongoing evaluation to ensure digital tools effectively support academic acceleration, particularly for English Learners and Students with Disabilities who remain significantly below benchmark levels.

Action(s): 1.16 Tutoring Services

Effectiveness of Action(s): 2 - Somewhat Effective

While all students saw slight declines in ELA (0.2%) and Math (0.3%), English Learner progress showed mixed results—45.7% of students increased at least one ELPI level, while 17.1% declined one level. These outcomes suggest that while extended learning opportunities offer valuable support, continued refinement and targeted implementation are needed to improve academic acceleration outcomes, particularly in literacy and math. Tutoring services provided extended learning opportunities intended to support academic acceleration; however, STAR assessment data indicates only slight overall changes, with a 0.2% decline in ELA and a 0.3% decrease in Math proficiency. English Learner progress was mixed—45.7% of students advanced at least one ELPI level, while 17.1% regressed—suggesting uneven impact across student groups. These results highlight the need to refine and better target tutoring strategies to improve literacy and math outcomes. Continued alignment of tutoring services with core instruction, coupled with ongoing progress monitoring, will be essential to ensure that tutoring is responsive, equitable, and impactful—particularly for English Learners and Students with Disabilities who remain well below benchmark expectations.

Action(s): 1.17 Learning for All Students at School Sites

Effectiveness of Action(s): 2 - Somewhat Effective

This action allocated site-based LCAP funds to support literacy and math achievement, these funds provided schools with flexibility to address specific student needs. The overall performance measures showed slight declines in ELA (0.2%) and Math (0.3%) on the SBAC. Individually, school data show varied results.

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

Some actions have been adjusted with changes in allocations to reflect updated costs or other funding sources. Input from the community and staff did not reflect the need to change actions or goals, but they did reflect the need to consider and adjust how the action is being carried out. Additional professional development will be provided about defining the floor for instructional progress, grade level standards, and strategies to improve instructional practices. The District has also adopted the commitment and promise of “5-3-5” that represents that all students will be proficient in Mathematics by the end of the 5th grade, proficient readers by the end of 3rd grade, and reclassified by the end of their 5th year in SCESD. This emphasis on improving Tier One instruction in the classroom is in an effort to define the “floor” and refine core instructional practices to better represent the 80% of students who should be served by Tier One instruction. Also, modified action 1.14 and added action 1.18 to clearly define EL and LTEL Language and supports for EL program.

Allotments for the 2025-2026 version of the LCAP were altered for the following actions. For those not listed, there are no changes to the allotments for the action.:

1.1 Foster Youth and Homeless Student Supports

\$340,000 to \$350,000 due to increased benefit and salary costs.

1.2 Paraprofessional Support for Unduplicated Students

\$3,900,000 to \$4,300,000 due to increased benefit and salary costs.

1.3 Class Size Reduction Teachers

\$2,200,000 to \$2,148,365 to better reflect the actual cost and allocate resources to other actions

1.4 English Language Learner - Teacher and Support Staff

\$709,000 to \$760,000 due to increased benefit and salary costs as well as increasing the number of support staff for English Learners.

1.5 English Language Learner Program Support

\$25,000 to \$17,400 to better reflect the actual cost and allocate resources to other actions

1.8 Academic Acceleration

\$350,000 to \$300,000 from LCAP and \$50,000 from LREBG to better reflect the actual cost and allocate resources to other actions

1.9 Vice Principals

\$2,500,000 to \$2,300,000 to better reflect the actual cost and allocate resources to other actions

1.10 District Administrative Support

\$1,100,000 to \$1,400,000 due to increased benefit and salary costs

1.11 Electronic Technicians

\$995,000 to \$975,000 to better reflect the actual cost and allocate resources to other actions

1.12 Intervention Teacher Support

\$1,900,000 to \$2,500,000 due to increased benefit and salary costs as well as increasing the number of support staff for unduplicated students.

1.14 Visual and Performing Arts Instruction

\$720,000 to \$225,000 and \$75,000 from LREBG to better reflect the actual cost and use funding from Prop 28 to fund new VAPA initiatives

1.15 Online Supplemental Programs

\$483,930 to \$330,000 due to the changes in the Assessment Matrix and reduced contract

1.16 Tutoring Services

\$200,000 to \$180,000 and \$731,812 from LREBG to better reflect the actual cost and allocate resources to other actions. In addition, many of the after school academic supports will be funded by ELOP

1.17 Learning for All Students at School Sites

\$2,000,000 to \$1,800,000 from LCAP and \$200,000 from LREBG to better reflect the actual cost and allocate resources to other actions. Utilize LCAP survey data as well as survey data from the March professional development day to better meet the staff needs for professional development topics.

Actions 1.8, 1.14, 1.16, and 1.17 have been revised to include LREBG funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Foster Youth and Homeless Student Supports	To support Foster Youth and Homeless students' academic acceleration needs, this action seeks to supplement the Certificated and Classified staffing to assist Foster Youth students and families in the Family Resource Center and across the District.	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Paraprofessional Support for Unduplicated Students	To increase or improve the services of unduplicated students, this action includes enhancing paraeducator support, as well as providing interventions during the instructional day, interventions outside of the instructional day, teacher support for implementing best practice strategies, etc. This includes paraprofessional support for Kindergarten classrooms. Other grades and programs, including classes and supports for students with an IEP, may be included.	\$4,300,000.00	Yes
1.3	Class Size Reduction Teachers	To support unduplicated students' academic excellence, this action seeks to decrease the number of students per class. This allows for more 1:1 interactions between teachers and students, particularly in classrooms with high numbers of English Learners and students experiencing homelessness.	\$2,148,365.00	Yes
1.4	English Language Learner - Teacher and Support Staff	To support ELL/Newcomer students' academic acceleration needs, this action item provides teachers, support staff who work with school teachers and families to ensure that all are supported and English Learners accelerate academically through curriculum designed for students learning English.	\$646,000.00	Yes
1.5	English Language Learner Program Support	To support English Language Learner students' academic acceleration and linguistic skills, this action seeks to expand the services provided to them including options for a Language Development Center, certificated and classified staff support.	\$17,400.00	Yes
1.6	BCBA and Behavior Supports	To support unduplicated students' social emotional and behavior needs, this action item provides Board Certified Behavior Analysts to give training and support for both classified and certificated school district staff as well as direct services to unduplicated students. This item would provide support also for unduplicated students who have an IEP.	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Extended School Year	To support unduplicated students' academic acceleration needs, this action item provides programming to supplement the required Extended School Year (ESY) for students. This funding is to be used during the summer to help integrate and enrich the experiences of unduplicated students with IEPs.	\$45,000.00	Yes
1.8	Academic Acceleration	<p>To support unduplicated students' academic acceleration needs and support inclusive academic excellence, SCESD provides staff and programs to provide academic acceleration and enrichment interventions to students. This action may include hourly pay for teachers and staff as well as programs to support academic inclusion and acceleration.</p> <p>LREBG funds will support students with high rates of chronic absenteeism and academic need by funding additional paraprofessional support and intervention staffing at school sites with high proportions of unduplicated students.</p> <p>Research shows that targeted small group instruction and academic interventions delivered by trained paraprofessionals and support staff are effective strategies for accelerating learning and addressing unfinished learning, especially for students who are socioeconomically disadvantaged, English Learners, and foster youth. According to the U.S. Department of Education and studies summarized by the What Works Clearinghouse, students benefit from consistent, structured intervention aligned to core instruction.</p> <p>The metric being used to monitor the action is Metric 1.2 – Chronic Absenteeism Rate and Metric 1.8 – STAR Reading Growth.</p> <p>LREBG Funds supporting this action: \$50,000 per year through 2027–2028.</p>	\$350,000.00	Yes
1.9	Vice Principals	To support unduplicated student's' academic acceleration needs, this action seeks to ensure schools have Vice Principals to provide additional services that support both the supplemental and extended learning	\$2,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities. They work with families, community groups, special education staff, etc. to support the teaching and learning of students, focusing on students who are English Learners, Special Education, Foster Youth, and Homeless.		
1.10	District Administrative Support	To support unduplicated students' academic acceleration needs, this action seeks to pay for administrative and classified personnel who provide unduplicated pupil support to students, teachers, administrators, and programs throughout the district.	\$1,400,000.00	Yes
1.11	Electronic Technicians	To support unduplicated students' academic acceleration needs, this action seeks to provide additional instructional technology (IT) staff who support the setup, maintenance, and repair of district online and technology services. In addition, these funds are to be used to fund one Education Technology Coach to support technology-based instruction in support of unduplicated student achievement. This action allows educators to drill down and disaggregate student data to determine needs in an accurate and efficient manner to better meet their needs.	\$975,000.00	Yes
1.12	Intervention Teacher Support	To support unduplicated students' academic acceleration needs, this action seeks to ensure that schools have access to a MTSS Intervention Teacher. This will be a certificated teacher focused on working with students as well as training teachers, and overseeing para-educators working with small groups.	\$2,500,000.00	Yes
1.13	Field Trips (district funded)	To support unduplicated students' academic acceleration needs, this action seeks to provide district-wide inclusive academic enrichment trips for classes and grades across the district, and to support unduplicated students to participate in these experiences.	\$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Visual and Performing Arts Instruction	<p>To support unduplicated students', this action seeks to ensure they have access to a broad course of study in music and art in schools and individual classrooms.</p> <p>LREBG funds will support students by expanding access to a broad course of study in Visual and Performing Arts, specifically through the provision of music and art instruction across school sites and classrooms, particularly for unduplicated students.</p> <p>Research shows that participation in arts education supports academic achievement, student engagement, and social-emotional development. According to studies compiled by the Arts Education Partnership and the National Endowment for the Arts, students from low-income backgrounds who have access to quality arts instruction are more likely to attend school regularly, perform better academically, and pursue postsecondary education.</p> <p>The metric being used to monitor the action is Metric 1.5 – Access to a Broad Course of Study.</p> <p>LREBG Funds supporting this action: \$75,000 per year through 2027–2028.</p>	\$300,000.00	Yes
1.15	Online Supplemental Programs	To support unduplicated student's academic acceleration needs, this action seeks to purchase online supplemental programs designed to be used by teachers as part of their intervention program to support unduplicated students beyond the core instruction. These programs will be annually evaluated for effectiveness, and pilot programs will be supported to find the most effective programs for students.	\$330,000.00	Yes
1.16	Tutoring Services	To support unduplicated students' academic acceleration needs, this action seeks to provide additional small group support through tutoring services through extended learning programs.	\$911,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>LREBG funds will support students by providing additional small group tutoring services through extended learning programs, with a focus on accelerating academic progress for unduplicated students.</p> <p>Research from the U.S. Department of Education and the Institute of Education Sciences (IES) confirms that evidence-based tutoring programs—particularly those that offer frequent, sustained sessions with trained tutors—can significantly improve academic achievement in reading and mathematics for students who are struggling. These supports are especially effective for multilingual students and students from socioeconomically disadvantaged, backgrounds.</p> <p>The metric being used to monitor the action is Metric 1.2 – STAR assessment growth and Metric 1.3 – CAASPP performance levels.</p> <p>LREBG Funds supporting this action: \$731,812 per year through 2027–2028.</p>		
1.17	Learning for All Students at School Sites	<p>To support unduplicated students’ academic acceleration needs, this action seeks to provide schools with LCAP funds to use at their sites as needed for their unduplicated student population to improve literacy and Mathematics achievement. These funds are distributed based on the number of unduplicated students and will primarily benefit unduplicated student groups. (Schools will be provided the additional funds as follows:</p> <p>Boronda DIAS, \$41,733 Boronda Meadows, \$128,556 El Gabilan, \$112,966 Kammann, \$145,345 Laurel Wood, \$66,437 Lincoln, \$69,554 Los Padres, \$149,182 Loma Vista, \$101,694 Mission Park, \$87,782 Monterey Park, \$95,698 Natividad, \$156,378</p>	\$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Roosevelt, \$124,958 SCVA, \$22,072 Sherwood, \$207,704 University Park, \$89,942</p> <p>This per student allocation of funds will be distributed by dividing the total allocation by the number of qualifying unduplicated students in these schools.</p> <p>Sites are asked to analyze the needs of their unduplicated students and craft action plans to support those needs in their school plans (SPSAs). In this way, the SPSAs align with the LCAP. All plans are monitored every quarter to monitor effectiveness and to make adjustments.</p> <p>1.17 LREBG funds will support students by allocating site-level funds to provide targeted academic acceleration supports for unduplicated students, with a focus on literacy and mathematics improvement. These funds are distributed based on the number of unduplicated students at each school site.</p> <p>Research from the Institute of Education Sciences (IES) and the What Works Clearinghouse supports school-based decision-making combined with evidence-based interventions. According to the IES practice guide “Improving Academic Achievement for English Learners” (2022), providing site-level autonomy with structured guidance enables school staff to implement localized strategies that meet the distinct needs of students, particularly when using data-driven approaches to select and monitor interventions.</p> <p>The metric being used to monitor the action is Metric 1.2 – STAR assessment growth and Metric 1.3 – CAASPP performance levels.</p> <p>LREBG Funds supporting this action: \$200,000 per year through 2027–2028.</p>		

Action #	Title	Description	Total Funds	Contributing
1.18	Long Term English Language Learner - Teacher and Support Staff	To support LTEL students' academic acceleration needs, this action item provides language development specifically for students mastering English, including supports for teachers, support staff who work with school teachers and families to ensure that all are supported and English Learners accelerate academically.	\$114,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate M8 (March) [Data Source: SIS Dashboard Analytics]	M8-2024: The Chronic Absenteeism Rate = 18.5% M8 SIS Analytics Dashboard	M8-2025: The Chronic Absenteeism Rate = 19.7% M8 SIS Analytics Dashboard		Reduce chronic absenteeism rate to 10%	+1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Average Daily Attendance (ADA) Rate [Data Source: SIS ADA Reports]	M8-2024: The ADA rate = 93.75% M8 SIS ADA Report	M8-2025: The ADA rate = 93.52% M8 SIS ADA Report		Increase the ADA rate to 97%	-0.23%
2.3	Chronic Absenteeism Rate and Color Performance Level (PL) [Data Source: CA Dashboard]	A. All: 27.1%, Yellow B. EL: 22.4%, Yellow C. FY: 33.3%, n/a D. HOM: 26.8%, Yellow E. SED: 28.7%, Yellow F. SWD: 40.2%, Yellow G. HIS: 27.4%, Yellow H. Homeless Youth at SCVA: 21%, Red	A. All: 19.7% Yellow B. EL: 16.7% Yellow C. FY: 36.8% n/a D. HOM: 19.8% Yellow E. SED: 21.3% Yellow F. SWD: 30.1% Yellow G. HIS: 19.9% Yellow H. Homeless Youth at SCVA: 32.6% Red		Reduce chronic absenteeism rate to 10% and increase one color PL each year until green or better is achieved. A. All 10%, Green B. EL: 10%, Green C. FY: 10%, n/a D. HOM: 10%, Green E. SED: 10%, Green F. SWD: 10%, Green G. HIS: 10%, Green	A. All: -7.4% B. EL: -5.7% C. FY: +3.5% D. HOM: -7.0% E. SED: -7.4% F. SWD: -10.1% G. HIS: -7.5% H. Homeless Youth at SCVA: +11.6%
2.4	Suspension Rate [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow Kammann	A. All: 1.9%, Yellow B. AA: 5.9%, Yellow C. EL: 1.9%, Orange D. FY: 5.3%, n/a E. HIS: 1.9%, Yellow F. HOM: 2.0%, Yellow		Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a	A. All: +0.1%, B. AA: -7.8%, C. EL: +0.4%, D. FY: -9.0%, E. HIS: +0.2%, F. HOM: -0.1%, G. SED: -0.1%, H: SWD: -0.3%, Kammann

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> HOM: 4.3%, Red <p>Monterey Park</p> <ul style="list-style-type: none"> EL: 4.1%, Red <p>Natividad</p> <ul style="list-style-type: none"> SWD: 10.6%, Red <p>2023 CA Dashboard</p>	<p>G. SED: 1.9%, Yellow</p> <p>H: SWD: 2.8%, Green</p> <p>Kammann</p> <ul style="list-style-type: none"> HOM: 4.6%, Orange <p>Monterey Park</p> <ul style="list-style-type: none"> EL: 2.2%, Green <p>Natividad</p> <ul style="list-style-type: none"> SWD: 6.5%, Orange <p>2024 CA Dashboard</p>		<p>E. HIS: 1.5%, Green</p> <p>F. HOM: 1.5%, Green</p> <p>G. SED: 1.5%, Green</p> <p>H. SWD: 2.2%, Green</p> <p>Kammann</p> <ul style="list-style-type: none"> HOM: 2.1%, Green <p>Monterey Park</p> <ul style="list-style-type: none"> EL: 2.1%, Green <p>Natividad</p> <ul style="list-style-type: none"> SWD: 3.0%, Green 	<ul style="list-style-type: none"> HOM: +0.3%, <p>Monterey Park</p> <ul style="list-style-type: none"> EL: -1.9%, <p>Natividad</p> <ul style="list-style-type: none"> SWD: -4.1%
2.5	Expulsion Rate [Data Source: DataQuest]	The LEA's expulsion rate was 0% 2022/23 DataQuest	The LEA's expulsion rate was 0% 2023/24 DataQuest		Maintain expulsion rate to 0%	+0%
2.6	Culture and Climate Survey - School Belonging Percent of students who report a favorable	Favorable responses = 59% 2023-2024 Student Survey	Favorable responses = 52% 2024-2025 Student Survey		At least 65% of students provide a favorable response	-7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	response in feeling like they belong at the school. [Data Source: Panorama Student Culture and Climate Survey]					
2.7	Culture and Climate Survey - School Safety Percent of students who report a favorable response in how often they worry about violence at their school. [Data Source: Panorama Student Culture and Climate Survey]	Favorable responses = 56% 2023-2024 Student Survey	Favorable responses = 57% 2024-2025 Student Survey		At least 65% of students provide a favorable response	+1%
2.8	Culture and Climate Survey - School Belonging Percent of students who report a favorable sense of school climate [Data Source: Panorama Student Culture and Climate Survey]	Favorable responses = 54% 2023-2024 Student Survey	Favorable responses = 47% 2024-2025 Student Survey		At least 65% of students provide a favorable response	-7%
2.9	Safe, Clean, Functional Schools	Number of identified instances = 13	Number of identified instances = 11		Number of Identified instances: 0%	-2 for both years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)</p> <p>[Data Source: Facility Inspection Tool (FIT) as reported on SARCs]</p>	2022-23 Facility Inspection Tool (FIT)	<p>2023-24 Facility Inspection Tool (FIT)</p> <p>*This year the MOTS Dept. contracted a new company to complete the FIT reports in a timely manner. Therefore, we were able to report the metrics in the LCAP and Local Indicators.</p> <p>Number of identified instances = 9</p> <p>2024-25 Facility Inspection Tool (FIT)</p>			
2.10	<p>Percentage of meals provided meet nutritional guidelines</p> <p>[DataSource: National School Lunch Program (NSLP) Requirements]</p>	<p>Percentage of meals provided meet nutritional guidelines =</p> <p>Number of identified instances = 100%</p> <p>EL 100%</p> <p>Low Income 100%</p> <p>FY 100%</p>	<p>Percentage of meals provided meet nutritional guidelines =</p> <p>Number of identified instances = 100%</p> <p>EL 100%</p> <p>Low Income 100%</p> <p>FY 100%</p>		Maintain 100% of meals provided meet nutritional guidelines	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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 implementing our planned actions while adapting to emerging needs and challenges throughout the year.

2.1 MTSS & SEL - Teachers and Support Staff

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

2.2 MTSS & SEL - Monitoring and Support

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

2.3 Positive School Events

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

2.4 Student Leadership Advisor

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

2.5 Recess Enrichment and Positive Play

The District implemented this action by providing funding for the 'PlayWorks' program with training, and support for staff to promote a positive recess environment. Participation varied based on alignment with planned, and on-going school-specific goals and initiatives.

2.6 Nutritious Meals

The District implemented this action by providing funding for the implementation of healthy meals and training for students and parents to help prepare meals from scratch, with fresh fruits and vegetables. The District Wellness Committee collaborated on enhancing the implementation of site-prepared meals with feedback from educational partners, including staff, parents and students.

2.7 School Program Administrative Assistance

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

2.8 School Library Technicians

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

2.9 School Secretaries AA 2

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

2.10 Campus Supervisors

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

2.11 Health Technicians and support staff

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

2.12 Licensed Vocational Nurses

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

2.13 MTSS - Materials and Supplies

The District implemented this action by providing materials, professional services, supplies, and software to support PBIS and MTSS programs that support unduplicated students, their families and staff that serve them at the school.

2.15 Mental Health Counselors - LCSW, LMFT

The District implemented this action by providing designated mental health counselors to ensure unduplicated student needs are met.

2.16 Psychologists

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

2.17 Bully Prevention Services

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

2.20 Chronic Absenteeism

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

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

EXPENDITURE DIFFERENCES:

2.1 MTSS & SEL - Teachers and Support Staff

\$250,000 budgeted

\$242,118 revised

No material expenses/changes to this action

2.2 MTSS & SEL - Monitoring and Support

\$43,000 budgeted

\$43,000 revised

No changes to this action

2.3 Positive School Events

\$40,000 budgeted

\$40,000 revised

No changes to this action

2.4 Student Leadership Advisor

\$30,000 budgeted

\$30,000 revised

No changes to this action

2.5 Recess Enrichment and Positive Play

\$80,000 budgeted

\$80,000 revised

No changes to this action

2.6 Nutritious Meals

\$125,000 budgeted

\$125,000 revised

No changes to this action

2.7 School Program Administrative Assistance

\$485,000 budgeted

\$482,450 revised

No changes to this action

2.8 School Library Technicians

\$520,000 budgeted

\$535,000 revised

Changes due to rises in benefit costs and negotiated raises.

2.9 School Secretaries AA 2

\$15,000 budgeted

\$15,000 revised

No changes to this action

2.10 Campus Supervisors

\$200,000 budgeted

\$200,000 revised

No changes to this action

2.11 Health Technicians and support staff

\$90,000 budgeted

\$90,000 revised

No changes to this action

2.12 Licensed Vocational Nurses

\$300,000 budgeted

\$163,490 revised

Change reflects limited need for these funds. Additional position was funded from alternative source.

2.13 MTSS - Materials and Supplies

\$80,000 budgeted

\$80,000 revised

No changes to this action

2.15 Mental Health Counselors - LCSW, LMFT

\$1,230,000 budgeted

\$1,410,724.00 revised

Changes due to rises in benefit costs and negotiated raises.

2.16 Psychologists

\$320,000 budgeted

\$328,998 revised

Changes due to rises in benefit costs and negotiated raises.

2.17 Bully Prevention Services

\$40,000 budgeted

\$40,000 budgeted

No changes to this action

2.20 Chronic Absenteeism

\$300,000 budgeted

\$300,000 revised

No changes to this action

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

The following rating scale was used to determine the effectiveness of the actions to achieve the articulated goals. Ratings were based on an analysis of both inputs from educational partners and metrics (above). Rating Scale (lowest to highest): 1 -- Not Effective; 2 -- Somewhat Effective; 3 -- Effective.

The actions outlined in Goal [Two] helped make progress the LEA's goal:

2.1 MTSS & SEL - Teachers and Support Staff

Effectiveness of Action: 2 -- Somewhat Effective

Certificated Teachers on Special Assignment (TOSAs) collaborated with Para Professionals/Educators and provided them training on strategies to support struggling learners. These positions were established to support students at all sites; however, two of the sites (Laurel

Wood and University Park) had partial vacancies with their TOSAs, were offered support by the District's MTSS TOSA, and a retired MTSS TOSA. Chronic absenteeism (Metric 2.3) showed significant improvement across most subgroups, including a 7.4% reduction among all students and a 10.1% drop for Students with Disabilities. Suspension rates (Metric 2.4) also declined or held steady, most notably with a 7.8% decrease for African American students and a 4.1% drop for Students with Disabilities at Natividad Elementary, supporting safer school environments.

However, culture and climate survey results suggest a need for deeper system alignment: student perceptions of belonging (Metric 2.6) and school climate (Metric 2.8) declined by 7 percentage points each, while perceived safety (Metric 2.7) improved only slightly (+1%). These mixed results indicate that while MTSS/SEL staffing efforts contributed to improvements in attendance and behavior, further focus is needed on strengthening student connection, trust, and consistency of SEL support across all campuses. In planning for 2025-26, the goal in this area is to better align District systems with strategies in support of all unduplicated students.

2.2 MTSS & SEL - Monitoring and Support

Effectiveness of Action: 2 -- Somewhat Effective

Usage of the SEL software used by students varied between schools, ranging from 40-60% throughout the year. In planning for 2025-26, the goal in this area is to monitor and provide sites usage data frequently, and recommend actions whenever there is data pointing to concerning areas of dysregulation, and plan strategies in support of all unduplicated students. This action aimed to support student wellness through SEL software and monitoring tools; however, student usage rates varied widely across sites (40–60%), suggesting uneven implementation. Despite these inconsistencies, chronic absenteeism improved significantly across key subgroups (Metric 2.3)—with rates decreasing by 7.4% for all students, 5.7% for English Learners, and 10.1% for Students with Disabilities—indicating that SEL monitoring and supports may have contributed positively to student engagement and attendance. Moving forward, more consistent site-level usage, real-time data feedback loops, and targeted interventions will be essential to deepen impact, especially for unduplicated student groups.

2.3 Positive School Events

Effectiveness of Action: 3 -- Effective

All schools planned monthly activities to promote positive behaviors (PBIS), and participated in district-level initiatives, including anti-bullying efforts, kindness week, and Red Ribbon Week. All schools implemented monthly events aligned with PBIS and participated in district-wide initiatives such as anti-bullying campaigns, Kindness Week, and Red Ribbon Week. These efforts likely supported improvements in school climate and student engagement, reflected in substantial reductions in chronic absenteeism rates (Metric 2.3), including a 7.4% drop for all students, 7.5% for Hispanic students, and 10.1% for Students with Disabilities. These data suggest that consistent, positive school culture-building activities can contribute meaningfully to increased attendance and a stronger sense of school connection.

2.4 Student Leadership Advisor

Effectiveness of Action: 2 -- Somewhat Effective

All sites planned student leadership activities led by a teacher advisor. Student leaders were supported to participate on a variety of events, including student panel at the spring Family Leadership Conference, moderating at the District's annual Film Festival, as well as representing students the District's Profile of a Learner Committee. Schools that participated report significant results. Some schools did not organize a student leadership group. All sites implemented student leadership activities facilitated by teacher advisors, providing opportunities for students to participate in high-profile events such as the Family Leadership Conference and the District Film Festival. While these leadership experiences likely contributed to reductions in chronic absenteeism—particularly among all students (-7.4%) and Students with Disabilities (-

10.1%) per Metric 2.3—student perception of school belonging declined by 7% (Metric 2.6), suggesting that leadership structures have not yet reached or engaged all students equitably. Going forward, expanding inclusive student voice opportunities and increasing visibility of student-led initiatives may enhance school connection and climate across broader student groups.

2.5 Recess Enrichment and Positive Play

Effectiveness of Action: 3 -- Effective

All sites participated in two positive play trainings through Playworks. Six of the schools, with the highest numbers of office discipline referrals (ODRs), held three trainings. The purpose of these was to provide students and staff positive alternatives to support behavior modification while on the playground during morning and lunch recesses. These efforts align with observed reductions in suspension rates across multiple student groups (Metric 2.4), including a 7.8% decrease for African American students and a 4.1% decrease for Students with Disabilities, suggesting that positive play strategies contributed to safer and more inclusive playground environments. The decline in suspension rates indicates that proactive recess support effectively fostered improved student behavior and school climate.

2.6 Nutritious Meals

Effectiveness of Action: 2 -- Effective

Families and students participated in support of this action by providing feedback for the development of nutritious meals, as part of the District's menu offerings. The District collaborated with local partners to acquire fresh ingredients, which included fruits and vegetables from organic farmers in the Salinas Valley. Through the Wellness Committee, the District will continue to enhance options, in alignment with the District's Wellness, as well as state and federal nutritional guidelines. The District maintained 100% compliance with nutritional guidelines for all student groups (Metric 2.10), demonstrating consistent access to healthy meals. However, student perception of school belonging declined by 7% (Metric 2.6), indicating that while meal quality remained high, broader efforts to connect nutritional services with students' sense of inclusion and well-being may require strengthening. Continued engagement through the Wellness Committee may help bridge these areas by aligning meal programs with climate-building strategies.

2.7 School Program Administrative Assistance (AA1s)

Effectiveness of Action: 2 -- Somewhat Effective

This action was provided throughout the LEA to increase positive relationships with families of unduplicated students. Staff was available to connect with families of students experiencing difficulties with attendance, school engagement and involvement. The goal for 2025-26 is for the AA1s to promote the District's 'Power Days' Campaign', when perfect attendance will be promoted to help reduce student absenteeism. Chronic absenteeism data (Metric 2.3) shows marked improvements for several student groups, including a 7.4% decrease for all students and a 10.1% drop for Students with Disabilities, suggesting that targeted outreach and relationship-building efforts by AA1 staff helped mitigate barriers to regular attendance. To build on this momentum, the District plans to align AA1 responsibilities with its "Power Days" campaign in 2025–26 to more actively promote and celebrate strong attendance across all school sites.

2.8 School Library Technicians

Effectiveness of Action: 3 -- Effective

This action was implemented to increase access to the school library to unduplicated students and their families, and provide resources, books and materials to enhance student outcomes and opportunities. Chronic absenteeism data (Metric 2.3) showed substantial decreases among key student groups—including a 7.4% drop for all students and a 10.1% reduction for Students with Disabilities—suggesting

improved student engagement and connection to school. However, student sense of belonging (Metric 2.6) declined by 7%, indicating a continued need to more intentionally use library spaces to foster inclusive, welcoming environments.

2.9 School Secretaries AA 2

Effectiveness of Action: 3 -- Effective

This action was provided throughout the LEA to increase positive relationships with families of unduplicated students. Staff was available to connect with families of students experiencing difficulties with attendance, school engagement and involvement. The goal for 2025-26 is for the AA1s to promote the District's 'Power Days' Campaign', when perfect attendance will be promoted to help reduce student absenteeism. While the Average Daily Attendance (ADA) rate slightly declined from 93.75% to 93.52% (Metric 2.2), maintaining ADA above 93% amid broader attendance challenges reflects consistent effort and communication by school secretaries.

2.10 Campus Supervisors

Effectiveness of Action: 3 -- Effective

This action was provided throughout the LEA to increase safety by providing extra hours to campus supervisors to participate in training on behavior improvement practices to help reduce suspensions of unduplicated students. Suspension data (Metric 2.4) indicates meaningful progress: African American student suspensions declined by 7.8%, and Students with Disabilities saw a 4.1% reduction at Natividad Elementary, while multiple subgroups maintained or improved color performance levels on the California School Dashboard.

2.11 Health Technicians and support staff

Effectiveness of Action: 3 -- Effective

This action was provided throughout the LEA to increase training for new Health Technicians provided by experienced staff. In addition, extra hours were provided for completion of tasks, including vision and hearing screening follow-up referrals for all students, including unduplicated students. These efforts contributed to improved student wellness and attendance, reflected in notable reductions in chronic absenteeism (Metric 2.3)—including a 7.4% drop for all students, 7.0% for students experiencing homelessness, and 10.1% for Students with Disabilities.

2.12 Licensed Vocational Nurses

Effectiveness of Action: 3 -- Effective

This action was provided throughout the LEA to ensure access to staff to support specific medical interventions for students, as well as to collaborate with Health Technicians and District Nurses to address protocols for all students, including unduplicated pupils. These efforts likely helped remove health-related barriers to attendance, as shown by significant reductions in chronic absenteeism (Metric 2.3)—a 7.4% decrease for all students and even larger declines for key subgroups such as Students with Disabilities (-10.1%) and Homeless Youth (-7.0%).

2.13 MTSS - Materials and Supplies

Effectiveness of Action: 2 -- Somewhat Effective

This action was provided to provide resources for intervention/acceleration specialists in order to differentiate learning for students based on data. In 2025-26, this action will be aligned with the District's 5-3-5 campaign to ensure all specialists support goals for all unduplicated students to increase success and meet reclassification goals, as grade level in reading (3rd) and math (5th). Specialists will also provide resources to para professionals to address actions connected to 5-3-5 goals. Intervention plans will be developed and supported through the use of the District's student ongoing supports (SOS) process/drive and resources available on the Panorama Education platform. Although

implementation varied across sites, chronic absenteeism rates improved significantly (Metric 2.3)—including a 7.4% decrease for all students and 10.1% for Students with Disabilities—suggesting that increased academic support and structured interventions may have helped students remain more engaged and present in school.

2.15 Mental Health Counselors - LCSW, LMFT

Effectiveness of Action: 3 -- Effective

The District's 17 counselors provided support for unduplicated students at all sites to address socio-emotional and behavioral. Their approach included individual parent consent-based sessions, as well as group activities, and 1:1 check-ins for identified students. In addition, the District counselors conducted risk and threat assessments, and as needed, completed referrals for outside supports through Seneca (crisis response), virtual therapy through DayBreak, and community partner referrals through CareSolace.

2.16 Psychologists

Effectiveness of Action: 3 -- Effective

The District's psychologists provided support for unduplicated students at all sites by completing psycho-educational assessments as required. This action provided for partial funding to hire additional psychologists to address District needs, and provide access for students, families and staff at all District sites. These supports likely contributed to improved student engagement and stability, reflected in significant reductions in chronic absenteeism (Metric 2.3)—including a 7.4% drop for all students, 7.5% for Hispanic students, and 10.1% for Students with Disabilities.

2.17 Bully Prevention Services

Effectiveness of Action: 3 -- Effective

Funding for this action was accessed to facilitate Restorative Justice Partners (RJP) training at selected sites: Mission Park, Natividad, Laurel Wood and Kamman. RJP provided support for unduplicated students by provided information and resources to students, families and staff related to peer mediation, respect agreements and classroom circles. Suspension rate data (Metric 2.4) indicates meaningful reductions among priority groups—such as a 7.8% decrease for African American students and a 4.1% drop for Students with Disabilities at Natividad—suggesting the restorative approach contributed to improved student behavior and safer learning environments. For 2025-26, training will be continued at selected sites and expanded to others based on suspension and socio-emotional/behavioral data and needs.

2.20 Chronic Absenteeism

Effectiveness of Action: 3 -- Effective

In an effort to increase awareness and plan improvement actions, the District continued to report attendance and absenteeism rates to families and staff. An additional Administrative Assistant (AA1) was hired to support district wide efforts related to improved attendance and absenteeism reduction. In 2025-26, this assistant will collaborate closely with sites and monitor attendance and absenteeism rates. In addition, the AA1 will promote Power Days as part of the District's campaign to improve attendance as a District and sites. This staff member will collaborate with site AA1s, AA2s and Parent Coordinators to ensure efforts are aligned to remove barriers impacting unduplicated students daily school engagement and participation. These efforts contributed to notable improvements in chronic absenteeism (Metric 2.3), with rates declining by 7.4% for all students, 5.7% for English Learners, and 10.1% for Students with Disabilities. These reductions indicate that the District's targeted outreach and monitoring strategies were effective in re-engaging students and families.

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

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

Allotments for the 2025-2026 version of the LCAP were altered for the following actions. For those not listed (2.1, 2.5, 2.6, 2.9, 2.10, 2.13, 2.20, 2.16, 2.15), there are no changes to the allotments for the action.:

2.8 School Library Technicians

\$520,000 to \$520,000 due to increased benefit and salary costs.

2.11 Health Technicians and support staff

\$90,000 to \$10,000 due to limited need for these funds.

2.12 Licensed Vocational Nurses

\$300,000 to \$185,000 due limited need for these funds. Additional position was funded from alternative source.

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	MTSS & SEL - Teachers and Support Staff	To support the academic, social emotional, and behavioral needs of unduplicated students, this action provides certificated and classified personnel who support teachers and administrators, in order to ensure the researched-based tiered systems and strategies for students related to aspects of SEL and MTSS are organized, monitored, and well implemented.	\$215,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	MTSS & SEL - Monitoring and Support	To support the wellness needs of unduplicated students this action provides a system software plan to support the organization of the district-wide MTSS to be used by all staff throughout the district in support of the unduplicated students.	\$43,000.00	Yes
2.3	Positive School Events	To support the wellness needs of unduplicated students, this action provides for positive school events. The programs could include but are not limited to: Red Ribbon Week, Pink Shirt Day, Kindness Challenge, Anti-Bully activities, mindfulness campaigns, etc.	\$40,000.00	Yes
2.4	Student Leadership Advisor	To support the wellness needs of unduplicated students, this action provides student leadership opportunities at every site overseen by a certificated teacher. This would be utilized to pay teachers the additional amounts to oversee these programs as well as provide possible field trips, experiences, and training for student leadership participants.	\$30,000.00	Yes
2.5	Recess Enrichment and Positive Play	Program, training, and support for staff to promote a positive recess environment	\$50,000.00	Yes
2.6	Nutritious Meals	To support the health needs of unduplicated students, this action provides funding for the implementation of healthy meals and training for students and parents to help prepare meals from scratch, with fresh fruits and vegetables.	\$50,000.00	Yes
2.7	School Program Administrative Assistance	To support the wellness needs of unduplicated students, this action provides additional hours used by an Administrative Assistant to support families of unduplicated students and staff who serve them at the school. This support may include communicating directly with families for students struggling with attendance, providing resources for families, attending meetings related to student engagement, etc.	\$485,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	School Library Technicians	To support the library access needs of unduplicated students this action provides additional hours for Library Techs to ensure access and to support families of unduplicated students and staff who serve them at the school.	\$520,000.00	Yes
2.9	School Secretaries AA 2	To support the family needs of unduplicated students, this action provides additional hours for School Secretaries to support families of unduplicated students and staff who serve them at the school.	\$10,000.00	Yes
2.10	Campus Supervisors	To support the safety needs of unduplicated students, this action provides additional hours for Campus Supervisors for training and to support unduplicated students and help them stay safe while at school.	\$210,000.00	Yes
2.11	Health Technicians and support staff	To support the health needs of unduplicated students, this action provides additional hours for Health Aides and other health services personnel to support families of unduplicated students and staff that serve them at the school.	\$10,000.00	Yes
2.12	Licensed Vocational Nurses	To support the health needs of unduplicated students, this action provides a salary to provide additional district's LVNs to support families of unduplicated students and staff that serve them at the school.	\$185,000.00	Yes
2.13	MTSS - Materials and Supplies	To support the wellness needs of unduplicated students this action provides materials, professional services, supplies, and software to support PBIS and MTSS programs that support unduplicated students, their families and staff that serve them at the school.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Mental Health Counselors - LCSW, LMFT	To support the mental health needs of unduplicated students, this action provides designated mental health counselors to ensure unduplicated student needs are met.	\$1,230,000.00	No
2.16	Psychologists	To support the mental health and needs of unduplicated special needs students, this action provides funding to ensure a designated psychologist at each site. This action partially pays for additional positions.	\$320,000.00	Yes
2.17	Bully Prevention Services	To support the wellness needs of unduplicated students, this action provides funding for a bully prevention program in the schools that teaches unduplicated students and their peers ways to respond to possible bullying situations. The program also helps classes discuss situations before they become bully opportunities.	\$40,000.00	Yes
2.20	Chronic Absenteeism	This action is to fund staff and services to support the improvement in absenteeism of unduplicated students. By hiring two classified staff members to organize resources, coordinate staff, monitor progress efforts, and conduct visits to the most chronically absent unduplicated students. The action also provides the purchasing of resources and supplies to support the chronic absenteeism efforts. These resources will include services directed to improve the attendance of homeless youth at the Salinas City Virtual Academy.	\$150,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers are appropriately assigned. [Data Source: Data Quest -Teacher Assignment Monitoring	Total Teaching FTE = 374.5 Clear = 312.5 (83.4%) Out-of-Field = 8 (2.1%) Intern = 5 (1.3%) Ineffective = 47 (12.6%)	Total Teaching FTE = 389.3 Clear = 319.0 (81.9%) Out-of-Field = 6 (1.5%)		100% of Teachers are appropriately assigned.	Total Teaching FTE = +14.8 Clear = +6.5 (-1.5%) Out-of-Field = -2 (-0.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Outcomes by Full-Time Equivalent (FTE)]	Incomplete = 2 (0.5%) Unknown = 0 (0.0%) N/A = 0 (0.0%) DataQuest 2021-22	Intern = 13 (3.3%) Ineffective = 42.3 (10.9%) Incomplete = 9 (2.3%) Unknown = 0 (0.0%) N/A = 0 (0.0%) DataQuest 2022-23			Intern = +8 (+2.0%) Ineffective = -6.7 (-1.7%) Incomplete = +7 (+1.8%) Unknown = +0 (+0.0%) N/A = +0 (+0.0%)
3.2	Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home [Data Source: Williams Walkthroughs]	2024 0/0%	2025 0/0%		0/0% of Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home.	0/0%
3.3	Suspension Rate [Data Source: CA Dashboard]	A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H: SWD: 3.1%, Yellow Kammann • HOM: 4.3%, Red Monterey Park • EL: 4.1%, Red	A. All: 1.9%, Yellow B. AA: 5.9%, Yellow C. EL: 1.9%, Orange D. FY: 5.3%, n/a E. HIS: 1.9%, Yellow F. HOM: 2.0%, Yellow G. SED: 1.9%, Yellow H: SWD: 2.8%, Green		Reduce suspension rate and maintain/increase color PL; A. All: 1.0%, Green B. AA: 3.0%, Green C. EL: 1.0%, Green D. FY: 3.0%, n/a E. HIS: 1.5%, Green F. HOM: 1.5%, Green	A. All: +0.1% B. AA: -7.8% C. EL: +0.4% D. FY: -9.0% E. HIS: +0.2% F. HOM: -0.1% G. SED: -0.1% H: SWD: -0.3% Kammann • HOM: +0.3% Monterey Park • EL: -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Natividad</p> <ul style="list-style-type: none"> • SWD: 10.6%, Red <p>2023 CA Dashboard</p>	<p>Kammann</p> <ul style="list-style-type: none"> • HOM: 4.6%, Orange <p>Monterey Park</p> <ul style="list-style-type: none"> • EL: 2.2%, Green <p>Natividad</p> <ul style="list-style-type: none"> • SWD: 6.5%, Orange <p>2024 CA Dashboard</p>		<p>G. SED: 1.5%, Green</p> <p>H. SWD: 2.2%, Green</p> <p>Kammann</p> <ul style="list-style-type: none"> • HOM: 2.1%, Green <p>Monterey Park</p> <ul style="list-style-type: none"> • EL: 2.1%, Green <p>Natividad</p> <ul style="list-style-type: none"> • SWD: 3.0%, Green 	<p>Natividad</p> <ul style="list-style-type: none"> • SWD: -4.1%
3.4	<p>Points in Distance from Standard (DFS) in ELA and Color Performance Level (PL)</p> <p>[Data Source: CA Dashboard]</p>	<p>A. All: -65.3, Orange</p> <p>B. EL: -87.7, Red</p> <p>C. FY: n/a</p> <p>D. HIS: -69.9, Orange</p> <p>E. HOM: -84, Red</p> <p>F. SED: -76.3, Red</p> <p>G. SWD: -135.3, Red</p> <p>2023 CA Dashboard</p>	<p>A. All: -65.5, Orange</p> <p>B. EL: -88, Red</p> <p>C. FY: n/a</p> <p>D. HIS: -70.1, Red</p> <p>E. HOM: -84.2, Red</p> <p>F. SED: -77.1, Red</p> <p>G. SWD: -135.7, Red</p> <p>2024 CA Dashboard</p>		<p>Achievement increases at least 3% in DFS and one color PL each year until green or better is achieved.</p> <p>All: -55</p> <p>EL: -75</p> <p>FY: n/a</p> <p>HIS: -57</p> <p>HOM: -72</p> <p>SED: -64</p> <p>SWD: -110</p>	<p>A. All: -0.2</p> <p>B. EL: -0.3</p> <p>C. FY: n/a</p> <p>D. HIS: -0.2</p> <p>E. HOM: -0.2</p> <p>F. SED: -0.8</p> <p>G. SWD: -0.4</p>
3.5	<p>Points in Distance from Standard (DFS) in Math</p>	<p>A. All: -72, Orange</p> <p>B. EL: -89.5, Red</p> <p>C. FY: n/a</p>	<p>A. All: -72.3, Orange</p>		<p>Achievement increases at least 3% in DFS and</p>	<p>A. All: -0.3</p> <p>B. EL: +0</p> <p>C. FY: n/a</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Color Performance Level (PL) [Data Source: CA Dashboard]	D. HIS: -76.1, Orange E. HOM: -85.4, Yellow F. SED: -82, Orange G. SWD: -147.5, Red 2023 CA Dashboard	B. EL: -89.5, Orange C. FY: n/a D. HIS: -75.8, Orange E. HOM: -85.3, Orange F. SED: -82.3, Orange G. SWD: -142.9, Orange 2024 CA Dashboard		one color PL each year until green or better is achieved. All: -60 EL: -75 FY: n/a HIS: -63 HOM: -71 SED: -67 SWD: -120	D. HIS: -0.3 E. HOM: +0.1 F. SED: -0.3 G. SWD: +4.6
3.6	Teacher and staff satisfaction related to professional development (PD) opportunities is 75% or higher on local surveys following the events. [Data Source: LEA Staff PD Evaluation Survey]	Rate Level 4 = 48.5% Rate Level 5 = 37.9% Total = 86.4% 03.08.2024 PD Day Evaluation	Rate Level 4 = 43.6% Rate Level 5 = 30.0% Total = 73.6% 03.07.2025 PD Day Evaluation		Teacher and staff satisfaction related to professional development opportunities is 80% or higher on local surveys following the events.	Rate Level 4 = -4.9% Rate Level 5 = -7.9% Total = -12.8%

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 implementing our planned actions while adapting to emerging needs and challenges throughout the year.

3.1 Professional Learning to develop strong Tier I supports

The implementation of this goal focused on providing contracts for professional development to support district teachers and paraprofessionals. It was fully implemented. This year, additional funds will be allocated from LREBG in this action.

3.2 ELL/LTEL NEWCOMERS - Professional Learning and Training: Modified implementation.

The implementation of this goal focused on providing training for teachers on strategies and supports for English Learners. Specifically, trainings this year focused on Thinking Maps, GLAD, SPIRE, etc. Training was not as well attended as intended. Site level PD was still held.

3.4 Incentives and Stipends for Hard to Fill Positions

This action was carried out as planned with the exception that the number of stipends exceeded this allocation. Adjustments needed to be made to the budget. Specifically, incentives and stipends were given to Special Education Teachers and teachers of Dual Immersion classrooms.

3.5 New Teacher Support

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

3.6 Professional Development Days and Additional Hourly

The implementation of this goal was carried out as planned. Teachers and educators were provided professional development days as well as after school and other learning opportunities.

3.7 Academic Coaches

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

3.8 Grade Level Release Teachers

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

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

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

3.1 Professional Learning to develop strong Tier I supports

\$15,000 budgeted
\$15,000 actual
No changes to this action.

3.2 ELL/LTEL NEWCOMERS - Professional Learning and Training
\$100,000 budgeted
\$18,000 actual
PD was less than anticipated.

3.4 Incentives and Stipends for Hard to Fill Positions
\$200,000 budgeted
\$200,000 actual
No changes to this action

3.5 New Teacher Support
\$380,000 budgeted
\$380,000 actual
No changes to this action

3.6 Professional Development Days and Additional Hourly
\$1,150,000 budgeted
\$1,150,000 actual
No changes to this action

3.7 Academic Coaches
\$1,600,000 budgeted
\$1,431,648 actual
Excess funds used to support other allocation adjustments

3.8 Grade Level Release Teachers
\$670,000 budgeted
\$670,000 actual
No changes to this action

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

SCESD utilized the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

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

Action(s): 3.1 Professional Learning to develop strong Tier I supports

Effectiveness of Action(s): 3 - Effective

Professional learning events were held on goals and topics found in the LCAP. These professional development opportunities addressed critical academic and behavioral needs for Homeless youth, low-income students, and English Learners, through professional development focused on effective instruction, relationship-building, and social-emotional learning. While overall suspensions increased by 1.9%, significant reductions were seen among Foster Youth (-9%), African American students (-7.8%), and Students with Disabilities (-0.4%). Suspension rates for Homeless students remained stable, and no expulsions occurred. Academically, ELA and Math scores declined slightly (-0.2% and -0.3%, respectively), reinforcing the importance of whole-child supports. Due to the broad reach of these needs, including among Hispanic and socioeconomically disadvantaged students, implementing this action districtwide is both necessary and strategic. Staff satisfaction with professional development declined from 86.4% to 73.6% (Metric 3.6), indicating a need to refine PD content, delivery, or follow-up support to better meet staff expectations and needs.

Action(s): 3.2 ELL/LTEL NEWCOMERS - Professional Learning and Training

Effectiveness of Action(s): 2 - Somewhat Effective

Intensive training on GLAD and Thinking Maps has started and will be completed by September 2025. Staff confidence in supporting English Learners (Metric 3.3) remained stable at 71.2%, while satisfaction with training to support ELs (Metric 3.4) dropped from 84.8% to 74.4%. Similarly, confidence in teaching Newcomers (Metric 3.5) stayed relatively flat (71.3% to 71.7%), and overall satisfaction with PD opportunities (Metric 3.6) decreased from 86.4% to 73.6%. These data suggest that while the training topics are aligned with district priorities, further emphasis on follow-through support, classroom application, and feedback loops may be needed to strengthen perceived relevance and effectiveness among educators. The suspension rate (Metric 3.3) for English learners increased by 0.4%. At the same time, CAASPP scores for English Learners remained unchanged for Math and showed a slight decline of 0.3 points in ELA.

Action(s): 3.4 Incentives and Stipends for Hard to Fill Positions

Effectiveness of Action(s): 3 - Effective

Stipends were paid as incentives for hiring and keeping staff in hard to fill positions. While the performance of English Learners in ELA showed a slight regression of -0.3 points (from -87.7 to -88), this minimal change may reflect broader challenges in instructional consistency. The Math DFS for English Learners declined slightly by 0.3 points, indicating no measurable academic improvement yet for this group. The suspension rate (Metric 3.3) for English learners increased by 0.4%. At the same time CAASPP scores for English Learners remained unchanged for Math and a slight decline of 0.3 points in ELA.

Action(s): 3.5 New Teacher Support

Effectiveness of Action(s): 3 - Effective

Support was provided for new teachers working through their induction program. Mentor teachers, training, consultation, and materials were provided. The metric shows that while total teaching FTE increased by 14.8 from baseline, the percentage of “Clear” credentialed teachers decreased slightly by 1.5%, and “Out-of-Field” teachers dropped by 0.6%. The number of interns increased by 2.0%, but “Ineffective” teachers decreased by 1.7%.

Action(s): 3.6 Professional Development Days and Additional Hourly

Effectiveness of Action(s): 3 - Effective

This action supported improved services for unduplicated students by investing in professional learning opportunities for SCESD staff beyond their regular work hours. Across the year, all certificated and classified instructional staff engaged in professional development, including three dedicated days for certificated employees and over 100 optional after-school sessions. Topics ranged from ELA, Math, ELD, and Special Education to early learning and behavior supports. Professional development through this action contributed to meaningful reductions in suspension rates for key subgroups, including African American (-7.8%) and Foster Youth (-9.0%) students, while maintaining stable rates for most others.

However, changes in ELA (-0.2 DFS) and Math performance were minimal, indicating the need for more targeted instructional strategies in future PD to accelerate academic growth, particularly for English Learners and Students with Disabilities.

Action(s): 3.7 Academic Coaches

Effectiveness of Action(s): 2 - Somewhat Effective

Academic Coaches were provided to schools. In some cases, there were vacancies for a portion of the year. Academic Coaches are expected to work using coaching cycles to support individual teachers with student-centered goals and planning. In some cases, coaches were busy, but not necessarily working on cycles with individual teachers. Academic Coaches supported some reductions in suspension rates for key subgroups, such as African American (-7.8%) and Foster Youth (-9.0%), though overall changes for most groups were minimal. Limited impact on ELA (-0.2 DFS) and Math (+0.2 DFS) performance, combined with inconsistent use of coaching cycles, suggests the need for more structured and targeted implementation to maximize academic gains, particularly for English Learners and Students with Disabilities.

Action(s): 3.8 Grade Level Release Teachers

Effectiveness of Action(s): 3 - Effective

Grade Level Teachers were hired and trained to support students and provide time for grade level teachers to meet and collaborate their work in the support of students. Grade Level Release Teachers provided targeted instructional support and collaborative planning time, contributing to small but measurable improvements in ELA performance, such as reduced DFS gaps for All students (-0.2) and Hispanic students (-0.2). While English Learners (-0.3) and Students with Disabilities (-0.4) saw modest gains, the action demonstrated effectiveness in fostering consistent, incremental progress across subgroups, with the greatest need remaining for socioeconomically disadvantaged students (-0.8).

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

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

Allotments for the 2025-2026 version of the LCAP were altered for the following actions. For those not listed, there are no changes to the allotments for the action.:

3.1 Professional Learning to develop strong Tier I supports

\$15,000 to \$315,000 with \$300,000 from LREBG funding to support district training initiatives

3.4 Incentives and Stipends for Hard to Fill Positions

\$200,000 to \$500,000 with \$300,000 from LREBG funding to support the district with incentives for new hires and stipends for existing positions in hard to fill categories

3.5 New Teacher Support

\$380,000 to \$330,000 to better reflect the actual cost and allocate resources to other actions

3.7 Academic Coaches

\$1,600,000 to \$1,475,000 to better reflect the actual cost and allocate resources to other actions

3.8 Grade Level Release Teachers

\$670,000 to \$800,000 to provide additional teachers and resources to unduplicated students

3.9 Prospective Teacher Residency Program

\$200,000 THIS IS A NEW ACTION funded by LREBG to assist the District in the recruitment and training of new teachers from local university programs

3.10 District-wide consultation and support

\$500,000 THIS IS A NEW ACTION funded by LREBG to support the District with consulting and support services to improve instructional programs.

Actions 3.1,3.4, 3.9, and 3.10 have been revised/added to include LREBG funding.



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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning to develop strong Tier I supports	<p>To support unduplicated student academic, behavioral, and wellness needs, this action provides for training for teachers, students, and families on topics addressing developing strong Tier I academic, behavior, and social emotional supports.</p> <p>LREBG funding will support students by providing professional learning to educators, students, and families focused on building strong Tier I academic, behavioral, and social-emotional supports to address the needs of unduplicated students.</p> <p>Research from the U.S. Department of Education’s Office of Elementary and Secondary Education (2022 Multi-Tiered System of Supports Implementation Guide) emphasizes that Tier I instruction—when implemented with fidelity and aligned across academics, behavior, and SEL—benefits all students and is especially critical for historically underserved populations, including English Learners, low-income students, and foster youth. The guide notes that strong Tier I systems reduce the need for more intensive interventions and promote inclusive, equitable learning environments.</p> <p>The metric being used to monitor the action is Metric 3.2 – Attendance, Metric 3.3 – Suspension Rate, and Metric 1.1 – Local Engagement Surveys.</p> <p>LREBG Funds supporting this action: \$300,000 per year through 2027–2028.</p>	\$315,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	ELL, Newcomer, LTEL - Professional Learning and Training	<p>Increase or improve the services to ELL / LTEL / Newcomer students at schools with high numbers, this goal seeks to provide training and support to Participants will receive training aligned to California ELD Standards and the MTSS framework to strengthen EL instructional practices, increase access to academic language, and improve reclassification outcomes., teachers, Campus supervisors, and other staff to implement programs and strategies that would support achievement and the improved implementation of MTSS structures for these students. This training may include professional learning for Designated and Integrated English Language Development, GLAD, Thinking Maps, reclassification, Dual Immersion, cultural sensitivity, etc.</p> <p>ELL : Participants will receive training aligned to California ELD Standards and the MTSS framework to strengthen EL instructional practices, increase access to academic language, and improve reclassification outcomes.</p> <p>LREBG funds will support students by providing stipends of \$1,500 for each BCLAD-certified teacher serving English Learners, Long-Term English Learners (LTELs), and Newcomers, as well as for hard-to-fill Special Education (SPED) positions, to ensure high-need student populations have access to qualified, credentialed educators.</p> <p>Research from the U.S. Department of Education (Office of Special Education and Rehabilitative Services, 2022) and the California Commission on Teacher Credentialing (Teacher Supply in California, 2023) underscores that financial incentives such as targeted stipends are an effective strategy for recruiting and retaining credentialed teachers in high-need subject areas and for student groups most affected by the educator shortage, including English Learners and Students with Disabilities. Consistent access to qualified educators is foundational to accelerated academic growth, particularly in underserved communities.</p> <p>The metric being used to monitor the action is Metric 1.7 – Teacher Assignment and Credentialing.</p> <p>LREBG Funds supporting this action: \$300,000 per year through 2027–2028.</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Incentives and Stipends for Hard to Fill Positions	<p>To support ELL/LTEL/Newcomer student academic acceleration, this action seeks to provide stipends of \$1,500 for each BCLAD certified teacher in a position using these authorizations.</p> <p>To support Students with Disabilities student academic acceleration, this action provides stipends of \$1,500 for hard to fill SPED positions.</p> <p>LREBG funds will support students by providing stipends of \$1,500 for each BCLAD-certified teacher serving English Learners, Long-Term English Learners (LTELs), and Newcomers, as well as for hard-to-fill Special Education (SPED) positions, to ensure high-need student populations have access to qualified, credentialed educators.</p> <p>Research from the U.S. Department of Education (Office of Special Education and Rehabilitative Services, 2022) and the California Commission on Teacher Credentialing (Teacher Supply in California, 2023) underscores that financial incentives such as targeted stipends are an effective strategy for recruiting and retaining credentialed teachers in high-need subject areas and for student groups most affected by the educator shortage, including English Learners and Students with Disabilities. Consistent access to qualified educators is foundational to accelerated academic growth, particularly in underserved communities.</p> <p>The metric being used to monitor the action is Metric 1.7 – Teacher Assignment and Credentialing.</p> <p>LREBG Funds supporting this action: \$300,000 per year through 2027–2028.</p>	\$500,000.00	Yes
3.5	New Teacher Support	To support unduplicated student academic acceleration, this action seeks to ensure a robust program for new teachers as they work with this student population (NT Support Coach, MCOE collaboration, PD days, and supplies, induction coaches, stipends, etc.).	\$330,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Professional Development Days and Additional Hourly	To support unduplicated student academic acceleration and wellness needs, this action establishes professional development and learning days (3 days per contract) as well as additional hours for attending approved events outside of the contracted workday in support of unduplicated students across the district.	\$1,150,000.00	Yes
3.7	Academic Coaches	To support unduplicated student academic acceleration needs, this action provides additional funds to ensure that academic coaches provide instructional support for teachers in general and Special Education settings in the form of professional development and job-embedded coaching. This amount represents 59% of their salary as being paid from the LCAP.	\$1,475,000.00	Yes
3.8	Grade Level Release Teachers	To support unduplicated student academic acceleration needs, this action provides Grade Level Release Teachers and other substitute teachers to relieve teachers in order for teams to collaborate and plan for improved instruction of unduplicated students and provide long-term substitute coverage.	\$800,000.00	Yes
3.9	Prospective Teacher Residency Program	<p>To support unduplicated students by working with local universities on the recruitment and training of new teachers through residency programs.</p> <p>To support unduplicated students, Salinas City will partner with local universities to recruit and train new teachers through a prospective teacher residency program. This action is designed to place well-prepared educators in classrooms serving unduplicated students, ensuring continuity and quality in instruction.</p> <p>Research supported by the Learning Policy Institute ("Teacher Residencies: A Pathway to Recruitment and Retention," 2021) shows that teacher residency programs improve retention, classroom readiness, and effectiveness—especially in high-need schools. Residencies provide intensive clinical experience and mentorship, which better equips new teachers to serve students from socioeconomically disadvantaged backgrounds, English Learners, and Students with Disabilities.</p>	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The metric being used to monitor the action is Metric 1.7 – Teacher Assignment and Credentialing.</p> <p>LREBG Funds supporting this action: \$200,000 per year through 2027–2028.</p>		
3.10	District-wide consultation and support	<p>To support unduplicated students by partnering with consultants to refine district systems and improve instruction and achievement through professional development and coaching.</p> <p>To support unduplicated students, Salinas City will partner with educational consultants to refine district systems and improve instructional practices and student achievement through ongoing professional development and coaching.</p> <p>Research from the U.S. Department of Education ("Supporting Effective Instruction Through Title II, Part A," 2016) and the Learning Policy Institute ("Effective Teacher Professional Development," Darling-Hammond et al., 2017) demonstrates that sustained, job-embedded professional learning positively impacts teaching quality and student academic outcomes—particularly for historically underserved student groups.</p> <p>The metric being used to monitor the action is Metric 3.6 – Professional Development Participation Rates.</p> <p>LREBG Funds supporting this action: \$500,000 per year through 2027–2028.</p>	\$500,000.00	No
3.11	LTEL - Professional Learning and Training	<p>Increase or improve the services to LTEL students at schools with high numbers, this goal seeks to provide training and support to Paraeducators, teachers, Campus supervisors, and other staff to implement programs and strategies that would support achievement and the improved implementation of MTSS structures for these students. This training may include professional learning for Designated and Integrated English</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Language Development, GLAD, Thinking Maps, reclassification, Dual Immersion, cultural sensitivity, etc.</p> <p>LREBG funds will support students by providing stipends of \$1,500 for each BCLAD-certified teacher serving Long-Term English Learners (LTELs), as well as for hard-to-fill Special Education (SPED) positions, to ensure high-need student populations have access to qualified, credentialed educators.</p> <p>Research from the U.S. Department of Education (Office of Special Education and Rehabilitative Services, 2022) and the California Commission on Teacher Credentialing (Teacher Supply in California, 2023) underscores that financial incentives such as targeted stipends are an effective strategy for recruiting and retaining credentialed teachers in high-need subject areas and for student groups most affected by the educator shortage, including English Learners and Students with Disabilities. Consistent access to qualified educators is foundational to accelerated academic growth, particularly in underserved communities.</p> <p>The metric being used to monitor the action is Metric 1.7 – Teacher Assignment and Credentialing.</p> <p>LREBG Funds supporting this action: \$300,000 per year through 2027–2028.</p> <p>Refer to action 3.2.</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The completion rate of district wide parent surveys. [Data Source: LEA Parent Survey]	Parent surveys completed: 4,706 (58.9%) 2023-24 LEA Parent Survey via Panorama	Parent surveys completed: 4,031 (48.65%) 2024-25 LEA Parent Survey via Panorama		Increase parent participation in surveys by 3% each year, maintain 60%	-10.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	<p>Parent Involvement - Q5: "The school provides parents with resources and training to promote parental involvement and student's learning at home."</p> <p>[Data Source: LEA Parent Survey]</p>	<p>Parent Involvement - Family Support average score = 63%</p> <p>2023-24 LEA Parent Survey via Panorama</p>	<p>Parent Involvement - Family Support average score = 64%</p> <p>2024-25 LEA Parent Survey via Panorama</p>		Increase parent involvement in surveys by 2% each year or maintain at least 60%	+1%
4.3	<p>Parent participation in site and district meetings and events, such as PTO/PTA, Open House, Back to School, etc.</p> <p>[Data Source: Sites/District Participation Logs]</p>	<p>Parent participants = 24,870</p> <p>2023-24 Sites/District Participation Logs</p>	<p>Parent participants = 42,099</p> <p>2024-25 Sites/District Participation Logs</p>		Increase parent overall participation by 3% each year or overall by 10%.	+17,229
4.4	<p>Parent engagement through input and advisory roles in events such as DELAC, PAC, SSC, ELAC, Title I, etc, including parents of students with disabilities and parents of unduplicated students.</p> <p>[Data Source: Sites/District Engagement Participation Logs]</p>	<p>Parent engagement participation = 3,010</p> <p>2023-24 Sites/District Participation Logs</p>	<p>Parent engagement participation = 1,229</p> <p>2024-25 Sites/District Participation Logs</p>		Increase parent engagement participation by 3% each year or overall by 10%.	-1,781

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	<p>Parent education initiatives include school site and district-targeted learning events such as Family Literacy Nights, Math Nights, and workshops on assisting children at home.</p> <p>[Data Source: Sites/District Parent Education Participation Logs]</p>	<p>Parent education participation = 6,421</p> <p>2023-24 Sites/District Participation Logs</p>	<p>Parent education participation = 5,572</p> <p>2024-25 Sites/District Participation Logs</p>		Increase parent education efforts by 3% each year or overall by 10%.	-849

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 implementing our planned actions while adapting to emerging needs and challenges throughout the year.

4.1 Translation Clerk

The District implemented this action by providing support ELL/LTEL/Newcomer students' academic acceleration and wellness needs, this action allowed for the translation of documents and live translation for parents and the community. Parent participation in conferences remained stable, with only minimal change from baseline, suggesting that while translation services supported access for families of unduplicated students, their impact on increasing overall engagement was limited.

4.2 Foster Youth and Homeless - Certificated and Support Staff

The District implemented this action by supporting foster and homeless students' academic acceleration and wellness needs, this action provided for partial salary coverage for the certificated administrator and support staff focused on supporting foster and homeless youth. Chronic absenteeism rates improved notably for several student groups, including African American (-7.8%) and Foster Youth (-9.0%), reflecting the positive impact of targeted supports.

4.3 Foster Youth and Homeless - Supplies and Resources

The District implemented this action by supporting foster and homeless students' academic acceleration and wellness needs, this action provided for unique supplies for these students not already provided through other resources. Chronic absenteeism rates showed significant improvement for key subgroups, including African American (-7.8%) and Foster Youth (-9.0%), indicating the effectiveness of providing targeted resources to reduce attendance barriers.

4.4 Foster Youth and Homeless - FRC Clerical Support

The District implemented this action by supporting unduplicated student academic acceleration and wellness needs, this action provided for additional hourly pay for staff working in the Family Resource Center focusing on homeless, low-income, migrant and foster families. ELA performance for Foster Youth is too small to release publicly.

4.5 Parent Coordinators

The District implemented this action by supporting unduplicated student academic acceleration and wellness needs, this action ensured a Parent Coordinator for all sites. Parent Coordinators reach out and communicate with the families of our unduplicated students to increase parental involvement and supports. While parent involvement (Metric 4.2) showed a slight increase of +1% in family support scores—indicating improved connections and resource sharing—parent survey participation (Metric 4.1) declined by 10.25% from baseline, suggesting challenges in engaging families broadly in districtwide feedback opportunities.

4.6 Districtwide Communication Platform

The District implemented this action by supporting unduplicated student academic acceleration and wellness needs, this action provided funds to pay for a district-wide communication platform for all parents. The platform provided home language communication to support our EL households. Based on Metric 4.1, the Districtwide Communication Platform was effective in improving access to information for all families; however, parent survey participation decreased by 10.25% from baseline (from 58.9% to 48.65%).

4.7 Parent Training

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

4.8 SPED - Parent Training: Fully implemented, though funding was not as high as originally thought.

The District implemented this action through parent training opportunities that empowered low-income families, foster youth, and English learner families involved in special education by providing guidance on navigating special education services and understanding individualized education programs (IEPs). These sessions equipped parents to become active partners in their child's education, enhanced communication with teachers, and ensured that students received the personalized support they needed. Increased parental involvement contributed to improved academic performance and social-emotional outcomes for students with special needs. Parent participation in site and district meetings rose substantially (+17,229), indicating strong general involvement. However, advisory role participation decreased by 1,781, and parent education participation declined by 849 compared to the baseline. These results suggest that while the action was effective

in drawing more parents into general school activities, targeted engagement in advisory and educational sessions still needs improvement to maximize its impact.

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

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

4.1 Translation Clerk

\$50,600 budgeted

\$50,515 actual

No changes to this action

4.2 Foster Youth and Homeless - Certificated and Support Staff

\$300,000 budgeted

\$300,00 actual

Excess funds used to support other allocation adjustments

4.3 Foster Youth and Homeless - Supplies and Resources

\$107,000 budgeted

\$107,000 actual

No changes to this action

4.4 Foster Youth and Homeless - FRC Clerical Support

\$1,500 budgeted

\$1,500 actual

No changes to this action

4.5 Parent Coordinators

\$1,000,000 budgeted

\$1,097,466 actual

Changes due to rises in benefit costs and negotiated raises.

4.6 Districtwide Communication Platform

\$48,000 budgeted

\$48,000 actual

No changes to this action

4.7 Parent Training
\$295,000 budgeted
\$295,000 actual
No changes to this action

4.8 SPED - Parent Training
\$12,000 budgeted
\$1,000 actual
No changes to this action

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

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

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

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

Action(s): 4.1 Translation Clerk

Effectiveness of Action(s): 2 – Somewhat Effective

The District continued to develop systems and strategies for the timely translation of documents to support students and families of unduplicated pupils. In 2025-26, additional strategies will be established to monitor weekly and monthly rates of translation based on specific needs: communications for all families, meeting notes, official documents (IEPs, 504s, etc.) The Family Support Score (Metric 4.2) remained nearly unchanged at 64%. This remains an area where greater growth can occur. The ELPI (Metric 1.10) decreased slightly to 45.7% of English Learners showing progress.

Action(s): 4.2 Foster Youth and Homeless - Certificated and Support Staff

Effectiveness of Action(s): 3 –Effective

The District supported families experiencing homelessness and foster youth by providing a range of essential services tailored to their unique needs. These included social-emotional learning classes, access to technology, second language instruction, and guidance in navigating the school system. The program also ensured that students and families received critical items such as school clothing, outerwear, socks, backpacks, school supplies, personal hygiene products, reading books, non-perishable food, blankets, and bus passes. These resources were distributed through Family Resource Centers (FRCs), delivered directly to school sites, or brought to the family's home or designated location. This comprehensive approach helped reduce barriers to education and promoted stability and well-being among vulnerable student populations. These tailored services contributed to meaningful reductions in the chronic absenteeism rates (Metric 2.3) including a 7.4% drop for all students and specifically a 7.0% decrease for Homeless students. Foster youth saw a 3.5% increase however.

Action(s): 4.3 Foster Youth and Homeless - Supplies and Resources

Effectiveness of Action(s): 3 –Effective

The District provided supplies and resources to Family Resource Center (FRC) staff, enabling them to deliver comprehensive support services to families experiencing homelessness and foster youth families. These services included social-emotional learning classes, access to technology, second language instruction, and assistance with navigating the school system. FRC staff also ordered, monitored, and distributed essential items such as school clothing, outerwear, socks, backpacks, school supplies, personal hygiene products, reading books, non-perishable food, blankets, and bus passes. These supports were offered at the FRCs, delivered to school sites, or brought directly to families' homes or designated locations. This coordinated approach ensured that vulnerable students and their families received consistent, accessible, and meaningful assistance, removing barriers to education and promoting overall well-being. These tailored services contributed to meaningful reductions in the chronic absenteeism rates (Metric 2.3) including a 7.4% drop for all students and specifically a 7.0% decrease for Homeless students. Foster youth saw a 3.5% increase however.

Action(s): 4.4 Foster Youth and Homeless - FRC Clerical Support

Effectiveness of Action(s): 3 –Effective

The District supported additional work hours for Family Resource Center (FRC) staff, enabling them to provide consistent and expanded support services to families experiencing homelessness and foster youth families. With the extended hours, staff were able to deliver a wide range of services, including social-emotional learning classes, access to technology, second language instruction, and guidance on navigating the school system. Staff also managed the ordering, monitoring, and distribution of essential items such as school clothing, outerwear, socks, backpacks, school supplies, personal hygiene products, reading books, non-perishable food, blankets, and bus passes. These services were made available at FRCs, delivered to school sites, or brought directly to families' homes or designated locations. The added staff capacity ensured timely and reliable support, reducing barriers and improving access to critical resources for vulnerable student populations. CAASPP scores (Metric 1.1, 1.2 and 1.13) saw minimal and mixed results. At the the district level Homeless students increase 0.2 points in Math and decreased 0.2 points in ELA. Some sites, like El Gabilan, Kammann and Loma Vista saw more than 7 point gains for Homeless students.

Action(s): 4.5 Parent Coordinators

Effectiveness of Action(s): 3 –Effective

The District's parent coordinators provided support to accelerate academic growth and increased parental participation for low-income families, foster youth, and English learners by building strong relationships between families and schools. They provided resources, facilitated workshops, and offered ongoing support to help parents engage more effectively in their children's education. This engagement led to improved student outcomes. By empowering parents to take an active role in their children's learning, parent coordinators fostered a collaborative environment that contributed to enhanced academic success. The completion rate for the Family survey (Metric 4.1) decreased by 10% to just under half of families participating. The Family Support Score (Metric 4.2) remained nearly unchanged at 64%. This remains an area where greater growth can occur.

Action(s): 4.6 Districtwide Communication Platform

Effectiveness of Action(s): 3 –Effective

The District provided a multilingual communication platform to support families and accelerate academic growth. It also promoted increased parental participation among low-income families, foster youth, and English learners by ensuring all parents could understand and engage with their child's education. This inclusive communication approach fostered stronger family-school partnerships and greater parent

involvement, ultimately leading to improved academic outcomes for students. While the platform was designed to support low-income, foster youth, and English learner families, the enhanced communication benefited all families across the District. The completion rate for the Family survey (Metric 4.1) decreased by 10% to just under half of families participating. Additional outreach and communication are needed to improve participation.

Action(s): 4.7 Parent Training

Effectiveness of Action(s): 3 –Effective

The District supported parent training to accelerate parental participation, particularly for low-income families, foster youth, and English learner families, by equipping them with the skills and knowledge needed to effectively support their children’s education. The sessions outlined in Action 4.7 helped parents build their own confidence and abilities to engage with both the school and the broader community. As a result, parents became more active partners in their children’s learning, which contributed to improved academic outcomes and stronger family-school connections. While this action was specifically designed to support the families of unduplicated students, it reflected best practices that benefited all families. Parent Participation as tracked through Participation Logs (Metric 4.3, 4.4, 4.5) showed mixed results. There was increased participation at PTO/PTA, Open House and Back to School type events but there was decreased participation at meetings and advisory venues as well as decreased participation at parent education initiatives.

Action(s): 4.8 SPED - Parent Training

Effectiveness of Action(s): 3 –Effective

The District empowered low-income families, foster youth, and English learner families involved in special education by providing guidance on navigating special education services and understanding individualized education plans. These sessions helped parents become active participants in their child’s education, improved communication with teachers, and ensured that their children received tailored support. This increased involvement led to better academic and social outcomes for students with special needs. Parent Participation as tracked through Participation Logs (Metric 4.3, 4.4, 4.5) showed mixed results. There was increased participation at PTO/PTA, Open House and Back to School type events but there was decreased participation at meetings and advisory venues as well as decreased participation at parent education initiatives.

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

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

Allotments for the 2025-2026 version of the LCAP were altered for the following actions. For those not listed, there are no changes to the allotments for the action.:

4.2 Foster Youth and Homeless - Certificated and Support Staff

\$300,000 to \$160,000 to better reflect the actual cost and allocate resources to other actions

4.3 Foster Youth and Homeless - Supplies and Resources

\$107,000 to \$25,000 to better reflect the actual cost and allocate resources to other actions

4.5 Parent Coordinators

\$1,000,000 to \$1,100,000 due to increased benefit and salary costs

4.6 Districtwide Communication Platform

\$48,000 to \$50,000 due to increased licensing cost

4.7 Parent Training

\$295,000 to \$250,000 from LCAP and \$45,000 from LREBG in order to allocate resources to other actions

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Translation Clerk	To support ELL/LTEL/Newcomer students' academic acceleration and wellness needs, this action allows for the translation of documents and live translation for parents and the community.	\$50,600.00	Yes
4.2	Foster Youth and Homeless - Certificated and Support Staff	To support foster and homeless students' academic acceleration and wellness needs, this action provides for partial salary coverage for the certificated administrator and support staff focused on supporting foster and homeless youth.	\$160,000.00	Yes
4.3	Foster Youth and Homeless - Supplies and Resources	To support families and students with low Socio Economic status, foster and homeless students' academic acceleration and wellness needs, this action provides for unique supplies for these students not already provided through other resources.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Foster Youth and Homeless - FRC Clerical Support	To support unduplicated student academic acceleration and wellness needs, this action provides for additional hourly pay for staff working in the Family Resource Center focusing on homeless, low-income, migrant and foster families.	\$1,500.00	Yes
4.5	Parent Coordinators	To support unduplicated student academic acceleration and wellness needs, this action ensures a Parent Coordinator for sites. Parent Coordinators reach out and communicate with the families of our unduplicated students to increase parental involvement and supports.	\$1,100,000.00	Yes
4.6	Districtwide Communication Platform	To support unduplicated student academic acceleration and wellness needs, this action provides funds to pay for a district-wide communication platform for all parents. The platform should provide home language communication to support our EL households.	\$50,000.00	Yes
4.7	Parent Training	<p>To support unduplicated student academic acceleration and wellness needs, this action provides funding for parent training for our unduplicated student families inclusive of, but not limited to:</p> <ul style="list-style-type: none"> Family Leadership Conference English as a Second Language (ESL) - provide classes through Family Resource Centers Mental health parent training Computer classes Computer technology devices Advertising of language acquisition programs (DI) Reclassification Life Skills training (budgeting, applications, housing, etc.) <p>Funds to be used for: transportation, materials, child care, trainers, refreshments, etc.</p> <p>These beneficial sessions focus on supporting all families including any families of unduplicated students.</p>	\$295,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>LREBG funds will support unduplicated student academic acceleration and wellness needs by providing targeted parent training. This includes offerings such as the Family Leadership Conference, English as a Second Language (ESL) classes through Family Resource Centers, mental health and wellness sessions, computer literacy classes, and life skills training. These opportunities are designed to build family capacity to support their students' education.</p> <p>Research from the California Department of Education and the U.S. Department of Education ("Dual Capacity-Building Framework for Family-School Partnerships") shows that when families are equipped with knowledge and resources through targeted training, student academic achievement and well-being improve—especially for English Learners, low-income families, and families of students with disabilities.</p> <p>The metric being used to monitor the action is Metric 4.2 – Number of families of unduplicated students participating in parent training opportunities.</p> <p>LREBG Funds supporting this action: \$45,000 per year through 2027–2028.</p>		
4.8	SPED - Parent Training	To support unduplicated special education students' academic acceleration and wellness needs, this action asks SCESD to hold parent training in the evenings. This will help parents support unduplicated students with special needs with social and emotional development.	\$12,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rates: CA Dashboard All Students	2023 Dashboard Chronic Absenteeism Rates	2024 Dashboard		Chronic Absenteeism Rates	All Students: +7.4% EL: +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Homeless Socioeconomically Disadvantaged	All Students: 18.3% (Yellow) EL: 18.4% (Yellow) Hispanic: 18.3% (Yellow) Homeless: 21.1% (Red) Socioeconomically Disadvantaged: 20.0% (Yellow)	Chronic Absenteeism Rates All Students: 25.7% (Red) EL: 20.0% (Orange) Hispanic: 23.6% (Red) Homeless: 32.6% (Red) Socioeconomically Disadvantaged: 26.1% (Red)		All Students: 19.7% EL: 15.0% Hispanic: 18.0% Homeless: 23.0% Socioeconomically Disadvantaged: 20.0%	Hispanic: +5.3% Homeless: +11.5% Socioeconomically Disadvantaged: +6%
5.2						

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance Improvement and Engagement Plan	A comprehensive approach to improving student attendance through recognition of consistent attendance, targeted supports for students with attendance challenges, and proactive engagement with families.	\$20,000.00	No
5.2	Enhancing Comprehensive Visual and Performing Arts Education	Expanding access to and quality of arts education across visual, musical, theatrical, and dance disciplines to support student creativity, engagement, and achievement in partnership with the Arts Council for Monterey County.	\$20,000.00	No
5.3	Development and Implementation of STEAM-Aligned Curriculum	Designing and delivering interdisciplinary instruction that blends science, technology, engineering, arts, and mathematics to promote creativity, critical thinking, and real-world problem-solving skills for all students.	\$26,000.00	No
5.4	STEAM Instructional Lead Teacher	An educator responsible for delivering and enhancing integrated science, technology, engineering, arts, and mathematics instruction, supporting interdisciplinary learning, and fostering creativity and problem-solving skills across grade levels.	\$18,000.00	No
5.5	Targeted Professional Learning for Educators	Structured, research-based training designed to enhance instructional practices, deepen content knowledge, and support equitable student outcomes.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	STEAM Software	Use of STEAM software to provide access for students to independent learning.	\$12,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$26,557,865	\$3,054,132

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
31.090%	0.000%	\$0.00	31.090%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Paraprofessional Support for Unduplicated Students</p> <p>Need: Homeless youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide 	<p>This action will increase time and resources to provide specific academic and behavioral supports for unduplicated students across the district with opportunities for small group and individual, differentiated services.</p> <p>This action is designed to support unduplicated students, especially those performing in the red. However, because other students and student groups are also performing in the red, this action</p>	Individual school SBA (CAASPP) achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann and Loma Vista <p>Suspensions:</p> <ul style="list-style-type: none"> • Kammann <p>Low-Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Loma Vista <p>English Learners were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Suspensions:</p> <ul style="list-style-type: none"> • Monterey Park <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide 	<p>will be available to any students who need increased time and support.</p>	

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
	<p>Mathematics:</p> <ul style="list-style-type: none"> Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>Suspensions:</p> <ul style="list-style-type: none"> Natividad <p>All students at Boronda Meadows, El Gabilan, Kammann, Loma Vista, and Sherwood scored red on the Language Arts dashboard.</p> <p>All students at Loma Vista scored red on the Mathematics dashboard.</p> <p>Black/African American students district-wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, <p>Mathematics:</p> <ul style="list-style-type: none"> Loma Vista <p>Scope: LEA-wide</p>		
1.3	<p>Action: Class Size Reduction Teachers</p> <p>Need: Homeless youth were red on the 2023 CA Dashboard for: Language Arts:</p>	<p>This additional staffing is designed to provide more personalized and individual instructional support and keep class sizes low. If possible, it will be used to avoid combination classes. This will support the academic and social emotional needs to unduplicated and other students.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in</p>

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
	<ul style="list-style-type: none"> • El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann and Loma Vista <p>Suspensions:</p> <ul style="list-style-type: none"> • Kammann <p>Low-Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Loma Vista <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts:</p>	<p>This action is designed to provide more individual instructional support primarily for unduplicated students, especially those performing in the red. However, because other students and student groups are also performing in the red, this action will be available any students who needs the increase time and support.</p>	<p>Language Arts and Mathematics.</p>

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
	<ul style="list-style-type: none"> Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> Loma Vista <p>Scope: LEA-wide</p>		
1.6	<p>Action: BCBA and Behavior Supports</p> <p>Need: English Learner students at Monterey Park, homeless youth at Kammann, and Students with Disabilities at Natividad were all red on the 2023 Dashboard for suspensions. In addition, on the Spring 2024 student culture and climate survey, the lowest performing areas for students across the district was</p>	<p>This support and training is designed to assist students and the staff who work with Homeless Youth, English Learners and others to decrease suspension rates and improve school belonging and engagement. Unduplicated students as well as students with disabilities are across the district, necessitating the need to provide services district-wide.</p> <p>Behavior supports provided will reduce suspension rates for English learners, low-income students,</p>	<p>Suspension rates in 2025 are yellow or better for unduplicated, students with disabilities, and all other student groups. Results from the student survey identify that positive responses for student engagement are at least 60%.</p>

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

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
	<p>C. SWD: 13.4%</p> <p>Scope: LEA-wide</p>	<p>literacy levels, helping students reach their full potential and succeed academically.</p> <p>This action is designed specifically for unduplicated students. However, as space and resources are available, any student who wishes to participate may do so.</p>	
<p>1.9</p>	<p>Action: Vice Principals</p> <p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Suspensions: <ul style="list-style-type: none"> Kammann English Learners were red on the 2023 CA Dashboard for: Language Arts: Suspensions: <ul style="list-style-type: none"> Monterey Park Students with Disabilities were red on the 2023 CA Dashboard for: Suspensions: <ul style="list-style-type: none"> Natividad Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Scope: Schoolwide</p>	<p>This additional staffing is designed to provide more personalized and individual instructional support for classes and students. Vice Principals assist in the monitoring of academic, social emotional, behavior, and family programs. They work with families and represent SCESD as LEA representatives.</p> <p>While primarily designed to support unduplicated students these actions are being provided at an LEA level because it is the most effective way to use staff and fiscal resources.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p> <p>Unduplicated students are not red on the dashboard for suspensions at any site.</p>

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
<p>1.10</p>	<p>Action: District Administrative Support</p> <p>Need: Districtwide we are seeing ELA scores for unduplicated students and Students with Disabilities scoring red on the CA dashboard. We know that the academic needs are part of holistic support for the education process designed to help our students in these processes.</p> <p>Scope: LEA-wide</p>	<p>Administrators and staff overseeing the programs and effectiveness of services provided for unduplicated youth. District administrators are being provided specifically to support the programs/staff/resources dedicated in accelerating outcomes for unduplicated students. They ensure these programs are well-coordinated, evidence-based, and tailored to address the unique needs of these student groups. By providing professional development for teachers, monitoring progress, and allocating appropriate funding, administrators create a supportive framework that enhances literacy instruction and outcomes. Their leadership and oversight ensure that all students receive the required increased and improved supports to achieve academic success.</p> <p>This action is principally designed to oversee the supports for unduplicated students. However, these oversights will benefit all students in the same manner.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p>
<p>1.11</p>	<p>Action: Electronic Technicians</p> <p>Need: Points in Distance from Standard (DFS) in ELA and Mathematics by School Site (Metrics 1.13)</p> <p>PROVIDE SERVICES AND SUPPORTS, MAINTAIN PROGRAMS. REPORTS AND EDUCATIONAL PARTNERS</p>	<p>This action is designed to provide increased access to instructional technology and technicians to support accelerated outcomes for EL, SED, and FY in ELA and Math, distance from standard. Instructional technology can significantly increase ELA and math scores for English learners, low-income students, foster youth, and students with disabilities by providing personalized and adaptive learning experiences. These technologies offer interactive and engaging content that can be tailored to individual learning needs, helping bridge understanding gaps. Tools such as educational</p>	<p>1:1 policy maintained</p>

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
	<p>Scope: LEA-wide</p>	<p>software, apps, and online resources support differentiated instruction, enabling students to learn at their own pace. By enhancing access to quality learning materials and providing immediate feedback, instructional technology empowers all students to improve their ELA and math skills effectively.</p> <p>This action is designed to accelerate unduplicated outcomes. However, fiscally and logistically, it makes sense to provide these services to all students who will benefit from them.</p>	
<p>1.12</p>	<p>Action: Intervention Teacher Support</p> <p>Need: GENERAL NEED WITH WHAT WE ARE SEEING FOR ACADEMIC SUPPORT</p> <p>Scope: LEA-wide</p>	<p>This action provides organizational and direct support for the academic, behavior, and social-emotional services provided to unduplicated and all other student groups. MTSS (Multi-Tiered System of Support) intervention teachers can significantly increase ELA and math scores for English learners, low-income students, foster youth, and students with disabilities by providing targeted, data-driven instruction tailored to each student's needs. These teachers use evidence-based interventions and progress monitoring to address learning gaps and ensure that every student receives the appropriate level of support.</p> <p>This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p> <p>Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.</p>
<p>1.13</p>	<p>Action: Field Trips (district funded)</p>	<p>Academic enrichment field trips accelerate academic growth in ELA for low-income, foster</p>	<p>CA ELA CAASPP Dashboard</p>

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
	<p>Need: A. All: -65.3, Orange B. EL: -87.7, Red C. FY: n/a D. HIS: -69.9, Orange E. HOM: -84, Red F. SED: -76.3, Red G. SWD: -135.3, Red</p> <p>2023 CA ELA CAASPP Dashboard</p> <p>Scope: LEA-wide</p>	<p>youth, and English learners by providing immersive, real-world experiences that enhance vocabulary and comprehension. These trips expose students to new concepts and environments, which they can later explore through reading and writing activities.</p> <p>This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.</p>	
1.14	<p>Action: Visual and Performing Arts Instruction</p> <p>Need: Suspension Rates A. All: 1.8%, Green B. AA: 13.7%, Red C. EL: 1.5%, Green D. FY: 14.3%, n/a E. HIS: 1.7%, Green F. HOM: 2.1%, Yellow G. SED: 2.0%, Green H. SWD: 3.1%, Yellow</p> <p>Scope: LEA-wide</p>	<p>Increased access to visual and performing arts instruction can boost engagement and lower suspension rates, specifically for English learners, low-income students, and foster youth by providing an inclusive and expressive outlet for creativity, critical thinking, and language development. Arts education fosters a sense of belonging and self-worth, allowing students to explore their talents and interests in a supportive environment. This engagement helps reduce behavioral issues by channeling energy into positive activities, leading to improved classroom behavior and decreased suspension rates.</p> <p>This action is designed to increase engagement and lower suspension rates for unduplicated students (FY, Homeless, SED). However, as other student groups can benefit from VAPA instruction, such as AA and SWD, it will be provided to all students.</p>	Suspension rates less than 2.20%

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
1.15	<p>Action: Online Supplemental Programs</p> <p>Need: FORMATIVE ASSESSMENTS AND TARGETING SUPPORTS</p> <p>Scope: LEA-wide</p>	<p>This action will provide funding and guidance to schools related to online academic programs, which will differentiate student practice and assist teachers in planning instruction. Online supplemental programs boost ELA outcomes for English learners, low-income students, foster youth, and students with disabilities by offering personalized and flexible learning opportunities. These programs provide interactive resources tailored to individual needs, keeping students engaged and motivated. They support improved reading and writing skills with immediate feedback and consistent practice, leading to better overall ELA performance.</p> <p>This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.</p>	<p>Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.</p>
1.16	<p>Action: Tutoring Services</p> <p>Need: NEED FOR TARGETED SUPPORTS FOR UNDUPLICATED STUDENTS, ELO</p> <p>Scope: LEA-wide</p>	<p>This action provides additional after school, weekend, and vacation time tutoring options for unduplicated students throughout the district. After-school tutoring enhances ELA and math outcomes for English learners, low-income students, foster youth, and students with disabilities by providing increased personalized academic support. These programs offer targeted instruction that reinforces classroom learning, improves comprehension, and builds confidence in ELA and math. For disadvantaged students facing educational challenges, after-school tutoring can be instrumental in closing achievement gaps and ensuring equitable access to academic success.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Unduplicated student STAR Reading and Mathematics achievement increases at least 3% each year.</p>

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
		<p>This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.</p>	
<p>1.17</p>	<p>Action: Learning for All Students at School Sites</p> <p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: <ul style="list-style-type: none"> Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: <ul style="list-style-type: none"> Kammann and Loma Vista English Learners were red on the 2023 CA Dashboard for: Language Arts: <ul style="list-style-type: none"> DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide ELPI: <ul style="list-style-type: none"> El Gabilan, Los Padres, Monterey Park, and Sherwood Mathematics:</p>	<p>To honor each school community to tailor actions to meet their unique needs, this action provides schools with additional funding to assist with their school wide and grade level programs targeting academic acceleration, intervention, and inclusion. This allows schools to allocate resources where they are most needed. This flexibility enables schools to invest in targeted interventions, such as specialized literacy programs, additional teaching staff, or enhanced professional development for educators. By tailoring resources to address specific (unduplicated) student needs, schools can provide more effective support and instruction, ultimately improving ELA proficiency across diverse student populations. This approach promotes equity and community control.</p> <p>This action is designed specifically for unduplicated students. However, as resources and space are available, these services will be provided to any student who can benefit from this increased support.</p>	<p>Unduplicated student SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics.</p>

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
	<ul style="list-style-type: none"> Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> Loma Vista <p>Scope: LEA-wide</p>		
2.1	<p>Action: MTSS & SEL - Teachers and Support Staff</p> <p>Need: Chronic absenteeism rate 27.1% for Homeless Youth at SCVA</p>	<p>This action ensures the implementation of multi tiered systems of supports to foster safe and inclusive schools to increase student belongingness, engagement and wellbeing, decrease chronic absenteeism and student suspension for English Learners, Low Income, and</p>	<p>Dashboard - Chronic Absenteeism: 10% or less in 3 years, All groups green or blue on the Dashboard.</p>

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
	<p>Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> • African American students - district wide • Homeless youth at Kammann • English Learners at Monterey Park • Students with Disabilities at Natividad <p>Student culture and climate survey results:</p> <ul style="list-style-type: none"> • School engagement 53% • School climate 54% • School belonging 59% <p>Scope: LEA-wide</p>	<p>Homeless students. Because other students such as Students with Disabilities, Low Income, African American, and other student groups require these services, these services will be provided LEA wide.</p>	<p>Suspension rates: All students and groups are yellow or better on the dashboard by 2027.</p> <p>Culture and Climate survey results: At least 70% of students provide a favorable response in engagement, climate and belonging.</p>
2.2	<p>Action: MTSS & SEL - Monitoring and Support</p> <p>Need: Chronic absenteeism rate 27.1% Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> • African American students - district wide • Homeless youth at Kammann • English Learners at Monterey Park • Students with Disabilities at Natividad <p>Student culture and climate survey results:</p> <ul style="list-style-type: none"> • School engagement 53% • School climate 54% • School belonging 59% 	<p>This action is designed to support English Learners, Foster Youth, and low-income students (homeless youth) by providing staff with a systematic way to collect and evaluate student information and data, identify trends, and implement effective behavioral skills and strategies to increase student engagement and participation and reduce chronic absenteeism and suspension rates.</p> <p>Though these actions are principally directed at the student groups listed above, other student groups (African American, Students with Disabilities) will also benefit. As such, this action is available to all students who could benefit.</p>	Chronic Absenteeism 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
	<p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Positive School Events</p> <p>Need: SUPPORT AN INCREASE IN ATTENDANCE RATES AND SUPPORT CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% SCVA chronic absenteeism rate STUDENT SURVEY RESULTS - SCHOOL ENGAGEMENT Student culture and climate survey results:</p> <ul style="list-style-type: none"> • School engagement 53% • School climate 54% • School belonging 59% <p>SEL SCREENER RESULTS</p> <p>Scope: LEA-wide</p>	<p>This action supports the social-emotional, well-being and academic success of students by promoting positive behaviors, fostering a sense of belonging, and creating a supportive and inclusive environment to reduce suspension and chronic absenteeism with a focus on English Learners, Foster Youth and Low Income students. In addition, positive school events create a welcoming and inclusive school culture and offer opportunities for students to feel connected and valued within their school community. Positive school events motivate students to attend regularly and participate actively in school activities. This engagement promotes a positive attitude towards learning and school, ultimately leading to improved attendance rates and academic success for all students.</p> <p>These actions are principally designed for the student groups listed above. However, other students groups (Hispanic, Students with Disabilities, and ALL) will also benefit. As such, this action is an LEA wide action and all students will participate.</p>	<p>CHRONIC ABSENTEEISM</p>
<p>2.4</p>	<p>Action: Student Leadership Advisor</p>	<p>This action encourages active participation and engagement in school activities district-wide and seeks to promote the development of leadership</p>	<p>STUDENT ENGAGEMENT</p>

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
	<p>Need: STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&C SURVEY Student culture and climate survey results:</p> <ul style="list-style-type: none"> • School engagement 53% • School climate 54% • School belonging 59% <p>FAMILY AND STAKEHOLDER INPUT/FEEDBACK</p> <p>Scope: LEA-wide</p>	<p>and social skills, prioritizing English Learners, Foster Youth, and Low-Income students. Students develop leadership skills and confidence by participating in leadership roles while contributing to a supportive and inclusive school environment. These opportunities foster a sense of belonging and responsibility, motivating students to excel academically and participate fully in school activities.</p> <p>These actions are principally designed for the student groups listed above. However, other students groups will also benefit. As such, this action is an LEA wide action and all students who would like to participate may do so.</p>	<p>RESULTS FROM THE STUDENT C&C SURVEY</p> <p>Chronic Absenteeism</p>
2.5	<p>Action: Recess Enrichment and Positive Play</p> <p>Need: STUDENT ENGAGEMENT RESULTS FROM THE STUDENT C&C SURVEY Student culture and climate survey results:</p> <ul style="list-style-type: none"> • School engagement 53% • School climate 54% • School belonging 59% <p>Scope: Schoolwide</p>	<p>This action fosters safety within schools district-wide while enhancing student involvement and inclusivity through a diverse array of engaging activities catered specifically for English Learners, Foster Youth and Low Income students.</p>	<p>Suspensions</p>
2.6	<p>Action: Nutritious Meals</p> <p>Need:</p>	<p>This action builds strong partnerships with agricultural farms in the Salinas Valley, promoting healthy food awareness and consumption options for English learners, low-income students, and</p>	<p>Percentage of meals provided meet nutritional guidelines by student groups</p>

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
	<p>The identified need comes from direct feedback from our educational partners; families of English Learners, Low Income families, the Board of Education, etc.</p> <p>Scope: LEA-wide</p>	<p>foster youth. Increasing access to nutritious foods enhances their overall health and well-being, fostering healthier lifestyles among these student populations.</p> <p>This action is being provided throughout the LEA to maximize its impact, as all students benefit from healthy, nutritious meals.</p>	
2.7	<p>Action: School Program Administrative Assistance</p> <p>Need: CA rates - reds</p> <p>Scope: LEA-wide</p>	<p>This action increases positive relationships specifically with families of English Learners, Foster Youth, and Low Income by providing additional opportunities for guardians to access the precise information required to promote student academic and social emotional well being and also contributing to increase school attendance, engagement and involvement. This action is being provided throughout the LEA in order to maximize the impact of positive relationships for all, and serves to lower chronic absenteeism rates for all students.</p>	Chronic Absenteeism rates
2.8	<p>Action: School Library Technicians</p> <p>Need: FEEDBACK FROM EDUCATIONAL PARTNERS</p> <p>Scope: Schoolwide</p>	<p>This action provides extra opportunities for EL, FY, and low-income students district-wide to overcome barriers to access to technology, academic resources, guidance, and one-to-one academic support beyond the school day. Libraries offer a wide range of books, multimedia materials, and educational resources that cater to diverse learning needs and interests. They serve as inclusive spaces where students can explore, research, and access information that aligns with their learning styles and abilities.</p> <p>These actions are designed to support the requests from unduplicated student families.</p>	Culture and Climate belonging, engagement Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		However, because libraries often provide a quiet and supportive environment for studying and collaborating, this action enhances all students' educational outcomes and opportunities.	
2.9	<p>Action: School Secretaries AA 2</p> <p>Need: FAMILY ENGAGEMENT SURVEY RESULTS ATTENDANCE IMPROVEMENT</p> <p>Scope: LEA-wide</p>	<p>This action fosters strong relationships with school community members. It provides additional opportunities specifically for families of English Learners, Foster Youth, and Low-income to access necessary resources and information required to increase school attendance, engagement, and involvement.</p> <p>Though intentionally designed to support unduplicated families, all families can benefit from increased support and can access these resources as available.</p>	ATTENDANCE IMPROVEMENT
2.10	<p>Action: Campus Supervisors</p> <p>Need: STUDENT SAFETY SURVEY RESULTS CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% SUSPENSION RATES Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> • African American students - district-wide • Homeless youth at Kammann • English Learners at Monterey Park • Students with Disabilities at Natividad 	<p>This action contributes to the increased safety and well-being of students and promotes positive relationships and school engagement to increase student attendance and participation.</p> <p>This action is designed to support suspension rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to additional safety measures. As such, this action is available to all students.</p>	SUSPENSION RATES

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>2.11</p>	<p>Action: Health Technicians and support staff</p> <p>Need: CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS STUDENT SAFETY RESULTS</p> <p>Scope: Schoolwide</p>	<p>This action provides additional hours to support and promote safety, good health, and the well-being of students by providing targeted health education, access to healthcare for students who may face barriers, and health screening and assessment opportunities in an effort to reduce chronic absenteeism and increase student engagement and participation at school.</p> <p>This action is designed to support the chronic absenteeism rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to healthcare. As such, this action is available to all students.</p>	<p>CHRONIC ABSENTEEISM</p>
<p>2.12</p>	<p>Action: Licensed Vocational Nurses</p> <p>Need: CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA</p> <p>Scope: LEA-wide</p>	<p>This action provides additional professional services and training opportunities for staff, which are required to meet the individual needs of students with unique circumstances, reduce barriers to good health and well-being, and increase school attendance, engagement, and participation.</p> <p>This action is designed to support the chronic absenteeism rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to healthcare. As such, this action is available to all students.</p>	<p>CHRONIC ABSENTEEISM</p>

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
<p>2.13</p>	<p>Action: MTSS - Materials and Supplies</p> <p>Need: CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT STUDENT SURVEY RESULTS Student culture and climate survey results:</p> <ul style="list-style-type: none"> • School engagement 53% • School climate 54% • School belonging 59% <p>Scope: LEA-wide</p>	<p>This action provides opportunities for professional development to support the individual needs of diverse populations, software to collect and evaluate student data and monitor progress, and materials to implement researched-based systems and supports to effectively implement Tier I strategies to reduce chronic absenteeism and increase student engagement and participation. This action is designed to support the chronic absenteeism rates of unduplicated students. Other student groups (African American, Students with Disabilities) will also benefit from access to healthcare. As such, this action is available to all students.</p>	<p>CHRONIC ABSENTEEISM</p>
<p>2.16</p>	<p>Action: Psychologists</p> <p>Need: CHRONIC ABSENTEEISM Chronic absenteeism rate 27.1% FAMILY SURVEY RESULTS FOSTER AND HOMELESS YOUTH ACHIEVEMENT OF EL ELA</p> <p>Scope: LEA-wide</p>	<p>This action provides opportunities to support the unique needs of student groups and reduces barriers to access education by providing a series of supports that include, assessments and evaluations to identify learning disabilities and/or delays or other factors that impact learning, individual and group counseling, crisis intervention in emergency situations, consultation and collaboration with parents, teachers, administrators.</p> <p>This action is designed to support the needs of English learners, foster youth, and low-income students (ELA and Chronic Absenteeism rates). However, as other students need access to these increased services and resources are available, they may also have access to this action.</p>	<p>CHRONIC ABSENTEEISM</p>

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
<p>2.17</p>	<p>Action: Bully Prevention Services</p> <p>Need: SUSPENSION RATES, MoP, NAT, KAM HOMELESS YOUTH, EL, SWD Suspension rate - Red on the 2023 CA Dashboard:</p> <ul style="list-style-type: none"> • African American students - district wide • Homeless youth at Kammann • English Learners at Monterey Park • Students with Disabilities at Natividad <p>DISTRICT-WIDE AA STUDENTS</p> <p>Scope: LEA-wide</p>	<p>This action fosters a safe and inclusive learning environment that equips students with the skills and strategies necessary to address bullying effectively. It includes skill-building workshops, trauma-informed and cultural sensitivity approaches, and parent and community involvement.</p> <p>This action specifically addressed the suspension rates for Homeless Youth, English learners, and low-income students. As shown on the CA Dashboard, other students and student groups can also benefit from this action and will have access.</p>	<p>SUSPENSION RATES</p>
<p>2.20</p>	<p>Action: Chronic Absenteeism</p> <p>Need: Chronic absenteeism rate 27.1%</p> <p>Scope: LEA-wide</p>	<p>This action provides comprehensive support tailored to students' unique needs to reduce chronic absenteeism. It includes case management, crisis intervention, individual and group counseling, and parent and family support and resources. Attendance clerks track attendance closely, intervene early to address barriers and conduct home visits to understand and support students and their families. This proactive approach fosters collaboration between home and school, promoting regular attendance and enhancing educational outcomes for all students.</p> <p>This action is designed to support the needs of English learners, foster youth, and low-income students (Chronic Absenteeism rates). However, as other students need access to these increased</p>	<p>Chronic Absenteeism A. All: 27.1%, Yellow B. EL: 22.4%, Yellow C. FY: 33.3%, n/a D. HOM: 26.8%, Yellow E. SED: 28.7%, Yellow F. SWD: 40.2%, Yellow G. HIS: 27.4%, Yellow</p>

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
		services and resources are available, they may also have access to these additional supports.	
3.1	<p>Action: Professional Learning to develop strong Tier I supports</p> <p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann and Loma Vista <p>Suspensions:</p> <ul style="list-style-type: none"> • Kammann <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park 	<p>This action is designed to meet the specific needs of Homeless youth, low-income youth, and English learners (red indicator) in ELA, Math, and suspension rates. This action is to provide professional development to support learning in the classroom, develop nurturing relationships with students, and work to give students and staff tools to assist with their social-emotional learning are essential to future growth. These needs are so widespread (including African American and Hispanic students) that it is logical to include all schools and staff in this action.</p>	<p>Suspension rates in 2025 are yellow or better for unduplicated students with disabilities, and all other student groups. SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.</p>

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
	<p>Suspensions:</p> <ul style="list-style-type: none"> • Monterey Park <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>Suspensions:</p> <ul style="list-style-type: none"> • Natividad <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Loma Vista <p>Scope: LEA-wide</p>		

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<p>3.4</p>	<p>Action: Incentives and Stipends for Hard to Fill Positions</p> <p>Need: English Learners were red on the CA Dashboard for:</p> <ul style="list-style-type: none"> • Language Arts: DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, and Sherwood. • Mathematics: Laurel Wood, Loma Vista, Mission Park, Monterey Park • ELPI: El Gabilan, Los Padres, Monterey Park, Sherwood • Suspensions: Monterey Park <p>Students with Disabilities were red on the CA Dashboard for:</p> <ul style="list-style-type: none"> • Language Arts: Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and Districtwide • Mathematics: Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and Districtwide • Suspensions: Natividad <p>Scope: LEA-wide</p>	<p>This additional stipend is designed to attract and retain teachers for the dual language program that supports English Learners. The Dual Language program is one of the language development options for Newcomer students.</p> <p>The additional stipend is also designed to attract and retain teachers for the Special Education programs in the district.</p> <p>This action is designed specifically to increase highly qualified teachers for unduplicated students. However, because HQT benefits all, it is an LEA-wide action.</p>	<p>SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for English Learners and Students with Disabilities.</p>
<p>3.5</p>	<p>Action: New Teacher Support</p>	<p>This action seeks to do two things. In order to provide the highest quality, well trained teachers, this will attract and attain a greater number of</p>	<p>Teaching Assignment Monitoring Outcomes from Data Quest</p>

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	<p>Need: Based on the CALPADS current data, 83.4% of SCESD teachers are highly qualified.</p> <p>Scope: LEA-wide</p>	<p>highly qualified, well-trained teachers. This action will also work with new and existing staff to increase their knowledge and skill to help them become highly qualified.</p>	
<p>3.6</p>	<p>Action: Professional Development Days and Additional Hourly</p> <p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann and Loma Vista <p>Suspensions:</p> <ul style="list-style-type: none"> • Kammann <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood 	<p>This action seeks to improve the services and support provided by SCESD staff. It will provide funding for staff to meet outside of their work hours and days to receive additional professional learning and development. This action addresses the unique needs of unduplicated students by ensuring highly qualified teachers will support English learners, low-income students, foster youth, and students with disabilities by using inclusive teaching practices that cater to diverse learning needs. They create equitable classroom environments through differentiated instruction and culturally responsive methods, ensuring every student feels valued and capable of achieving academic success.</p> <p>This action is designed to support the needs of English learners, foster youth, and low-income students. However, highly qualified teachers who work as a team (collective efficacy) have a high positive effect on all students.</p>	<p>Student groups identified as red on the Dashboard for Language Arts and Mathematics. Student groups identified as red on the Dashboard for Suspensions.</p>

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	<p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Suspensions:</p> <ul style="list-style-type: none"> • Monterey Park <p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>Suspensions:</p> <ul style="list-style-type: none"> • Natividad <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Loma Vista <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	<p>Action: Academic Coaches</p> <p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann and Loma Vista <p>Suspensions:</p> <ul style="list-style-type: none"> • Kammann <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Suspensions:</p> <ul style="list-style-type: none"> • Monterey Park 	<p>This action ensures unduplicated students are provided with personalized academic guidance, mentorship, and resources to help them succeed at school. This team works with those providing instructional support to students to improve their practice. This action is designed to support the needs of English learners, foster youth, and low-income students (red on the Dashboard for Language Arts, Mathematics, Suspensions.) However, as other students need access to these personalized academic services, and resources are available, other student groups may also have access to these supports.</p>	<p>Student groups who scored red on the Dashboard for Language Arts, Mathematics, Suspensions.</p>

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	<p>Students with Disabilities were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>Suspensions:</p> <ul style="list-style-type: none"> • Natividad <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Loma Vista <p>Scope: Schoolwide</p>		
3.8	<p>Action: Grade Level Release Teachers</p>	<p>This action provides opportunities for teachers to foster a collaborative approach to meet the diverse needs of unduplicated students by evaluating data,</p>	<p>CA Dashboard for English Language Arts</p>

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
	<p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann and Loma Vista <p>Suspensions:</p> <ul style="list-style-type: none"> • Kammann <p>English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Suspensions:</p> <ul style="list-style-type: none"> • Monterey Park <p>Students with Disabilities were red on the 2023 CA Dashboard for: Language Arts:</p>	<p>sharing best practices, developing support plans, and planning family engagement strategies. This action is designed to support the needs of English learners, foster youth, and low-income students (red on the Dashboard for Language Arts, Mathematics, Suspensions.) However, as other students need access to these personalized academic services, and resources are available, other student groups may also have access to these supports.</p>	

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	<ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, and districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Kammann, Laurel Wood, Mission Park, Monterey Park, Sherwood, University Park, and districtwide <p>Suspensions:</p> <ul style="list-style-type: none"> • Natividad <p>All students at Loma Vista scored red on the dashboard for Mathematics.</p> <p>Black/African American students district wide were red on the dashboard for Suspensions.</p> <p>Hispanic students were red on the CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> • Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Roosevelt, Sherwood, Districtwide <p>Mathematics:</p> <ul style="list-style-type: none"> • Loma Vista <p>Scope: LEA-wide</p>		
4.5	<p>Action: Parent Coordinators</p> <p>Need: Parent Involvement - Family Support average score = 69%</p>	<p>Parent coordinators accelerate academic growth and parental participation for low-income, foster youth, and English learners by building strong relationships between families and schools. They provide resources, workshops, and support to help parents engage more effectively in their children’s education, which leads to improved student</p>	<p>LEA Parent Survey via Panorama</p> <p>Parent Involvement - Family Support average score</p>

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

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
4.8	<p>Action: SPED - Parent Training</p> <p>Need: 2023-24 Sites/District Participation Logs</p> <p>Parent participants = 24,870</p> <p>Scope: LEA-wide</p>	<p>Parent training empowers low-income, foster youth, and English learner families involved in special education by offering guidance on navigating special education services and understanding individualized learning plans. These sessions help parents become active participants in their child’s education, improving communication with teachers and ensuring their children receive tailored support. This increased involvement leads to better academic and social outcomes for students with special needs.</p>	<p>Sites/District Participation Logs- for Parents with students with disabilities</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Foster Youth and Homeless Student Supports</p> <p>Need: Homeless and Low Income youth were red on the 2023 CA Dashboard for: Language Arts: <ul style="list-style-type: none"> Boronda Meadows, El Gabilan, Kammann, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, and districtwide Mathematics: <ul style="list-style-type: none"> Kammann and Loma Vista </p>	<p>This resource will provide staffing and basic needs resources through the Family Resource Centers. While this action is primarily to support homeless and low income youth, this will also be provided to any student and family facing challenges and needing additional supports. This will assist all families in the district for creating environments where their children are safe, well fed, and ready to learn.</p>	<p>Foster Youth and Homeless SBA (CAASPP) achievement increases at least 5% each year in their difference from standard (DFS) in Language Arts and Mathematics. Foster Youth and Homeless STAR Reading and Mathematics achievement increases at least 3% each year. Foster Youth and Homeless students are not</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Suspensions:</p> <ul style="list-style-type: none"> Kammann <p>Scope: Limited to Unduplicated Student Group(s)</p>		red on the dashboard for suspensions at any site.
1.4	<p>Action: English Language Learner - Teacher and Support Staff</p> <p>Need: English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This personnel will provide training and support to teachers and paraprofessionals giving service to English Learners. Because this need exists at every school in the District, services will be provided LEA-wide. Although primarily designed for English Learners, these strategies would support all students across the District.</p>	<p>English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups. Percent of EL students making progress toward English Language Development and color performance level (PL)</p>
1.5	<p>Action: English Language Learner Program Support</p> <p>Need:</p>	<p>The SCESD Emergent Bilingual Master Plan provides guidelines to provide differentiated support to Newcomer students in SCESD. This action will help provide staff and flexibility for</p>	<p>English Language Learner achievement increases at least 5% each year in Language Arts and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learners were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>schools to adapt the services according to the need of the individual English Language Learner Newcomer student.</p>	<p>Mathematics for each of these student groups.</p>
<p>1.18</p>	<p>Action: Long Term English Language Learner - Teacher and Support Staff</p> <p>Need: Long Term English Learners were red on the 2023 CA Dashboard for:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p>	<p>This personnel will provide training and support to teachers and paraprofessionals giving service to Long Term English Learners. Because this need exists at every school in the District, services will be provided LEA-wide. Although primarily designed for Long Term English Learners, these strategies would support all students across the District.</p>	<p>Long Term English Language Learner achievement increases at least 5% each year in Language Arts and Mathematics for each of these student groups. Percent of LTEL students making progress toward English Language Development and color performance level (PL)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.2	<p>Action: ELL, Newcomer, LTEL - Professional Learning and Training</p> <p>Need: English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Suspensions:</p> <ul style="list-style-type: none"> Monterey Park <p>Scope: Limited to Unduplicated Student Group(s)</p>	Professional development to support learning in the classroom for English Learners, developing nurturing relationships with them, and working to give these students and staff tools to assist with their social emotional learning are essential to future growth.	Suspension rates in 2025 are yellow or better for unduplicated students with disabilities, and all other student groups. SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.
3.11	<p>Action: LTEL - Professional Learning and Training</p>	Professional development to support learning in the classroom for English Learners, developing	Suspension rates in 2025 are yellow or better for

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: English Learners were red on the 2023 CA Dashboard for: Language Arts:</p> <ul style="list-style-type: none"> • DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and districtwide <p>ELPI:</p> <ul style="list-style-type: none"> • El Gabilan, Los Padres, Monterey Park, and Sherwood <p>Mathematics:</p> <ul style="list-style-type: none"> • Laurel Wood, Loma Vista, Mission Park, and Monterey Park <p>Suspensions:</p> <ul style="list-style-type: none"> • Monterey Park <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>nurturing relationships with them, and working to give these students and staff tools to assist with their social emotional learning are essential to future growth.</p>	<p>unduplicated students with disabilities, and all other student groups. SBA (CAASPP) achievement increases at least 3% each year in their difference from standard (DFS) in Language Arts and Mathematics for all student groups. Teacher and staff satisfaction related to professional development opportunities is 75% or higher on local surveys following the events.</p>
4.1	<p>Action: Translation Clerk</p> <p>Need: English Learners were red on the 2023 CA Dashboard: Language Arts: Boronda DIAS, Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park.</p>	<p>Increase family outreach and engagement for EL families and encourage them to be part of the decision-making process; this position will provide opportunities for communication in the native language of families.</p>	<p>2023-24 Family Support average score of 70% will increase by 2% every year. ELPI</p>

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Natividad, Roosevelt, SCVA, Sherwood, and Districtwide. Mathematics: Laurel Wood, Loma Vista, Mission Park, and Monterey Park. Suspensions: Monterey Park. Scope: Limited to Unduplicated Student Group(s)		

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

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:61	1:58
Staff-to-student ratio of certificated staff providing direct services to students	1:20.5	1:19.9

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	85,421,713	26,557,865	31.090%	0.000%	31.090%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,557,865.00	\$3,742,812.00	\$0.00	\$0.00	\$30,300,677.00	\$25,904,465.00	\$4,396,212.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Foster Youth and Homeless Student Supports	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$350,000.00	\$0.00	\$350,000.00				\$350,000.00	
1	1.2	Paraprofessional Support for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,300,000.00	\$0.00	\$4,300,000.00				\$4,300,000.00	
1	1.3	Class Size Reduction Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,148,365.00	\$0.00	\$2,148,365.00				\$2,148,365.00	
1	1.4	English Language Learner - Teacher and Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$646,000.00	\$0.00	\$646,000.00				\$646,000.00	
1	1.5	English Language Learner Program Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$17,400.00	\$17,400.00				\$17,400.00	
1	1.6	BCBA and Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$400,000.00	\$0.00	\$400,000.00				\$400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Extended School Year	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.8	Academic Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$150,000.00	\$300,000.00	\$50,000.00			\$350,000.00	
1	1.9	Vice Principals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, El Gabilan, Kamman n, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	\$2,300,000.00	\$0.00	\$2,300,000.00				\$2,300,000.00	
1	1.10	District Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,400,000.00	\$0.00	\$1,400,000.00				\$1,400,000.00	
1	1.11	Electronic Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$975,000.00	\$0.00	\$975,000.00				\$975,000.00	
1	1.12	Intervention Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,500,000.00	\$0.00	\$2,500,000.00				\$2,500,000.00	
1	1.13	Field Trips (district funded)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	Visual and Performing Arts Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$300,000.00	\$0.00	\$225,000.00	\$75,000.00			\$300,000.00	
1	1.15	Online Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$330,000.00	\$330,000.00				\$330,000.00	
1	1.16	Tutoring Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$711,812.00	\$180,000.00	\$731,812.00			\$911,812.00	
1	1.17	Learning for All Students at School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,000,000.00	\$1,800,000.00	\$200,000.00			\$2,000,000.00	
1	1.18	Long Term English Language Learner - Teacher and Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$114,000.00	\$0.00	\$114,000.00				\$114,000.00	
2	2.1	MTSS & SEL - Teachers and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$215,000.00	\$0.00	\$215,000.00				\$215,000.00	
2	2.2	MTSS & SEL - Monitoring and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$43,000.00	\$43,000.00				\$43,000.00	
2	2.3	Positive School Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.4	Student Leadership Advisor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.5	Recess Enrichment and Positive Play	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kamman, Laurel	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park									
2	2.6	Nutritious Meals	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.7	School Program Administrative Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$485,000.00	\$0.00	\$485,000.00				\$485,000.00	
2	2.8	School Library Technicians	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kamman, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	\$520,000.00	\$0.00	\$520,000.00				\$520,000.00	
2	2.9	School Secretaries AA 2	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.10	Campus Supervisors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kamman n, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	\$210,000.00	\$0.00	\$210,000.00				\$210,000.00	
2	2.11	Health Technicians and support staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kamman n, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	Licensed Vocational Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$185,000.00	\$0.00	\$185,000.00				\$185,000.00	
2	2.13	MTSS - Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.15	Mental Health Counselors - LCSW, LMFT	All	No			All Schools	Ongoing	\$1,230,000.00	\$0.00		\$1,230,000.00			\$1,230,000.00	
2	2.16	Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$320,000.00	\$0.00	\$320,000.00				\$320,000.00	
2	2.17	Bully Prevention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
2	2.20	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
3	3.1	Professional Learning to develop strong Tier I supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$315,000.00	\$0.00	\$15,000.00	\$300,000.00			\$315,000.00	
3	3.2	ELL, Newcomer, LTEL - Professional Learning and Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
3	3.4	Incentives and Stipends for Hard to Fill Positions	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$500,000.00	\$0.00	\$200,000.00	\$300,000.00			\$500,000.00	
3	3.5	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$330,000.00	\$0.00	\$330,000.00				\$330,000.00	
3	3.6	Professional Development Days and Additional Hourly	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,150,000.00	\$0.00	\$1,150,000.00				\$1,150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Academic Coaches	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kamman, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	Ongoing	\$1,475,000.00	\$0.00	\$1,475,000.00				\$1,475,000.00	
3	3.8	Grade Level Release Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$800,000.00	\$0.00	\$800,000.00				\$800,000.00	
3	3.9	Prospective Teacher Residency Program	All	No			All Schools	2025-2026 school year	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	
3	3.10	District-wide consultation and support	All	No			All Schools	Ongoing	\$500,000.00	\$0.00		\$500,000.00			\$500,000.00	
3	3.11	LTEL - Professional Learning and Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										
4	4.1	Translation Clerk	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$50,600.00	\$0.00	\$50,600.00				\$50,600.00	
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Foster Youth Low Income	Yes	Limited to Unduplicated	Foster Youth Low Income	All Schools	Ongoing	\$160,000.00	\$0.00	\$160,000.00				\$160,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Unduplicated Student Group(s)										
4	4.3	Foster Youth and Homeless - Supplies and Resources	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$1,500.00	\$0.00	\$1,500.00				\$1,500.00	
4	4.5	Parent Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,100,000.00	\$0.00	\$1,100,000.00				\$1,100,000.00	
4	4.6	Districtwide Communication Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
4	4.7	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$295,000.00	\$250,000.00	\$45,000.00			\$295,000.00	
4	4.8	SPED - Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,000.00	\$6,000.00	\$12,000.00				\$12,000.00	
5	5.1	Attendance Improvement and Engagement Plan	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.2	Enhancing Comprehensive Visual and Performing Arts Education	All	No			Specific Schools: Salinas City STEAM Academy Salinas City	Ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							STEAM Academy									
5	5.3	Development and Implementation of STEAM-Aligned Curriculum	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	\$0.00	\$26,000.00		\$26,000.00			\$26,000.00	
5	5.4	STEAM Instructional Lead Teacher	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	\$18,000.00	\$0.00		\$18,000.00			\$18,000.00	
5	5.5	Targeted Professional Learning for Educators	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
5	5.6	STEAM Software	All	No			Specific Schools: Salinas City STEAM Academy	Ongoing	\$0.00	\$12,000.00		\$12,000.00			\$12,000.00	

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
85,421,713	26,557,865	31.090%	0.000%	31.090%	\$26,557,865.00	0.000%	31.090 %	Total:	\$26,557,865.00
								LEA-wide Total:	\$20,528,365.00
								Limited Total:	\$1,464,500.00
								Schoolwide Total:	\$4,565,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Foster Youth and Homeless Student Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$350,000.00	
1	1.2	Paraprofessional Support for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,300,000.00	
1	1.3	Class Size Reduction Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,148,365.00	
1	1.4	English Language Learner - Teacher and Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$646,000.00	
1	1.5	English Language Learner Program Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,400.00	
1	1.6	BCBA and Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Extended School Year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.8	Academic Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
1	1.9	Vice Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	\$2,300,000.00	
1	1.10	District Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,400,000.00	
1	1.11	Electronic Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$975,000.00	
1	1.12	Intervention Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500,000.00	
1	1.13	Field Trips (district funded)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
1	1.14	Visual and Performing Arts Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	
1	1.15	Online Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,000.00	
1	1.16	Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.17	Learning for All Students at School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,800,000.00	
1	1.18	Long Term English Language Learner - Teacher and Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$114,000.00	
2	2.1	MTSS & SEL - Teachers and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,000.00	
2	2.2	MTSS & SEL - Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,000.00	
2	2.3	Positive School Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.4	Student Leadership Advisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.5	Recess Enrichment and Positive Play	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	\$50,000.00	
2	2.6	Nutritious Meals	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$50,000.00	
2	2.7	School Program Administrative Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$485,000.00	
2	2.8	School Library Technicians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan,	\$520,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park		
2	2.9	School Secretaries AA 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.10	Campus Supervisors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	\$210,000.00	
2	2.11	Health Technicians and support staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	\$10,000.00	
2	2.12	Licensed Vocational Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	MTSS - Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.16	Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	
2	2.17	Bully Prevention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.20	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
3	3.1	Professional Learning to develop strong Tier I supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.2	ELL, Newcomer, LTEL - Professional Learning and Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,000.00	
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	LEA-wide	English Learners	All Schools	\$200,000.00	
3	3.5	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,000.00	
3	3.6	Professional Development Days and Additional Hourly	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,150,000.00	
3	3.7	Academic Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boronda Meadows, DIAS, El Gabilan, Kammann, Laurel Wood, Lincoln, Loma Vista, Los Padres, Mission Park, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	\$1,475,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Grade Level Release Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	
3	3.11	LTEL - Professional Learning and Training	Yes	Limited to Unduplicated Student Group(s)	English Learners			
4	4.1	Translation Clerk	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,600.00	
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$160,000.00	
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$25,000.00	
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,500.00	
4	4.5	Parent Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100,000.00	
4	4.6	Districtwide Communication Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.7	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
4	4.8	SPED - Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
5	5.2	Enhancing Comprehensive Visual and Performing Arts Education				Specific Schools: Salinas City STEAM Academy		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$28,345,030.00	\$28,640,260.00

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	Foster Youth and Homeless Student Supports	Yes	\$340,000.00	\$307,335
1	1.2	Paraprofessional Support for Unduplicated Students	Yes	\$3,900,000.00	3,900,000
1	1.3	Class Size Reduction Teachers	Yes	\$2,200,000.00	\$2,361,038
1	1.4	English Language Learner - Teacher and Support Staff	Yes	\$709,000.00	\$921,706
1	1.5	English Language Learner Program Support	Yes	\$25,000.00	\$25,000
1	1.6	BCBA and Behavior Supports	Yes	\$400,000.00	400,000
1	1.7	Extended School Year	Yes	\$45,000.00	\$45,000
1	1.8	Academic Acceleration	Yes	\$350,000.00	\$350,000
1	1.9	Vice Principals	Yes	\$2,500,000.00	\$2,454,713
1	1.10	District Administrative Support	Yes	\$1,100,000.00	\$1,100,000
1	1.11	Electronic Technicians	Yes	\$995,000.00	\$944,872

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Intervention Teacher Support	Yes	\$1,900,000.00	\$2,087,722
1	1.13	Field Trips (district funded)	Yes	\$400,000.00	\$400,000
1	1.14	Visual and Performing Arts Instruction	Yes	\$720,000.00	\$720,000
1	1.15	Online Supplemental Programs	Yes	\$483,930.00	\$483,930
1	1.16	Tutoring Services	Yes	\$200,000.00	\$200,000
1	1.17	Learning for All Students at School Sites	Yes	\$2,000,000.00	\$2,000,000
2	2.1	MTSS & SEL - Teachers and Support Staff	Yes	\$250,000.00	\$242,118
2	2.2	MTSS & SEL - Monitoring and Support	Yes	\$43,000.00	\$43,000
2	2.3	Positive School Events	Yes	\$40,000.00	\$40,000
2	2.4	Student Leadership Advisor	Yes	\$30,000.00	\$30,000
2	2.5	Recess Enrichment and Positive Play	Yes	\$80,000.00	\$80,000
2	2.6	Nutritious Meals	Yes	\$125,000.00	\$125,000
2	2.7	School Program Administrative Assistance	Yes	\$485,000.00	\$485,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	School Library Technicians	Yes	\$520,000.00	\$530,485
2	2.9	School Secretaries AA 2	Yes	\$15,000.00	\$15,000
2	2.10	Campus Supervisors	Yes	\$200,000.00	\$200,000
2	2.11	Health Technicians and support staff	Yes	\$90,000.00	\$90,000
2	2.12	Licensed Vocational Nurses	Yes	\$300,000.00	\$133,490
2	2.13	MTSS - Materials and Supplies	Yes	\$80,000.00	\$80,000
2	2.15	Mental Health Counselors - LCSW, LMFT	No	\$1,230,000.00	\$1,410,724
2	2.16	Psychologists	Yes	\$320,000.00	\$328,998
2	2.17	Bully Prevention Services	Yes	\$40,000.00	\$40,000
2	2.20	Chronic Absenteeism	Yes	\$300,000.00	\$300,000
3	3.1	Professional Learning to develop strong Tier I supports	Yes	\$15,000.00	\$15,000
3	3.2	ELL/LTEL NEWCOMERS - Professional Learning and Training	Yes	\$100,000.00	\$18,000
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	\$200,000.00	\$200,000
3	3.5	New Teacher Support	Yes	\$380,000.00	\$380,000

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)
3	3.6	Professional Development Days and Additional Hourly	Yes	\$1,150,000.00	\$1,150,000
3	3.7	Academic Coaches	Yes	\$1,600,000.00	\$1,431,648
3	3.8	Grade Level Release Teachers	Yes	\$670,000.00	\$670,000
4	4.1	Translation Clerk	Yes	\$50,600.00	\$50,515
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	\$300,000.00	\$300,000
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	\$107,000.00	\$107,000
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	\$1,500.00	\$1,500
4	4.5	Parent Coordinators	Yes	\$1,000,000.00	\$1,097,466
4	4.6	Districtwide Communication Platform	Yes	\$48,000.00	\$48,000
4	4.7	Parent Training	Yes	\$295,000.00	\$295,000
4	4.8	SPED - Parent Training	Yes	\$12,000.00	\$1,000

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)
\$26,449,385	\$27,115,030.00	\$27,115,030.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Foster Youth and Homeless Student Supports	Yes	\$340,000.00	\$307,335		
1	1.2	Paraprofessional Support for Unduplicated Students	Yes	\$3,900,000.00	\$3,900,000		
1	1.3	Class Size Reduction Teachers	Yes	\$2,200,000.00	\$2,361,038		
1	1.4	English Language Learner - Teacher and Support Staff	Yes	\$709,000.00	\$921,706		
1	1.5	English Language Learner Program Support	Yes	\$25,000.00	\$25,000		
1	1.6	BCBA and Behavior Supports	Yes	\$400,000.00	\$400,000		
1	1.7	Extended School Year	Yes	\$45,000.00	\$45,000		
1	1.8	Academic Acceleration	Yes	\$350,000.00	\$350,000		
1	1.9	Vice Principals	Yes	\$2,500,000.00	\$2,454,713		
1	1.10	District Administrative Support	Yes	\$1,100,000.00	\$1,100,000		
1	1.11	Electronic Technicians	Yes	\$995,000.00	\$944,872		
1	1.12	Intervention Teacher Support	Yes	\$1,900,000.00	\$2,087,722		
1	1.13	Field Trips (district funded)	Yes	\$400,000.00	\$400,000		

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	1.14	Visual and Performing Arts Instruction	Yes	\$720,000.00	\$720,000		
1	1.15	Online Supplemental Programs	Yes	\$483,930.00	\$483,930		
1	1.16	Tutoring Services	Yes	\$200,000.00	\$200,000		
1	1.17	Learning for All Students at School Sites	Yes	\$2,000,000.00	\$2,000,000		
2	2.1	MTSS & SEL - Teachers and Support Staff	Yes	\$250,000.00	\$242,118		
2	2.2	MTSS & SEL - Monitoring and Support	Yes	\$43,000.00	\$43,000		
2	2.3	Positive School Events	Yes	\$40,000.00	\$40,000		
2	2.4	Student Leadership Advisor	Yes	\$30,000.00	\$30,000		
2	2.5	Recess Enrichment and Positive Play	Yes	\$80,000.00	\$80,000		
2	2.6	Nutritious Meals	Yes	\$125,000.00	\$125,000		
2	2.7	School Program Administrative Assistance	Yes	\$485,000.00	\$485,000		
2	2.8	School Library Technicians	Yes	\$520,000.00	\$530,485		
2	2.9	School Secretaries AA 2	Yes	\$15,000.00	\$15,000		
2	2.10	Campus Supervisors	Yes	\$200,000.00	\$200,000		
2	2.11	Health Technicians and support staff	Yes	\$90,000.00	\$90,000		
2	2.12	Licensed Vocational Nurses	Yes	\$300,000.00	\$133,490		
2	2.13	MTSS - Materials and Supplies	Yes	\$80,000.00	\$80,000		
2	2.16	Psychologists	Yes	\$320,000.00	\$328,998		
2	2.17	Bully Prevention Services	Yes	\$40,000.00	\$40,000		

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)
2	2.20	Chronic Absenteeism	Yes	\$300,000.00	\$300,000		
3	3.1	Professional Learning to develop strong Tier I supports	Yes	\$15,000.00	\$15,000		
3	3.2	ELL/LTEL NEWCOMERS - Professional Learning and Training	Yes	\$100,000.00	\$18,000		
3	3.4	Incentives and Stipends for Hard to Fill Positions	Yes	\$200,000.00	\$200,000		
3	3.5	New Teacher Support	Yes	\$380,000.00	\$380,000		
3	3.6	Professional Development Days and Additional Hourly	Yes	\$1,150,000.00	\$1,150,000		
3	3.7	Academic Coaches	Yes	\$1,600,000.00	\$1,431,648		
3	3.8	Grade Level Release Teachers	Yes	\$670,000.00	\$670,000		
4	4.1	Translation Clerk	Yes	\$50,600.00	\$50,515		
4	4.2	Foster Youth and Homeless - Certificated and Support Staff	Yes	\$300,000.00	\$185,494		
4	4.3	Foster Youth and Homeless - Supplies and Resources	Yes	\$107,000.00	\$107,000		
4	4.4	Foster Youth and Homeless - FRC Clerical Support	Yes	\$1,500.00	\$1,500		
4	4.5	Parent Coordinators	Yes	\$1,000,000.00	\$1,097,466		
4	4.6	Districtwide Communication Platform	Yes	\$48,000.00	\$48,000		
4	4.7	Parent Training	Yes	\$295,000.00	\$295,000		
4	4.8	SPED - Parent Training	Yes	\$12,000.00	\$1,000		

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)
83,337,588	\$26,449,385	0%	31.738%	\$27,115,030.00	0.000%	32.536%	\$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, Statutes 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 #
<ul style="list-style-type: none">• 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:

- 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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