



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Salinas Union High School District

CDS Code: 27 66159 0000000

School Year: 2025-26

LEA contact information:

Dr. Zandra Jo Galván

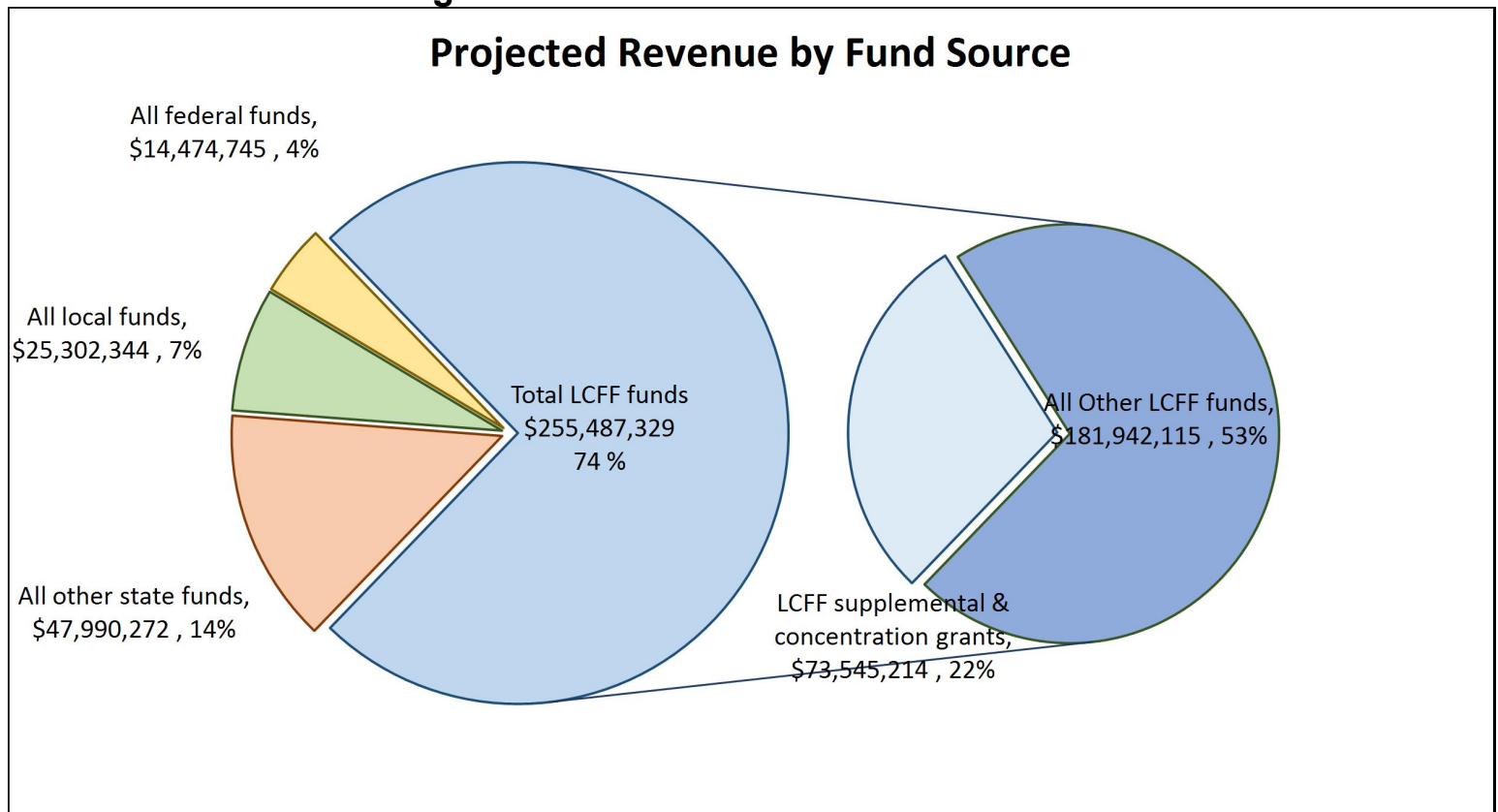
Superintendent

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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

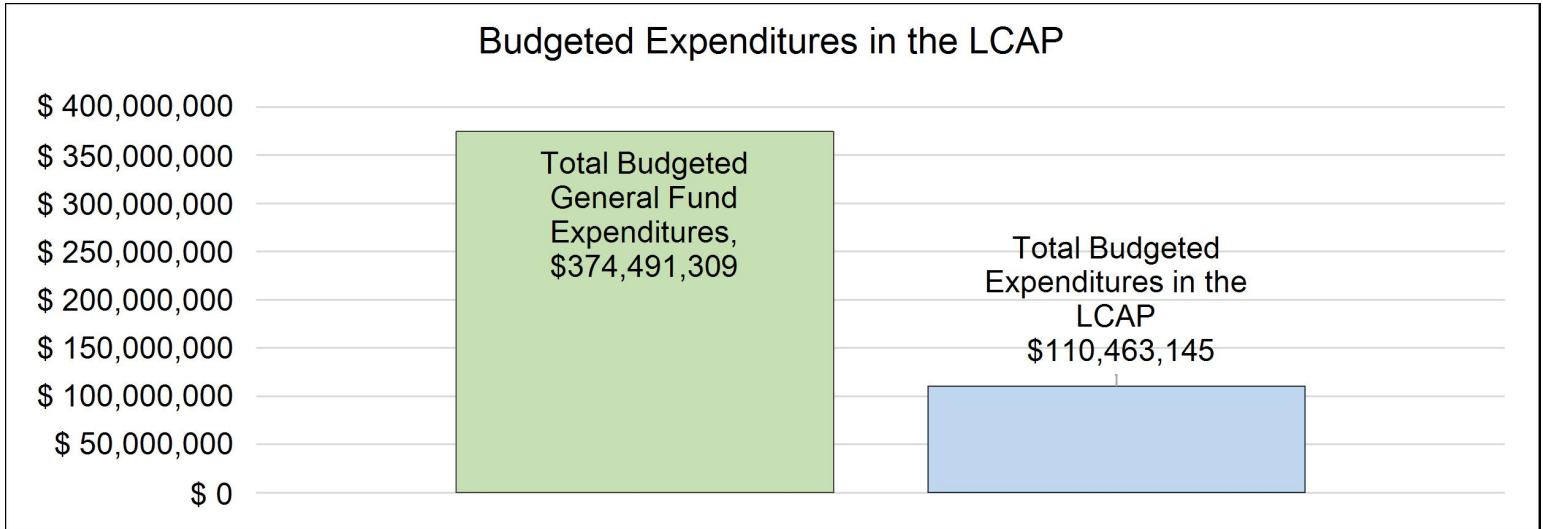


This chart shows the total general purpose revenue Salinas Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Salinas Union High School District is \$343,254,690, of which \$255,487,329 is Local Control Funding Formula (LCFF), \$47,990,272 is other state funds, \$25,302,344 is local funds, and \$14,474,745 is federal funds. Of the \$255,487,329 in LCFF Funds, \$73,545,214 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 Union High 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 Union High School District plans to spend \$374,491,309 for the 2025-26 school year. Of that amount, \$110,463,145 is tied to actions/services in the LCAP and \$264,028,164 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

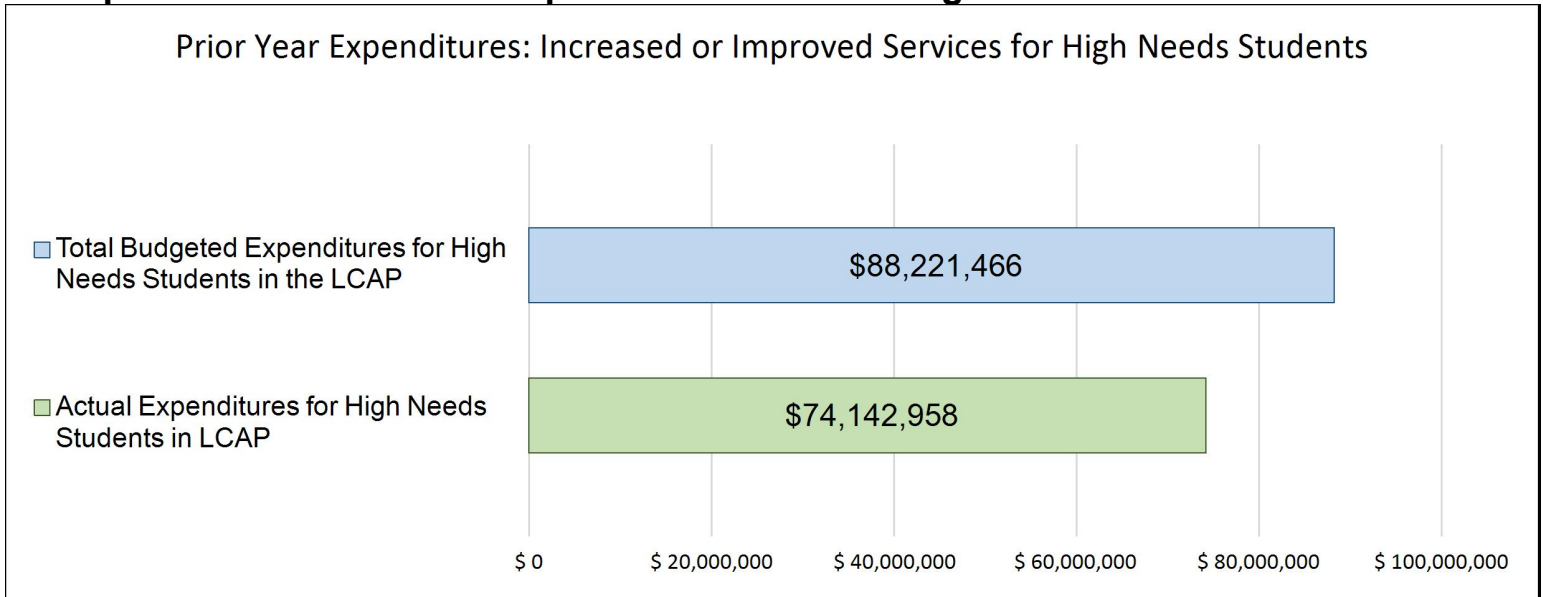
General fund budget expenditures not included in the Local Control and Accountability Plan include all budgets for unrestricted expenditures, most budgets for restricted categorical programs such as Special Education, Title I, Title II, Title III, Title IV, Migrant Education, Vocational Education Programs, After School Education and Safety, Career Technical Education Incentive Grant, K12 Strong Workforce, Agricultural Vocational Incentive, California Partnership Academies, Lottery, Educator Effectiveness, A-G Learning Loss Mitigation, Arts, Music, and Instructional Materials Discretionary Block Grant, Arts and Music in Schools (Prop 28), Community Schools Partnership Programs, Restricted Maintenance Account, Local Programs, and Regional Occupational Program.

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

In 2025-26, Salinas Union High School District is projecting it will receive \$73,545,214 based on the enrollment of foster youth, English learner, and low-income students. Salinas Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Salinas Union High School District plans to spend \$87,189,546 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Salinas Union High 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 Union High 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 Union High School District's LCAP budgeted \$88,221,466 for planned actions to increase or improve services for high needs students. Salinas Union High School District actually spent \$74,142,958 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$14,078,508 had the following impact on Salinas Union High School District's ability to increase or improve services for high needs students:

The remaining unspent funds have been incorporated into the 2025-26 LCAP to be spent to increase and improve services and outcomes for students.



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Salinas Union High School District	Dr. Zandra Jo Galván Superintendent	zandra.galvan@salinasuhd.org 831-796-7000

## 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 Union High School District (SUHSD) serves a diverse and dynamic student population, with a total enrollment of 15,813 students. Guided by our mission to meet the academic, behavioral, and social-emotional needs of each student through educational equity, innovation, discovery, and support, SUHSD ensures that every student can achieve their aspirations. The District consists of five comprehensive high schools, four middle schools, one independent study school, one alternative high school, an ROP Center, and an adult school.

Our student body includes a high proportion of socioeconomically disadvantaged students (SED), who make up 89.2% of the population, and a significant number of English Learners (EL), who constitute 17.6%. Additionally, Homeless and Foster Youth (FY) represent 5.5% of our students.

The ethnic and racial composition of the District reflects the rich cultural heritage of the community we serve. The majority of our students, 91.7%, identify as Hispanic, while 4.3% are White, 1.5% are Filipino, 0.5% are Black/African American, and 0.7% are Asian. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students each represent 0.1% of the student body.

Students identifying with multiple races make up 0.9%.

SUHSD is dedicated to addressing the unique needs of its diverse student population. Our commitments include providing tailored support for socioeconomically disadvantaged students and English learners to ensure equitable access to educational opportunities. By fostering an

inclusive and supportive educational environment, we aim to help every student thrive and succeed, embodying our vision of being an exemplary district committed to the advancement of all students.

In addition, El Puente School, Mount Toro Continuation School, and Carr Lake Community Day School qualified to receive Equity Multiplier Funds for the 2025-2026 academic school year. This strategic investment will allow for additional resources to support these sites, further enhancing their educational infrastructure and learning opportunities for students.

## Reflections: Annual Performance

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

The Salinas Union High School District (SUHSD) has undertaken a thorough review of its annual performance as depicted on the California School Dashboard for the years 2023 and 2024. This reflection highlights key areas of progress, ongoing challenges, and actionable insights to guide future improvement efforts. The 2022-2023 Dashboard was the first since 2019 to present colors for all state indicators, except for the College and Career Indicator, which showed status only. Overall, none of the district's indicators for all students performed at a very low-performance level (red).

### Enrollment and Demographics

The total student enrollment experienced a slight decrease from 16,337 in 2023 to 15,813 in 2024. The percentage of socioeconomically disadvantaged students saw a decrease from 91.9% to 89.2%, reflecting a continued need for targeted support and resources to ensure equity in educational opportunities. The proportion of English learners slightly decreased from 21.3% to 17.6%, while the percentage of foster youth and homeless students jumped to 5.5%, reflecting a push to identify more qualifying families.

The district has unexpended Learning Recovery and Emergency Block grant (LREBG) funds, estimated amount \$18,888,244, beginning the 2025-2026 school year, which can be found in Goal 1: Actions 1.3, 1.4, 1.5, 1.6, 1.11, 1.13, 1.22 and Goal 3: Actions 3.4, 3.9.

-Our needs assessment revealed significant needs regarding chronic absenteeism, specifically an increase for students who are Two or More/Multiple Race across the district. Red indicators for Chronic Absenteeism include Washington Middle School (English Learners, Long-term English Learners (LTELs), Homeless Youth) and El Puente School (SED, Hispanic).

-In addition, the performance of Long-term English Learners in Math is a Red Indicator across the district. This includes the following schools (ESMS Red Indicator in Math for LTELs, HMS Red Indicator in Math for LTELs, NSHS Red Indicator for LTELs in Math, WMS Red Indicator for LTELs in Math)

-The suspension rates are a focus area for improvement for the district, specifically Long-term English Learners, who are a Red Indicator. This includes the following schools (EAHS Red Indicator for suspensions for Long-term English Learners (LTELs)).

-There is a need to improve districtwide graduation rates of students who are Homeless Youth (HY) and Students with Disabilities (SWD), which are both Red Indicators. This includes the following schools: EPS graduation rates red indicator for All Students.

In response, the LREBG funds will supplement services within the following goals and actions as described:

Goal 1: LREBG supplemental services for identified very low and low categories and student groups (ELA, Math, Graduation Rates)

Goal 1.3 Literacy will prioritize implementing a comprehensive literacy plan aligned with ELA/ELD frameworks and provide Tier II targeted reading/literacy support sections to identified students using research-based curriculum and tools. (\$765,173 from LREBG)

Goal 1.4 Integrated language development and literacy supports for English Learners and Long-term English learners that seamlessly blend language development with content learning to improve both academic and linguistic competencies, through smaller class sizes, stipends for ELD/ALL/ALD teachers, and use of Ellevation software to track progress. (\$1,681,274 from LREBG)

Goal 1.5 Red Indicator for ELA will provide differentiated instructional support and professional development regarding ELD standards, Integrated ELD, and culturally responsive practices using scaffolds and strategies that are effective for serving English Learners, specifically Long-term English learners. (\$297,231 from LREBG)

Goal 1.6 Red Indicator Math will deliver differentiated instructional support driven by strategic personnel deployment and resource investment focused on integrated ELD, high-leverage strategies to meet the needs of English Learners (LTELs) and Students with Disabilities using data to drive targeted interventions, while expanding after-school math support and tutoring. (\$517,680 from LREBG)

Goal 1.11 Use of Math Performance Task Assessments and aligned District assessments that are scored and disaggregated, both common formative and summative, to target interventions and provide supports focused on English Learners (EL/LTELs) and Students with Disabilities. (\$110,000 from LREBG)

Goal 1.13 Provide early interventions and credit recovery opportunities within additional sections, extended time before/after school, and during intersession/summer school to increase course completion, graduation rates, and College/Career Indicators. (\$12,312,892 from LREBG)

Goal 1.22 Designate personnel will oversee, monitor, and support in managing and reporting the LREBG goals/actions, funding allocations, implementation, and improved outcomes to support the requirements for the LREBG. (\$649,306 from LREBG)

Goal 3: LREBG supplemental services for identified very low and low categories and student groups (Chronic Absenteeism and Suspension)

Goal 3.4 Implement restorative practices will focus on inclusion, equity, and supports to increase attendance, reduce chronic absenteeism, and reduce suspensions by training and supporting students, families, and staff, specifically English Learners/Long-term English Learners, Homeless/Foster Youth, and African American students. (\$1,976,729 from LREBG)

Goal 3.9 Chronic Absenteeism will be reduced, especially for English Learners (LTELs) and Students with Disabilities, by monitoring data and providing timely and effective communications to include research-based strategies for addressing truancy, and responsive interventions to strengthen student engagement and daily attendance. Districtwide support and targeted efforts led by an Attendance Support Specialist train school attendance teams, guiding data-driven strategies, and helping schools build strong partnerships with families to remove barriers to consistent attendance. Specific support for an additional attendance clerk supporting alternative education programs that require coordination and support with other services. (\$577,959) from LREBG)

## Academic Performance 2024

### English Language Arts (ELA)

- Most student groups at the sites improved, particularly English Learners and Students with Disabilities.
- El Puente School showed dramatic gains across all reported groups, moving from far below standard to closer to the average range.
- Alisal High School (AHS) experienced a sharp decline in SWD performance.
- La Paz Middle School (LPMS) was the only site where English Learner performance slightly declined.

## Mathematics

- Districtwide Improvement Across All Groups
- All student groups showed improvement:
- All students improved by 5.1 points (from -102.8 to -97.7).
- SWD improved the most, gaining 15.5 points (from -167.8 to 152.3).
- African American students saw a notable 39.4-point gain (from -153.2 to -113.8), the largest subgroup improvement districtwide.
- EAHS continues to show widespread underperformance with Red indicators for five groups. Most subgroup scores declined further, and SWD (-189.1) and EL (-183.2) remain among the lowest in the district.
- EPS made the largest gains overall (All students improved by 52.7 points), and RSJHS improved across all groups. However, both schools still have multiple student groups scoring over 100 points below standard, keeping them in Red.
- HMS, LPMS, and WMS have All student scores near or better than the district average. Still, SWD and EL subgroups at every site continue to score well below standard, indicating the need for ongoing, targeted support.

## English Learner Progress

- The progress of English learners declined from 54.9% in 2023 to 51.1% in 2024. This decrease highlights the need for enhanced English language development programs and support to better facilitate the academic growth of English learners.
- MTHS EL progress increased from 32.8%, making gains to 56.3% in 2024.

## College/Career Indicator (CCI) Readiness

- The district's overall CCI increased from 42.8% to 43.7%.
- Notable growth among SED (+1.5%) and SWD (+1.1%) students indicates positive movement toward equity.
- EL performance remained nearly flat, moving from 12.9% to 12.8%, signaling the need for targeted support and programmatic review.
- The percentage of Homeless students meeting the CCI fell sharply from 27.9% to 20.6% (-7.3%), emerging as a new area of significant concern.
- EAHS's SWD subgroup improved from 8.9% to 23.4% (+14.5%), the most substantial growth among any Red-identified group—potentially exiting Red status.
- EPS saw large declines across all measured groups, with all students dropping from 3.2% to 0.5%, and EL remaining at 0%, deepening performance challenges.
- MTHS, already low-performing in 2023, declined further to 0% across all, EL, Hispanic, and SED groups, underscoring the need for urgent intervention.

## Chronic Absenteeism

- Districtwide Improvement: Chronic absenteeism rates declined across all student groups from 2023 to 2024, with the largest decreases among Homeless students (6.0%) and Students with Disabilities (5.9%).
- Overall Rate Drop: The overall district rate fell from 17.6% to 13.7%, signaling meaningful progress and potential improvement in California Dashboard performance levels.
- El Puente declined noticeably: Chronic absenteeism at El Puente increased sharply from 45.2% to 56.7% for both All Students and Hispanic students—an 11.5 percentage point rise—despite districtwide improvements.

- Strong gains at ESMS: English Learners at ESMS saw a major improvement, dropping from 22.2% to 11.6%.
- Improvement at LPMS: SWD absenteeism at LPMS declined from 25.2% to 16.5%, showing significant progress but still above the district average.

Continued Focus Needed: While the district is trending positively, targeted support is still critical for high-need groups and underperforming sites.

#### Suspension Rate

- Districtwide, suspension rates slightly increased overall, except for Foster Youth, which saw a major decline.
- ESMS and SHS showed significant reductions in suspension rates for targeted groups.
- Foster youth suspensions dropped dramatically (-13.3%), addressing a serious equity issue.
- Homeless student suspensions increased notably (+1.0%).
- EL and AA students remain disproportionately affected.
- HMS continues to have high suspension rates, especially for SWD (15.2%), with little change year over year.
- Persistent disproportionality remains for EL, Homeless, and African American students.

#### Graduation Rate

- Districtwide graduation rates improved overall from 82.4% to 85.5%, with notable gains for SED (81.9% to 85.7%) and EL students (60.6% to 68.5%).
- English Learners showed strong progress at EAHS (+29 points), SHS (+24 points), and AHS (+12 points), but EL rates declined at EI Puente and MTHS.
- Students with Disabilities improved districtwide (59.7% to 64.5%), driven by a 20-point increase at EAHS.
- EI Puente remains a critical concern, with only marginal improvement overall and a decline in EL graduation to 25%.
- Mount Toro High School saw solid gains for all, Hispanic, and SED groups (~10 points), but EL graduation decreased slightly.
- Homeless student graduation rates declined from 70.8% to 64.2%, marking an area needing targeted focus.

#### LCAP Staff Survey

The 2024-2025 Staff LCAP Survey had 1,243 responses. This was a 21.7% decrease from 2023-2024; however, it's an increase of 23% from 2022-2023. The respondents included classified and certificated employees, as well as management.

According to the 2024–2025 LCAP staff survey data for Goal One, 93% of staff reported that students were prepared or highly prepared for college and careers. Additionally, 91% of staff found that professional learning communities (PLCs) were effective in closing achievement gaps, an 11% increase from the 2023–2024 school year. Staff also indicated that several initiatives were highly effective in preparing students for college and career, including college field trips (93%), ELPAC bootcamps (95%), and services that provided families with college information and application support (99%). Qualitative feedback revealed a continued need to ensure all students have access to college field trips, expand CTE course offerings, provide more parent workshops, and create a financial literacy course for students.

In relation to Goal 2, staff reported increased satisfaction with the hiring process. While only 20% of classified staff in 2023–2024 believed the hiring process was timely and efficient, this rose to 74% in 2024–2025. Additionally, there was a noted increase in staffing to support Students with Disabilities (SWDs), with 76% of staff in 2024–2025 reporting they had the support they needed, up from 57% in the prior year. Qualitative data indicated a need for better documentation of the hiring process to help new hires understand what to expect throughout the

process. Staff also expressed a need for additional training on how to support students with specific learning needs.

For Goal 3, 88% of staff felt that campuses effectively addressed students' mental health needs, and 87% felt schools were safe. Staff expressed a desire to strengthen Tier 2 and Tier 3 supports for both academic and behavioral needs. There was also appreciation for the wellness centers and enhanced campus security funded through the LCAP.

#### LCAP Parent Survey

A total of 1,044 parents participated in the survey, representing a 49.6% decrease from the previous school year. Feedback from both parents and the parent engagement team indicated that the survey was too lengthy, leading to fewer survey responses. As a result, revising the survey will be a priority for the 2025–2026 school year.

Despite the reduced participation, the data were reviewed and analyzed. Of all respondents, 8% identified as parents of students with IEPs, 29.8% were parents of English Learners, and 8% were parents of Migrant students. The results revealed that 75% of parents believe our schools are preparing students for college or a career. Additionally, 89% felt the needs of English Learners are being met, and 71% felt the same regarding Students with Disabilities. These figures reflect slight increases from the previous year.

Survey data also highlighted increased family engagement at school sites, with 75% of families reporting their participation in at least one on-campus event. This was the third year of using the TalkingPoints platform, which saw a 10% increase in use, with 60% of teachers communicating with parents via the application. Participation in weekly community liaison parent meetings also rose by 7%, with 45% of families indicating they had taken part. We will continue partnering with our parent engagement team to ensure events are well-publicized in advance, providing families with sufficient time to plan and participate.

#### LCAP Student Survey

The 2024–2025 LCAP student survey had 7,085 respondents, which is a decrease from the 10,247 completed student surveys during the 2023–2024 school year. Among the respondents were 1,403 seventh graders, 1,390 eighth graders, 1,528 ninth graders, 853 tenth graders, 979 eleventh graders, 905 twelfth graders, 24 fifth-year seniors, and 3 students from the Salinas Adult School.

Students were given the option to self-identify, and 57 identified themselves as foster students, 31 as youth in transition impacted by homelessness, 2,736 as English Learners, 288 as having an IEP, 1,265 as students of color, 196 as Black, 131 as Indigenous, 368 as LGBTQ+, 67 as transgender, and 2,872 preferred not to answer.

As part of the survey, students were asked to gauge their levels of both physical and emotional safety on campus. Eighty-two percent of students reported feeling physically safe on campus, which is an increase of 5% from the previous year's reporting. However, while 79% of students this year reported feeling emotionally safe on campus, this represents an 8% decrease from our 2023–2024 student responses.

Students were asked to select resources that they believe best support school safety, health, and wellness. Wellness Centers ranked highest with 4,204 selections, followed by school clubs and organizations (3,512), positive behavior celebrations (2,893), advisory lessons (2,586), and probation officers (2,320).

The data shows evidence that the sites with Wellness Centers—and the two sites with only wellness personnel—served significantly more

students in the 2024–2025 school year. In the 2022–2023 school year, the wellness personnel documented more than 16,000 student interactions, which rose to 23,354 in 2023–2024 and reached a new high of 65,050 in the 2024–2025 school year.

### Overall Reflection and Future Directions

An analysis of the annual performance data portrays advancements in some dashboard metrics while highlighting the need for focused intervention in others. The documented reductions in chronic absenteeism and suspension rates demonstrate the district's commitment to cultivating a safe, engaging, and supportive educational environment for all students. Qualitative feedback from stakeholders underscores the positive impact of the Wellness Centers in supporting students' socio-emotional health. However, the academic progress review reveals the necessity of monitoring and supporting all students in English Language Arts and Mathematics, closely tracking the academic achievement of English Learners, and addressing the need to improve graduation rates. In addition, there is a need to reduce the number of suspensions in our student groups through interventions and socio-emotional support. These findings accentuate the importance of adopting a comprehensive, data-driven, and culturally responsive approach to address the diverse needs of our student population and ensure equitable access to educational opportunities and support systems.

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Reflections: Annual Performance- Includes an identification of the following (from the 2023 Dashboard):

Based on the 2023 Dashboard, for historical transparency, the following student groups had scored on the lowest performance level.

### Academic Performance 2023

#### English Language Arts (ELA)

The performance in English Language Arts showed a decline districtwide, with the district's status moving from "Low" (24.5 points below standard) in 2022 to "Orange" (30.2 points below standard) in 2023. The following groups scored at the lowest performance level:

- Districtwide: Black/African American, English Learner, Homeless Youth, Students with Disabilities
- El Sausal Middle, Everett Alvarez High, Harden Middle, North Salinas High, Rancho San Juan High: English Learner and Students with Disabilities
- Alisal High: Students with Disabilities
- La Paz Middle: English Learner
- El Puente: All Students, Hispanic, Socioeconomically Disadvantaged

This decline in scores indicates a need for an intensified focus on literacy programs and interventions to support student achievement in ELA.

#### Mathematics 2023

Similarly, the performance in mathematics also declined, maintaining a status of "Low" in 2022 (100.4 points below standard) and transitioning to "Orange" in 2023 (102.8 points below standard). The following groups scored at the lowest performance level :

- Districtwide: Black/African American, English Learner, Homeless Youth, Students with Disabilities
- Everett Alvarez High, Rancho San Juan High, and Harden Middle: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
- La Paz Middle: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged

- El Puente: All Students, Hispanic, and Socioeconomically Disadvantaged
- El Sausal Middle, and Washington Middle: English Learner, Students with Disabilities
- Alisal High: Students with Disabilities

This data underscores the persistent challenges students face in demonstrating mathematics proficiency, requires robust instructional strategies, and additional targeted support for students.

### Chronic Absenteeism 2023

The district made significant progress in reducing chronic absenteeism, moving from a "Very High" status (22.3%) in 2022 to "Yellow" (17.6%) in 2023. This improvement is a positive indicator of enhanced student engagement and attendance initiatives, yet continued efforts are essential to sustain and continue our progress. The following groups scored at the lowest performance level:

- El Puente: All Students, Hispanic
- El Sausal Middle: English Learner
- La Paz Middle: Students with Disabilities

### Suspension Rate 2023

The suspension rate experienced a slight improvement, changing from "Medium" (4.4%) in 2022 to "Yellow" (4.1%) in 2023. This decrease suggests effective implementation of behavioral interventions and restorative practices, contributing to a more supportive and inclusive school climate. The following groups scored at the lowest performance level:

- Districtwide: Black/African American, Foster Youth
- El Sausal Middle: English Learner
- Harden Middle: All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
- Salinas High: English Learner, Students with Disabilities

### English Learner Progress 2023

The progress of English learners declined from "High" (61.7%) in 2022 to "Orange" (54.9%) in 2023. This decrease highlights the need for enhanced English language development programs and support to better facilitate the academic growth of English learners. The following groups scored at the lowest performance level:

- Mount Toro High: English Learner

### Graduation Rate 2023

The graduation rate dropped from "Medium" (88%) in 2022 to "Orange" (82%) in 2023. This decline indicates challenges in ensuring all students complete their high school education, necessitating targeted interventions to support subgroups not meeting graduation requirements. The following groups scored at the lowest performance level:

- Districtwide: English Learner and Students with Disabilities
- Alisal High: English Learner
- El Puente: All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged

- Everett Alvarez High: English Learner, and Students with Disabilities
- Mount Toro High: All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged
- Salinas High: English Learner

### College/Career Readiness 2023

The college and career readiness metric was not reported in 2022 but was assessed as "Medium" (42.8%) in 2023. This new data point provides a baseline for measuring future progress in preparing students for post-secondary success. The following groups scored at the lowest performance level :

- El Puente: All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged
- Everett Alvarez High: Students with Disabilities
- Mount Toro High: All Students, English Learners, Hispanic, and Socioeconomically Disadvantaged

## Reflections: Technical Assistance

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

The SUHSD was able to transition from Direct Technical Assistance (Level 3) to Targeted/Supplemental Differentiated Assistance (Level 2) based on the district's performance on the 2024 Dashboard. In 2023, the data for African Americans, English Learners, and Students with Disabilities met the criteria for Direct Technical Assistance. In 2024, the performance indicators on the CA Dashboard for those student groups met the criteria for the district to transition from Level 3 to Level 2; none of those student groups' data fell in the lowest performance category. In 2024, a newly added group, Long Term English Learners (LTEL), was added to the Dashboard. LTELs in 2024 performed at the lowest levels for the ELA, Math, and Suspension Indicators.

The Salinas Union High School District is deepening its commitment to continuous improvement. As part of its technical assistance strategy, the district has a district-level team to lead a comprehensive analysis of performance data, conduct systems reviews, and uncover root causes of persistent underperformance, particularly among Long-Term English Learners in the areas of ELA, Math, (Priority 4) and Suspension rates (Priority 6) on the 2024 Dashboard. This team plays a central role in identifying equity gaps and implementing focused action cycles designed to reduce disparities and accelerate progress. These efforts are aimed at producing measurable gains in student outcomes across all relevant performance indicators, with special focus on Long-Term English Learners in the areas of ELA, Math (Priority 4), and Suspension rates (Priority 6).

### 2024-2025-Year 4+: Ongoing Targeted Support

Moving forward, SUHSD will partner with MCOE to strengthen middle school literacy through the implementation of continuous improvement action cycles. SUHSD leadership and the MCOE Support Liaison will focus on deepening internal capacity to ensure district leaders and site teams lead and engage in continuous improvement efforts with an emphasis on sustaining progress. This effort will focus on enhancing high-quality ELA instruction, with targeted support for English Learners, including LTELs, and Students with Disabilities. The district plans to continue regular Instructional Leadership Team collaboration sessions; school visits with principals, assistant principals, instructional coaches, and ILT members.

## Monterey County Office of Education Differentiated Assistance

The Monterey County Office of Education (MCOE) will work collaboratively with SUHSD to provide Differentiated Support beginning in July 2025. SUHSD qualifies for support services focusing on Long-term English Learner students (LTELs), those students who have been enrolled in a school, where at one time were designated as English language learners, and to date have not yet met the requirements to be re-designated as English proficient. As a district that serves students in grades 7-12, it is essential that the district, with the support of the county office, work collaboratively with the elementary feeder schools to ensure identification, monitoring, and support of all students who are considered LTELs.

MCOE will provide support to SUHSD with facilitation of the continuous improvement process with district teams representing schools across Salinas. Support will focus on identifying research-based practices and scaffolds, professional development in all core content, focusing on incorporating ELD standards and strategies into daily lesson design, and related assessment metrics to identify growth. Coaching support for District teams will focus on data analysis and professional learning specific to best practices for supporting LTELs in obtaining English proficiency and developing academic skills to graduate college, career, and community-ready.

Within each school, the ELA/ELD and math departments will engage in Continuous Improvement Cycles of Plan Do Study Act (PDSA) focused on a selected problem of practice based on academic or socio-emotional data. School-site instructional coaches will be the lead facilitators. Schools may choose to involve additional content area teams/departments in the Continuous Improvement/PDSA process. All teachers within these departments are expected to participate. The district will support schools at all levels of implementation through professional development, coaching support, principal visits, and learning walks.

These Continuous Improvement Cycles will focus on specific, research-based actions intended to meet the identified need. The data from the Continuous Cycle will be monitored by the PLC teams to see if the implemented change is having the desired outcome. The data will be disaggregated by student groups to ensure that the instructional strategy is meeting the needs of all students.

Additionally, SUHSD will partner with MCOE to train staff on the science of reading and work with educational partners to use this training to provide targeted reading interventions to students. Data will be collected on the Continuous Improvement/PDSA cycles and reading intervention program to determine if the actions are meeting the specific needs of the students and student groups.

The Comprehensive Coordinated Early Intervening Service Plan (CCEIS): The Comprehensive Coordinated Early Intervening Service Plan (CCEIS) and Compliance and Improvement Monitoring (CIM) have been in place since the 2020-2021 school year, due to data from four years ago, wherein district data showed that students with Autism who are white were significantly disproportionate, and Hispanic students were statistically under-identified. The plan was implemented in 2023 and 2024. No disproportionality has been found in 2024; however, the 2024-2025 plan will continue focusing on developing and expanding a Multi-tiered System of Supports approach at the District and individual schools for the 2025-2026 school year.

# 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.

The schools that have been identified as CSI are El Puente School and Mount Toro High School.

## ***Support for Identified Schools***

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

Both El Puente School (EPS) and Mount Toro High School (MTHS) have been designated as Comprehensive Support and Improvement (CSI) schools due to their low graduation rates. In 2024, EPS's cohort graduation rate rose 2.1% to 30.7%. While this was a slight improvement from the previous year, EPS continues to remain at the lowest performance level. MTHS's cohort graduation rate rose from 60.4% to 70.9%, which resulted in their graduation performance indicator going from red to yellow on the 2024 Dashboard; if MTHS's graduation rate rises to 72%, and other indicators remain at the same or higher levels, this would result in MTHS moving out of CSI.

EPS continues to perform in the red for the Chronic Absenteeism and College/Career indicator. However, EPS did show very significant growth in both ELA and Math, moving from red to yellow in ELA and orange in Math. EPS continues to maintain low suspension rates.

To conduct a comprehensive needs assessment, the District provided EPS and MTHS with data resources to guide the development of their School Plan for Student Achievement (SPSA). The data sources included the 2024 California Dashboard, student enrollment data by subgroup, English learner enrollment, CAASPP performance data for English Language Arts and Mathematics, and ELPAC summative data. Both schools also received grade distribution and discipline data. The District supported the schools in developing CSI plans through networking sessions where teams conducted school-level data analysis, focusing on specific student groups with the highest needs. These teams performed root-cause analyses and identified key actions and services to address areas of improvement.

During analysis meetings, additional human and financial resources were allocated to meet the needs of specific student groups, including Students with Disabilities, English Learners, and Socio-Economically Disadvantaged students. Principals shared and analyzed data with various stakeholder groups, including teachers, support staff, the School Site Council, and the English Learner Advisory Committee. Through the needs assessment and data analysis, EPS and MTHS are primarily focused on supporting and increasing graduation rates by providing regular monitoring, intervention opportunities, and targeted support to help students meet graduation requirements.

An Intervention Specialist will work with students to monitor their graduation plans and maintain regular communication with students, parents/guardians, and teachers. This specialist will also coordinate additional services for students needing higher-tier intervention support, including academic, social, and emotional support. EPS and MTHS will invest in professional learning opportunities for teachers and support staff to enhance literacy strategies, skills, and technology tools in the classroom. Teachers will collaborate within Professional Learning Communities to monitor student data, implement backward design lesson planning, implement teaching strategies focusing on literacy for English learners and all students, and engage in reflective dialogue regarding student performance.

Both schools will also invest in reading software to support student reading development. Improving reading levels is crucial for enhancing academic performance, reducing behavioral issues, and increasing graduation rates. After researching various reading programs, both schools decided to invest in MyOn, a reading program that provides each student with a personalized library based on their learning analytics. Data from MyOn will be analyzed quarterly and compared to student grade performance and other summative state assessments.

Mount Toro High School is also engaging in Continuous Improvement PDSA (Plan, Do, Study, Act) cycles in Math, English, and Counseling. The Math Department, in its third year of Continuous Improvement, collaborates to develop lessons, gather data, study the data, and make data-driven decisions to adopt, adapt, or reflect on instructional best practices. The counseling team, in its second year of PDSA cycle work, focuses on creating and implementing a grade sheet process to help students track their grades and earn credits, ultimately leading to higher graduation rates. The English department implemented the PDSA process to raise STAR reading scores by conducting one-on-one empathy interviews with students about their STAR reading scores, resulting in a deeper understanding of student needs and an improvement in most students' reading scores.

### ***Monitoring and Evaluating Effectiveness***

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

To ensure sustainable, continuous improvement, the District will meticulously review all proposed actions and services described in the School Plan for Student Achievement (SPSA) through monthly team-level meetings. These meetings will involve teachers, site administrators, and support staff such as Intervention Specialists and English Learner Specialists. The primary goal of these meetings is to ensure that every aspect of the SPSAs is scrutinized and refined for optimal effectiveness.

School site administration will monitor and evaluate the plan's effectiveness by reviewing key data points after each grading period. These data points include grades, local district assessments, attendance, and discipline records, which will be analyzed after each grading period. This frequent review ensures that any issues can be identified and addressed. Quarterly, these data discussions and strategies will be further monitored through District leadership meetings. During these meetings, student data, programmatic needs, successes, and challenges will be reviewed, providing a comprehensive understanding of the school's progress.

Each school will enhance its capacity for continuous improvement by fostering collaboration through weekly meetings in Professional Learning Communities (PLCs). These PLCs will focus on developing Continuous Improvement Cycles, also known as Plan-Do-Study-Act (PDSA) cycles, within the school site. Administration and instructional lead teachers will continue to participate in district-led PDSA cycles alongside the District Instructional Leadership Team. These cycles are essential for driving systematic changes and improvements within the school.

Moreover, schools will invest in professional development opportunities that are related to assessment and grading, interventions, and effective differentiation strategies. These professional development sessions will be tailored to address the needs of unique student populations, such as English Learners and Students with Disabilities. By equipping teachers with these strategies, the schools aim to enhance the overall educational experience for all students.

Through these structured processes, the District aims to create a culture of Continuous Improvement. This culture will enable schools to adapt and respond effectively to the evolving needs of their students, ensuring that every student has the opportunity to succeed academically and personally.

# 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>LCAP Parent Advisory Meetings            March 3, 2025            March 17, 2025            April 7, 2025</p> <p>Parent Survey            December 7, 2024 - February 14, 2025</p> <p>LCC Parent Forum &amp; Community            February 19</p> <p>Community Forum Meetings            Alisal HS - October 23            Rancho San Juan- October 28            North Salinas HS- November 6            Salinas HS- November 7</p> <p>District English Language Advisory Committee            February 5, 2025</p> <p>LCAP Staff Advisory Committee, Principals, Administrators, Other School Personnel            March 17, 2025            March 31, 2025            April 3, 2025</p>	<p>The Salinas Union High School District continued its commitment to open communication and community engagement by maintaining its established methods for sharing information and collecting feedback from parents, staff, site administrators, and community members. To gather valuable input, we presented an overview that included our District’s mission and vision, current LCAP goals and expenditures, and key District data. Parents, guardians, and community members were invited to participate in one or more stakeholder meetings held at each site, ensuring everyone had the opportunity to share their insights.</p> <p>El Sausal Middle School- November 13, 2024            Harden Middle School- October 24, 2024, and March 7, 2025            La Paz Middle School- August 28, 2024, and February 5, 2025            Washington Middle School- March 4, 2025            Alisal High School- November 13, 2025            Everett Alvarez High School- March 3, 2025            North Salinas High School- November 21, 2024, and February 5, 2025            Rancho San Juan High School- November 20, 2024, and February 27, 2025            Salinas High School- November 21, 2024            El Puente School- September 25, 2024, and March 7, 2025            Mount Toro - October 30, 2024, and February 26, 2025</p>

Educational Partner(s)	Process for Engagement
<p>Salinas Valley Federation of Teachers April 29, 2025</p> <p>California Schools Employees Association May 5, 2025</p> <p>SUHSD Community Educational Parent Engagement (PAC) June 9, 2025</p> <p>LCAP Student Feedback Groups January 21, 2025 February 18, 2025 March 19, 2025 April 19, 2025 May 20, 2025</p> <p>Superintendent’s Student Advisory LCC Student Advisors JEDI Student Voice SUHSD ASB</p> <p>LCC Student Interviews February 19- WMS, SHS, EAHS, HMS, NSHS, RSJHS, SAS February 20- ESMS, LPMS, AHS, EPS, MTHS, CDS, ROP</p> <p>Equity Multiplier MTHS and Carr Lake Meetings: October 30, 2025 February 24, 2025 April 30, 2025</p> <p>SELPA Consultation</p>	<p>In addition to school site-level LCAP presentations, the district developed and administered an LCAP survey to parents, students, and staff to deepen educational partner engagement and collect comprehensive feedback. The survey invited input on current strategies and activities across multiple areas, including instruction, school safety, parent and community engagement, social-emotional supports, staffing, and professional development.</p> <p>To ensure that the voices of all student groups were represented, the survey included tailored questions for and about English Learners (EL), Long-Term English Learners (LTEL), Foster Youth, Homeless Youth, and Students with Disabilities. This targeted approach helped ensure the unique needs and experiences of these groups were reflected in the district’s needs assessment and subsequent LCAP actions.</p> <p>For the 2024–2025 student survey process, most school sites designated a time during the school day for students to complete the LCAP survey. Sites also used Google Classroom and social media to encourage participation. A total of 7,085 student responses were collected, representing a 31% decrease from the previous year.</p> <p>Similarly, SUHSD staff received the survey through email, the Educational Services newsletter, and districtwide updates that tracked weekly completion rates by site. School administrators promoted staff participation through regular reminders via weekly communications and staff meetings. A total of 1,243 staff members responded, reflecting a 21.7% decrease from the prior year.</p> <p>Parents were also given opportunities to provide feedback through both electronic and hard-copy surveys. Survey links were shared via email, text, and QR codes, and surveys were made available at a variety of parent events. However, due to the survey’s length, only 1,044 responses were received—a 49.6% decline compared to the previous year.</p> <p>All quantitative and qualitative data collected from the surveys were analyzed and shared with educational partners in various settings,</p>

Educational Partner(s)	Process for Engagement
	<p>both in-person and online. Student, staff, and parent committees were given opportunities to provide additional input, which was considered during the development of actions in the 2025–2026 LCAP.</p> <p>In addition, El Puente, Mount Toro, and Carr Lake met with their educational partners to consult on the use of Equity Multiplier funds.</p>

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

For the 2025–2026 school year, SUHSD refined its Local Control and Accountability Plan (LCAP) through a collaborative, data-informed process grounded in feedback from educational partners. The district continues to focus on six LCAP goals: three broad, districtwide goals and three Equity Multiplier focus goals for Carr Lake, El Puente, and Mount Toro.

Throughout the 2024–2025 school year, SUHSD engaged a wide range of educational partners, including staff, families, and students, to gather input on existing goals and identify emerging needs. Based on this engagement, the district streamlined and consolidated its LCAP structure to better align with state priorities and more effectively allocate resources. As a result, SUHSD reaffirmed its commitment to three districtwide goals supporting all students and three site-specific Equity Multiplier goals that address performance gaps and local challenges.

With the transition to a new superintendent and ongoing partner engagement meetings, the district expanded its educational priorities and updated the LCAP goals and actions. Below is a summary of the 2024–2025 educational partner feedback that informed each goal.

Goal 1: SUHSD will ensure every student thrives by providing equitable access to rigorous, engaging, and high-impact academic learning, along with meaningful enrichment, expanded opportunities for growth, and personalized support, empowering all graduates to discover their passions and succeed in college, career, and as transformative leaders in their communities.

Ninety-one percent of the feedback from staff partners indicated a strong desire to continue funding professional learning communities (PLCs). Certificated staff found this designated PLC time during the day extremely valuable for planning instruction, interventions, and support. Additionally, 93% of the certificated and classified staff expressed a desire to fund student tutorials and intersession programs after school and on the weekends to support interventions and accelerations.

Educational partners also highlighted the need to continue to expand college access and support by providing more FAFSA assistance, college/career field trips, expanding CTE classes, and providing equitable access to our academies (ig: PUENTE, AVID, FFA), and increasing student access to Advanced Placement (AP) and dual enrollment classes.

In addition to the quantitative feedback on Goal 1, educational partner feedback also gave qualitative recommendations for the following areas:

- Continue to support and develop Professional Learning Communities across all sites
- Provide students with Disabilities and English Learners access to more elective and support courses
- Expand college awareness and strategies school/district-wide, and expand programs such as AVID and PUENTE
- Research and consider expanding our students' schedule to a 7th-period day
- Develop or expand partnerships with community organizations, and internship opportunities for our students within our community
- Provide students with financial literacy courses
- Continue and increase after-school and Saturday activities for academic support and college/career field trips
- Provide and increase technology literacy courses and educational resources for both students and parents
- English Learners-
- Increase parent awareness of the reclassification process
- Develop a Newcomer center or establish EL academic pathways to meet the unique needs of the different EL students
- Increase access to courses to support ELs with graduation requirements
- Student with Disabilities-
- Increase access to CTE courses, incentives to retain high-quality teachers, and parent awareness workshops specifically for students with disabilities

Goal 2 has also been updated to reflect our new vision and mission statements.

Goal 2: SUHSD will actively recruit, hire, and retain exceptional, diverse, and culturally responsive staff, cultivating a culture of excellence, professional growth, and leadership across all roles—while empowering educators to recognize and nurture the genius within every student.

Feedback from educational partners emphasized the importance of employee hiring and retention, as well as the provision of professional development, both of which were key actions under Goal 2. Partners expressed appreciation for site instructional coaches who provide ongoing professional development, the salary increase that helped address the rising cost of living, and the training offered during New Certificated Orientation days.

Educational partners also identified areas for district improvement. Suggestions included improving the hiring process and providing greater clarity for new hires regarding timelines and procedures. There was also a call for continued mentorship for new teachers and counselors, along with professional development that is job-specific. Additionally, there was a continued emphasis from educators for continued professional development on strategies to support English Learners and Students with Disabilities.

Qualitative feedback from goal two includes the following:

- Continue onboarding for new certified and classified staff and provide flowcharts documenting the hiring process for new hires to know what to expect at each stage
- Continue to provide content/ job-specific conferences to support learning and development
- Continue to provide professional development on content, initiatives, technology, and PD specific to student needs (English Learners, Students with Disabilities, Homeless and Foster Youth)
- Continue and expand virtual professional development for classified staff and provide mentors for newly classified staff (new teacher orientation days)

- Continue to fund instructional coaches to support new teachers and provide content professional development
- Collaborate with local partners and universities to recruit and hire teachers
- Create our own CTE education pathways to “grow our own” teachers and classified staff
- Hold monthly new teacher meetings at each site to retain and support newly hired teachers and provide mentors to support them for their first two years of teaching
- Provide opportunities for teachers to visit each other’s classes and learn from each other
- Provide training on new technology tools for educators, budget, and Escape training for classified
- Prioritize more job shadowing and internship opportunities

Goal 3 has also been updated, reflecting our new mission and vision.

Goal 3: SUHSD will actively foster and cultivate cultures of belonging, resilience, and inspiration, ensuring students, staff, families, and community members are supported and empowered to thrive in safe, healthy, caring, responsive, and positive school communities.

Furthermore, Goal 3 focuses on student wellness, safety, the Multi-Tiered System of Supports (MTSS), and parent engagement. Educational partners identified the need for a common, aligned, and responsive MTSS framework across all school sites to more effectively identify and support student needs, particularly through Tier 3 interventions and academic support. A recurring recommendation was to implement Universal Design for Learning (UDL) to promote more inclusive and accessible learning environments.

Positive Behavioral Interventions and Supports (PBIS) continue to have a strong impact across all school sites, contributing significantly to a positive school climate. Educational partners recommended sustaining and expanding recognition and incentive systems to reinforce positive student behavior.

In analyzing educational partner feedback, common themes emerged from specific student groups, including English Learners (EL), Students with Disabilities (SWD), Homeless and Foster Youth, Black, Indigenous, and People of Color (BIPOC), and LGBTQIA+ students. Overall, 79% of students reported feeling emotionally safe on campus, while 82% reported feeling physically safe. However, a comparison between the 2023–2024 and 2024–2025 school years showed an 8% increase in students who do not feel emotionally safe, despite a 5% increase in students feeling physically safe.

To address these concerns, educational partners recommended increasing the number of student clubs and affinity groups to promote peer connections and inclusion. Three of the five student groups specifically identified a need for more academic tutoring and small-group support. These same groups also emphasized the importance of staff training focused on cultural awareness and competence to improve classroom environments and overall campus climate. Survey data further supports the importance of school safety, with 87% of staff, 80% of parents, and 79% of students indicating that campuses feel safe. As a result, continued investment in campus safety teams and professional development is recommended. Nonetheless, there is a recognized need for a clear written policy and discipline procedures that specifically address bullying and hate speech.

Additionally, the implementation of Yondr pouches in middle schools has led to improved student behavior and academic focus. Data indicates increased student engagement and fewer disciplinary incidents related to cell phone use. Both parents and staff strongly support expanding the use of Yondr pouches to upper-grade levels.

Finally, there is strong support for continuing the use of TalkingPoints as the district's primary two-way communication tool. Educational partners also recommended offering parent workshops that address teen and social issues, as well as training on Individualized Education Programs (IEPs), Section 504 plans, and the student reclassification process.

Feedback from the educational partner surveys also includes:

- Increase supervision during lunch, after school, and monitor drop-off areas
- Professional development for staff on how to create emotionally supportive classrooms, LGBTQ+
- Improve systems for addressing racism, bias, and discriminatory language
- Awareness of community schools, their goals, and plans
- Development and implementation of effective interventions for chronic absenteeism, including early intervention and accountability systems
- Expand the services of our wellness centers outside of the school day
- Expand cultural events in all our school communities
- Celebrations and recognitions for staff
- Interpreting at all school events and functions
- Implement an AI chat box for quick questions and answers
- Expand parents' events in person and hybrid options
- Consider family resource centers at each of our schools and/or a center for homeless and foster youth student to obtain their essential needs

#### Equity Multiplier Goal 4: Mount. Toro High School

Parents at Mount Toro recommended that the school implement early morning personal phone calls to remind students to arrive on time. They expressed a desire for more student activities, family gatherings, and opportunities to strengthen school culture. A commonly requested facility improvement was the addition of a shade structure for the outdoor gym. Families also suggested developing a school library, offering student incentives, and providing lunchtime sports to increase student motivation. These ideas reflect a strong emphasis on community-building, attendance support, and engagement through enrichment.

#### Equity Multiplier Goal 5: El Puento School

Educational partners at El Puento—including parents, students, and staff—identified the need to expand staffing and resources for academic and college readiness, including the addition of counselors, teachers, and intervention specialists. Educational partners emphasized the importance of increasing postsecondary planning supports such as financial aid workshops, college and trade fairs, and life skills instruction (e.g., financial literacy). There was strong support for continuing credit recovery, intersessions, academic interventions, and tutorial programs to assist at-risk students in staying on track. Participants also recommended sustaining school activities, enrichment field trips, and student recognitions to increase parent engagement and foster a positive school climate. Lastly, educational partners advocated for expanded CTE/ROP opportunities and enhanced student organizational tools to help track academic and career planning progress.

Feedback from partners included the following recommendations:

- Continue to prepare our students for college and career readiness by providing workshops for students and parents regarding graduation requirements, college, and financial aid
- Continue and expand offering field trips for all students to increase college awareness
- Increase intervention support and intervention opportunities
- Increase staffing in the areas of wellness, mental health support services, interventions, and electives
- Increase staff with a math teacher/instructional coach to provide professional development, coaching, and instruction to students needing additional math support
- Continue to offer after-school programming to enhance student engagement, improve school culture, and provide academic enrichment

#### Equity Multiplier Goal 6: Carr Lake

Parents and students at Carr Lake recommended the introduction of a dog therapy program to support student well-being. There was widespread support for continuing the current arts and music offerings, which are seen as key components of student engagement. Families also emphasized the importance of continuing educational field trips to enhance real-world learning. A frequently mentioned request was to launch a culinary program to provide students with hands-on, career-relevant experiences. These recommendations highlight a focus on social-emotional support and expanded learning opportunities.

Feedback from the educational partner survey included the following recommendations:

- Hire a Reading Intervention Specialist to support SED, EL, and Latino students in improving ELA competency
- Offer an after-school program for students who are below grade level in English Language Arts
- Focus on enhancing literacy skills and improving English language proficiency based on individual student requirements
- Provide support to staff in understanding and implementing ELD standards into all subject areas
- Recognize students to enhance school engagement and academic performance, and reward student engagement, positive behavior, and academic achievements
- Continue to use the site van and its dedicated van driver for MTHS and CLCDS to provide transportation for students between their homes and MTHS and
- CLCDS, transportation to/from ROP courses, home visits, and college and career visits

Feedback from the LCAP Public Hearing

- EPS space and facility needs (Goal 5)
- EPS grad rates (Goal 1.13) and CTE readiness (hands-on experiences)-Goal 5.2
- CTE certifications-Goal 1.16
- Newcomer Center approach (site supports and dedicated space/services within EPS)
- AE needs a separate space
- Security staff need restorative practice and customer service (Goal 3.2 and 3.4)
- AP classes data tracking by female/male (Goal 1.15)
- Lunches (enough time, food selections, and plans for students who come at the end of lunch)-Goal 1.22 and Goal 3-community schools
- Community leaders group (example Building Healthy Communities) to help recruit and gather in collaboration with the district/schools- Goal 3.10
- Blue Zone/wellness focus for certification by August 24 and collaboration Goal 3.10

Recommending slight wording adjustments to specific actions:  
1.14 (remove Naviance and CCGI as those are names of software/grant)

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	SUHSD will ensure every student thrives by providing equitable access to rigorous, engaging, and high-impact academic learning—along with meaningful enrichment, expanded opportunities for growth, and personalized support—empowering all graduates to discover their passions and succeed in college, career, and as transformative leaders in their communities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal aligns with the District's mission to prepare students for college and career. Our Dashboard shows that English learners, students with disabilities, and homeless students lag behind all students on the College and Career indicator so this will be an area of focus for our District for the next three years. The actions listed below will help to achieve this goal by focusing on instruction in the content areas, professional learning, support for English learners, assessments, and college and career preparedness. The state and local metrics will measure the effectiveness of these actions.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	2023 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> <li>• 82.4% All</li> <li>• 81.9% SED</li> <li>• 60.6% EL</li> <li>• 59.7% SWD</li> </ul>	2024 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> <li>• 85.5% All</li> <li>• 85.7% SED</li> </ul>		88% All 87.9% SED 76.5% EL 76% SWD 82% Homeless	<ul style="list-style-type: none"> <li>• +3.1% All</li> <li>• +3.8% SED</li> <li>• +7.9% EL</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>70.8% Homeless</li> </ul> Sites/Student Groups with 2023 Dashboard Red Performance levels: EI Puente: <ul style="list-style-type: none"> <li>28.6% All</li> <li>28% Hispanic</li> <li>28.3% SED</li> <li>27.6% EL</li> </ul> AHS <ul style="list-style-type: none"> <li>61.1% EL</li> </ul> EAHS <ul style="list-style-type: none"> <li>55.6% SWD</li> <li>55.4% EL</li> </ul> MTHS <ul style="list-style-type: none"> <li>60.4% All</li> <li>61.5% Hispanic</li> <li>60.5% SED</li> <li>65.6% EL</li> </ul> SHS <ul style="list-style-type: none"> <li>55.7% EL</li> </ul>	<ul style="list-style-type: none"> <li>68.5% EL</li> <li>64.5% SWD</li> <li>64.2% Homeless</li> </ul> Sites/Student Groups with 2023 Dashboard Red Performance levels: EI Puente: <ul style="list-style-type: none"> <li>30.7% All</li> <li>31.3% Hispanic</li> <li>30.3% SED</li> <li>25% EL</li> </ul> AHS <ul style="list-style-type: none"> <li>73.4% EL</li> </ul> EAHS <ul style="list-style-type: none"> <li>75% SWD</li> <li>84.5% EL</li> </ul> MTHS <ul style="list-style-type: none"> <li>70.9% All</li> <li>70.8% Hispanic</li> <li>70.6% SED</li> <li>62% EL</li> </ul> SHS <ul style="list-style-type: none"> <li>79.3% EL</li> </ul>		Site/District red performance level outcomes to match target for year 3 district outcomes	<ul style="list-style-type: none"> <li>+4.8% SWD</li> <li>-6.6% Homeless</li> </ul> Sites/Student Groups with 2024 Dashboard Red Performance levels: EI Puente: <ul style="list-style-type: none"> <li>+2.1% All</li> <li>+3.3% Hispanic</li> <li>+2.0% SED</li> <li>-2.6% EL</li> </ul> AHS <ul style="list-style-type: none"> <li>+12.3% EL</li> </ul> EAHS <ul style="list-style-type: none"> <li>+19.4% SWD</li> <li>+29.1% EL</li> </ul> MTHS <ul style="list-style-type: none"> <li>+10.5% All</li> <li>+9.3% Hispanic</li> <li>+10.1% SED</li> <li>-3.6% EL</li> </ul> SHS <ul style="list-style-type: none"> <li>+23.6% EL</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	English Language Arts CAASPP Test: Distance from Meeting Standards	<p>2022-2023</p> <ul style="list-style-type: none"> <li>All 30.2 points below standard</li> <li>SED: 33.2 points below standard</li> <li>EL: 89.7 points below standard</li> <li>SWD: 112.1 points below standard</li> <li>Homeless: 68.3 points below standard</li> <li>AA: 95.1 points below standard</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> <li>SWD 115.8 points below standard</li> </ul> <p>EPS:</p> <ul style="list-style-type: none"> <li>All 103.9 points below standard</li> <li>Hispanic 97.2 points below standard</li> </ul>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>All 24.1 points below standard</li> <li>SED: 27.5 points below standard</li> <li>EL: 79.1 points below standard</li> <li>SWD: 96.5 points below standard</li> <li>Homeless: 60.9 points below standard</li> <li>AA: 30.4 points below standard</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> <li>SWD 144.7</li> </ul>		<ul style="list-style-type: none"> <li>All 15.2 points below standard</li> <li>SED 16.0 points below the standard</li> <li>EL: 30.2 points below standard</li> <li>SWD: 35.8 points below standard</li> <li>Homeless: 24.8 points below standard</li> <li>AA: 31.5 points below standard</li> </ul> <p>Site/District red performance level outcomes to match target for year 3 district outcomes</p>	<ul style="list-style-type: none"> <li>All +6.1</li> <li>SED: +5.7</li> <li>EL: +10.6</li> <li>SWD: +15.6</li> <li>Homeless: +7.4</li> <li>AA: +64.7</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> <li>SWD - 28.9</li> </ul> <p>EPS:</p> <ul style="list-style-type: none"> <li>All +81.1</li> <li>Hispanic +66.9</li> <li>SED +70.5</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL +22.7</li> <li>SWD +10.9</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>EL +28</li> <li>SWD +36.6</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• SED 97.4 points below standard</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>• EL 96.1 points below standard</li> <li>• SWD 122.8 points below standard</li> </ul> <p>EAHS:</p> <ul style="list-style-type: none"> <li>• EL 115 points below standard</li> <li>• SWD 135.7 points below standard</li> </ul> <p>HMS</p> <ul style="list-style-type: none"> <li>• EL 89.9 points below standard</li> <li>• SWD 123.8 points below standard</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>• EL 80.5 points below standard</li> </ul> <p>NSHS</p> <ul style="list-style-type: none"> <li>• EL 93.7 points below standard</li> </ul>	<p>points below standard</p> <p>EPS:</p> <ul style="list-style-type: none"> <li>• All 22.8 points below standard</li> <li>• Hispanic 30.3 points below standard</li> <li>• SED 26.9 points below standard</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>• EL 73.4 points below standard</li> <li>• SWD 111.9 points below standard</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>• EL 87 points below standard</li> <li>• SWD 99.1 points</li> </ul>			<p>HMS</p> <ul style="list-style-type: none"> <li>• EL +8.9 points below standard</li> <li>• SWD +27.5 points below standard</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>• EL -2.1 points below standard</li> </ul> <p>NSHS</p> <ul style="list-style-type: none"> <li>• EL +9.6 points below standard</li> <li>• SWD +3.5 points below standard</li> </ul> <p>RSJHS</p> <ul style="list-style-type: none"> <li>• EL +7.7 points below standard</li> <li>• SWD +36.2 points</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• SWD 76.5 points below standard</li> </ul> <p>RSJHS</p> <ul style="list-style-type: none"> <li>• EL 76.4 points below standard</li> <li>• SWD 105.1 points below standard</li> </ul>	<p>below standard</p> <p>HMS</p> <ul style="list-style-type: none"> <li>• EL 81 points below standard</li> <li>• SWD 96.3 points below standard</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>• EL 82.6 points below standard</li> </ul> <p>NSHS</p> <ul style="list-style-type: none"> <li>• EL 84.1 points below standard</li> <li>• SWD 73 points below standard</li> </ul> <p>RSJHS</p> <ul style="list-style-type: none"> <li>• EL 68.7 points below standard</li> <li>• SWD 68.9 points</li> </ul>			below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below standard			
1.3	Math CAASPP Test: Distance from Meeting Standards	<p>2022-2023</p> <ul style="list-style-type: none"> <li>All 102.8 points below standard</li> <li>SED: 105.5 points below standard</li> <li>EL: 142.6 points below standard</li> <li>SWD: 167.8 points below standard</li> <li>Homeless: 131.9 points below standard</li> <li>AA: 153.2 points below standard</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> <li>SWD 187.2 points below standard</li> </ul> <p>EAHS</p>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>All 97.7 points below standard</li> <li>SED:101.1 points below standard</li> <li>EL:137.8 points below standard</li> <li>SWD: 152.3 points below standard</li> <li>Homeless: 123.2 points below standard</li> <li>AA: 113.8 points below standard</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p>		<ul style="list-style-type: none"> <li>All 87.8 points below standard</li> <li>SED: 89.0 points below standard</li> <li>EL:104.8 points below standard</li> <li>SWD: 115.6 points below standard</li> <li>Homeless: 100.2 points below standard</li> <li>AA: 109.3 points below standard</li> </ul> <p>Site/District red performance level outcomes to match target for year 3</p>	<ul style="list-style-type: none"> <li>All +5.1</li> <li>SED:+4.4</li> <li>EL:+4.8</li> <li>SWD: +15.5</li> <li>Homeless: +8.7</li> <li>AA: +39.4</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>AHS</p> <ul style="list-style-type: none"> <li>SWD +0.4</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>All -4.9</li> <li>EL +5.4</li> <li>Hispanic - 6.2</li> <li>SED -3.4</li> <li>SWD +22.2</li> </ul> <p>EPS</p> <ul style="list-style-type: none"> <li>All +52.7</li> <li>Hispanic +44.1</li> <li>SED +54</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>All 119.7 points below standard</li> <li>EL 188.6 points below standard</li> <li>Hispanic 122.1 points below standard</li> <li>SED 123.1 points below standard</li> <li>SWD 211.3 points below standard</li> </ul>	<p>AHS</p> <ul style="list-style-type: none"> <li>SWD 186.8 points below standard</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>All 124.6 points below standard</li> <li>EL 183.2 points below standard</li> <li>Hispanic 128.3 points below standard</li> <li>SED 126.5 points below standard</li> <li>SWD 189.1 points below standard</li> </ul>		district outcomes	<p>RSJHS</p> <ul style="list-style-type: none"> <li>All +23.2</li> <li>EL +31.6</li> <li>Hispanic +27.5</li> <li>SED +27.2</li> <li>SWD +26.5</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL +3.7</li> <li>SWD +15.4</li> </ul> <p>HMS</p> <ul style="list-style-type: none"> <li>All +1.9</li> <li>EL +4.4</li> <li>Hispanic +1.8</li> <li>SED +0.7</li> <li>SWD +31.4</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>All +8.7</li> <li>EL +10.4</li> <li>Hispanic +8.9</li> <li>SED +8.3</li> </ul> <p>WMS</p> <ul style="list-style-type: none"> <li>EL +6.5</li> <li>SWD +2.3</li> </ul>
		<p>EPS</p> <ul style="list-style-type: none"> <li>All 198.1 points below standard</li> <li>Hispanic 197.2 points below standard</li> <li>SED 194.9 points below standard</li> </ul> <p>RSJHS</p> <ul style="list-style-type: none"> <li>All 129.5 points below standard</li> <li>EL 176.1 points below standard</li> </ul>	<p>EPS</p> <ul style="list-style-type: none"> <li>All 145.4 points</li> </ul>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Hispanic 136.7 points below standard</li> <li>SED 133.7 points below standard</li> <li>SWD 190.4 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>below standard</li> <li>Hispanic 153.1 points below standard</li> <li>SED 140.9 points below standard</li> </ul>			
		<p>ESMS</p> <ul style="list-style-type: none"> <li>EL 123.1 points below standard</li> <li>SWD 169.5 points below standard</li> </ul>	<p>RSJHS</p> <ul style="list-style-type: none"> <li>All 106.3 points below standard</li> <li>EL 144.5 points below standard</li> <li>Hispanic 109.2 points below standard</li> <li>SED 106.5 points below standard</li> <li>SWD 163.9 points below standard</li> </ul>			
		<p>HMS</p> <ul style="list-style-type: none"> <li>All 98.1 points below standard</li> <li>EL 129.4 points below standard</li> <li>Hispanic 101.3 points below standard</li> <li>SED 100.1 points below standard</li> <li>SWD 174.6 points below standard</li> </ul>				
		<p>LPMS</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"> <li>• All 109.2 points below standard</li> <li>• EL 141.7 points below standard</li> <li>• Hispanic 110 points below</li> <li>• SED 109.5 points below</li> </ul> <p>WMS</p> <ul style="list-style-type: none"> <li>• EL 119.2 points below</li> <li>• SWD 131.3 points below</li> </ul>	<p>ESMS</p> <ul style="list-style-type: none"> <li>• EL 119.4 points below standard</li> <li>• SWD 154.1 points below standard</li> </ul> <p>HMS</p> <ul style="list-style-type: none"> <li>• All 96.2 points below standard</li> <li>• EL 125 points below standard</li> <li>• Hispanic 99.5 points below standard</li> <li>• SED 99.4 points below standard</li> <li>• SWD 143.2 points below standard</li> </ul> <p>LPMS</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"> <li>All 100.5 points below standard</li> <li>EL 131.3 points below standard</li> <li>Hispanic 101.1 points below</li> <li>SED 101.2 points below</li> </ul> <p>WMS</p> <ul style="list-style-type: none"> <li>EL 112.7 points below</li> <li>SWD 129 points below</li> </ul>			
1.4	CSU Early Assessment Program (EAP) for ELA: % of 11th Graders Meeting or Exceeding on the English Language Arts CAASPP	2022-2023 <ul style="list-style-type: none"> <li>All 50.7%</li> <li>SED 49.51%</li> <li>EL 3.8%</li> <li>SWD 9.3%</li> <li>Homeless 32.4%</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 53.7%</li> <li>SED 52.7%</li> <li>EL 4.9%</li> <li>SWD 14.0%</li> <li>Homeless 42.9%</li> </ul>		<ul style="list-style-type: none"> <li>All 60%</li> <li>SED 59.3%</li> <li>EL 16%</li> <li>SWD 35.5%</li> <li>Homeless 49%</li> </ul>	<ul style="list-style-type: none"> <li>All +3%</li> <li>SED +3.2%</li> <li>EL +1.1%</li> <li>SWD +4.7%</li> <li>Homeless +10.5%</li> </ul>
1.5	CSU Early Assessment Program (EAP) for Math:	2022-2023 <ul style="list-style-type: none"> <li>All 16.6%</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 17.8%</li> </ul>		<ul style="list-style-type: none"> <li>All 33%</li> </ul>	<ul style="list-style-type: none"> <li>All +1.2%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of 11th Graders Meeting or Exceeding on the Math CAASPP	<ul style="list-style-type: none"> <li>• SED 15.7%</li> <li>• EL 0.24 %</li> <li>• SWD 2.24%</li> <li>• Homeless 0%</li> </ul>	<ul style="list-style-type: none"> <li>• SED 16.2%</li> <li>• EL 0.54 %</li> <li>• SWD 1.89%</li> <li>• Homeless 11.1%</li> </ul>		<ul style="list-style-type: none"> <li>• SED 32.1%</li> <li>• EL 16%</li> <li>• SWD 18.7%</li> <li>• Homeless 16.5%</li> </ul>	<ul style="list-style-type: none"> <li>• SED +0.5%</li> <li>• EL +0.3 %</li> <li>• SWD - 0.35%</li> <li>• Homeless +11.1%</li> </ul>
1.6	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52%</li> <li>• SWD 2.5%</li> <li>• Homeless 17.42%</li> <li>• AA 14.3%</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>• All 19.2%</li> <li>• SED 18.0%</li> <li>• EL 0%</li> <li>• SWD 4.6%</li> <li>• Homeless 10.0%</li> <li>• AA 5.3%</li> </ul>		<ul style="list-style-type: none"> <li>• All 23.9%</li> <li>• SED 23.7%</li> <li>• EL 12.3%</li> <li>• AA 21.5%</li> <li>• SWD 13.6%</li> <li>• Homeless 23.6%</li> <li>• AA 21.5%</li> </ul>	<ul style="list-style-type: none"> <li>• All +1.3%</li> <li>• SED +0.4%</li> <li>• EL -0.5%</li> <li>• SWD +2.1%</li> <li>• Homeless -7.4%</li> <li>• AA -9.0%</li> </ul>
1.7	English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))	2022-2023 54.9% of ELs are making progress on the ELPAC  Sites/Student Groups with 2023 Dashboard Red Performance levels:  MTHS <ul style="list-style-type: none"> <li>• EL 32.8%</li> </ul>	2023-2024 51.1% of ELs making progress on the ELPAC  Sites/Student Groups with 2023 Dashboard Red Performance levels:  MTHS <ul style="list-style-type: none"> <li>• EL 56.3%</li> </ul>		65% making progress	Overall: -3.8%  MTHS <ul style="list-style-type: none"> <li>• EL +23.5%</li> </ul>
1.8	Reclassification Rates of English Learners to English Proficient	2022-2023	2023-2024 23.1% (851)		30% of ELs reclassified to fluent English	+1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21.3 % of ELs reclassified to fluent English				
1.9	College and Career Indicator: % of high school graduates who are prepared for college or a career.	<p>2023 Cohort</p> <ul style="list-style-type: none"> <li>All 42.8%</li> <li>SED 41.9%</li> <li>EL 12.9%</li> <li>SWD 12.3%</li> <li>Homeless 27.9%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>EPS</p> <ul style="list-style-type: none"> <li>All 3.2%</li> <li>EL 0%</li> <li>Hispanic 2.95</li> <li>SED 3.3%</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>SWD 8.9%</li> </ul> <p>MTHS</p> <ul style="list-style-type: none"> <li>All 0.6%</li> <li>EL 0%</li> <li>Hispanic 0.6%</li> <li>SED 0.6%</li> </ul>	<p>2024 Cohort</p> <ul style="list-style-type: none"> <li>All 43.7%</li> <li>SED 43.4%</li> <li>EL 12.8%</li> <li>SWD 13.4%</li> <li>Homeless 20.6%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>EPS</p> <ul style="list-style-type: none"> <li>All 0.5%</li> <li>EL 0%</li> <li>Hispanic 0.5%</li> <li>SED 0.5%</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>SWD 23.4%</li> </ul> <p>MTHS</p> <ul style="list-style-type: none"> <li>All 0%</li> <li>EL 0%</li> <li>Hispanic 0%</li> <li>SED 0%</li> </ul>		<ul style="list-style-type: none"> <li>All 55%</li> <li>SED 54.4%</li> <li>EL 28.0%</li> <li>SWD 35.8%</li> <li>Homeless 45.4%</li> </ul> <p>Site/District red performance level outcomes to match target for year 3 district outcomes.</p>	<ul style="list-style-type: none"> <li>All +0.9%</li> <li>SED +1.5%</li> <li>EL -0.1%</li> <li>SWD +1.1%</li> <li>Homeless -7.3%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>EPS</p> <ul style="list-style-type: none"> <li>All -2.7%</li> <li>EL 0%</li> <li>Hispanic -2.4%</li> <li>SED -2.8%</li> </ul> <p>EAHS</p> <ul style="list-style-type: none"> <li>SWD +14.5%</li> </ul> <p>MTHS</p> <ul style="list-style-type: none"> <li>All -0.6%</li> <li>EL +0%</li> <li>Hispanic -0.6%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<ul style="list-style-type: none"> <li>• SED - 0.6%</li> </ul>
1.10	% of graduates meeting University of California/California State University (UC/CSU) entrance requirements	2023 Cohort Graduates <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9 %</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul>	2024 Cohort Graduates <ul style="list-style-type: none"> <li>• All 47.6%</li> <li>• SED 46.9%</li> <li>• EL 22.2 %</li> <li>• SWD 29.9%</li> <li>• Homeless 28.7%</li> </ul>		<ul style="list-style-type: none"> <li>• All 57.6%</li> <li>• SED 57%</li> <li>• EL 57%</li> <li>• SWD 45.9%</li> <li>• Homeless 52.5%</li> </ul>	<ul style="list-style-type: none"> <li>• All -4%</li> <li>• SED - 3.7%</li> <li>• EL -4.7 %</li> <li>• SWD - 0.7%</li> <li>• Homeless -13.8%</li> </ul>
1.11	% of Graduates Completing a CTE Pathway	2023 Cohort Graduates <ul style="list-style-type: none"> <li>• All 32.4%</li> <li>• SED 30.7%</li> <li>• EL 13.2 %</li> <li>• SWD 10.5%</li> <li>• Homeless 27.6%</li> </ul>	2024 Cohort Graduates <ul style="list-style-type: none"> <li>• All 35.6%</li> <li>• SED 35.8%</li> <li>• EL 21.5 %</li> <li>• SWD 26.4%</li> <li>• Homeless 21.6%</li> </ul>		<ul style="list-style-type: none"> <li>• All 38.4%</li> <li>• SED 37.4%</li> <li>• EL 27.0%</li> <li>• SWD 25.4%</li> <li>• Homeless 35.6%</li> </ul>	<ul style="list-style-type: none"> <li>• All +3.2%</li> <li>• SED +5.1%</li> <li>• EL +8.3 %</li> <li>• SWD +15.9%</li> <li>• Homeless -6.0%</li> </ul>
1.12	% of Graduates Meeting both UC/CSU and CTE Pathway	2023 Cohort Graduates <ul style="list-style-type: none"> <li>• All 14.5%</li> <li>• SED 14.2%</li> <li>• EL 8.9 %</li> <li>• SWD 8.3%</li> <li>• Homeless/Foster 10.8%</li> </ul>	2024 Cohort Graduates <ul style="list-style-type: none"> <li>• All 16.2%</li> <li>• SED 16.1%</li> <li>• EL 5.8 %</li> <li>• SWD 7.3%</li> <li>• Homeless/Foster 6.1%</li> </ul>		<ul style="list-style-type: none"> <li>• All 24.5%</li> <li>• SED 24.2%</li> <li>• EL 19.8%</li> <li>• SWD 19.3%</li> <li>• Homeless/Foster 21.4%</li> </ul>	<ul style="list-style-type: none"> <li>• All +1.7%</li> <li>• SED +1.9%</li> <li>• EL -3.1 %</li> <li>• SWD - 1.0%</li> <li>• Homeless/Foster - 4.7%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	% of Graduates Passing 2 or more AP Exams	2023 Cohort Graduates <ul style="list-style-type: none"> <li>All 21.8%</li> <li>SED 21.3%</li> <li>EL 9.2%</li> <li>SWD 7.9%</li> <li>Homeless 10.3%</li> </ul>	2024 Cohort Graduates <ul style="list-style-type: none"> <li>All 26.7%</li> <li>SED 25.7%</li> <li>EL 10.2%</li> <li>SWD 7.1%</li> <li>Homeless 27.6%</li> </ul>		<ul style="list-style-type: none"> <li>All 27.8%</li> <li>SED 27.5%</li> <li>EL 19.8%</li> <li>SWD 18.9%</li> <li>Homeless 26%</li> </ul>	<ul style="list-style-type: none"> <li>All +4.9%</li> <li>SED +4.4%</li> <li>EL +1.0%</li> <li>SWD -0.8%</li> <li>Homeless +17.3%</li> </ul>
1.14	STAR Reading Distance from Meeting State Benchmark Standards	2023-2024 end-of-year assessment <ul style="list-style-type: none"> <li>All 37.9 below standard</li> <li>SED 41.9 below standard</li> <li>EL 118.5 below standard</li> <li>SWD 112.6 below standard</li> <li>Homeless/Foster 78.1 below standard</li> <li>AA 48.5 below standard</li> </ul>	2024-2025 mid year assessment: <ul style="list-style-type: none"> <li>All 45.5 below standard</li> <li>EL 122.9 below standard</li> <li>SWD 112.0 below standard</li> <li>Homeless/Foster 94.2 below standard</li> <li>AA 28.3 below standard</li> </ul>		<ul style="list-style-type: none"> <li>All 28.9 below</li> <li>SED 30.4 below</li> <li>EL 59.6 below</li> <li>SWD 57.4 below</li> <li>Homeless/Foster 44.2 below</li> <li>AA 32.9 below standard</li> </ul>	<ul style="list-style-type: none"> <li>All -7.6</li> <li>SED</li> <li>EL -4.4</li> <li>SWD +0.6</li> <li>Homeless/Foster -16.1</li> <li>AA +20.2</li> </ul>
1.15	STAR Math Distance from Meeting State Benchmark Standards	2023-2024 end-of-year assessment	2024-2025 mid year assessment:		<ul style="list-style-type: none"> <li>All 71 below</li> </ul>	<ul style="list-style-type: none"> <li>All 6.5</li> <li>SED</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>All 80.9 below standards</li> <li>SED 83.5 below standards</li> <li>EL 149.2 below standards</li> <li>SWD 168.5 below standards</li> <li>Homeless/Foster 104.5 below standards</li> <li>AA 90.9 below standard</li> </ul>	<ul style="list-style-type: none"> <li>All 74.4 below standard</li> <li>EL 142.1 below standard</li> <li>SWD 153.6 below standard</li> <li>Homeless/Foster 97.9 below standard</li> <li>AA 102.0 below standard</li> </ul>		<ul style="list-style-type: none"> <li>SED 82.1 below</li> <li>EL 101 below</li> <li>SWD 109.4 below</li> <li>Homeless/Foster 81.4 below</li> <li>AA 75 below standard</li> </ul>	<ul style="list-style-type: none"> <li>EL 7.1</li> <li>SWD 14.9</li> <li>Homeless/Foster 6.6</li> <li>AA -11.1</li> </ul>
1.16	Priority 7: Access to a Broad Course of Study	<p>Each site's master schedule is designed to allow access to a broad course of study for all students and to prepare them to meet district graduation requirements.</p> <p>Disparities in access to a broad course of study for all students are reflected in the different outcome rates between student groups for the following metrics:</p> <p>2022-2023</p>	<p>In 2023-2024 each site's master schedule is designed to allow access to a broad course of study for all students, and to prepare them to meet district graduation requirements.</p> <p>Disparities in access to a broad course of study for all students is reflected in the different outcome rates between</p>		<p>Disparities between all students and significant student groups will decrease by 50% for the following metrics:</p> <ul style="list-style-type: none"> <li>Graduation Rates (metric 1.1)</li> <li>A to G Rates (metric 1.12)</li> </ul>	<p>Graduation:</p> <ul style="list-style-type: none"> <li>+3.1% All</li> <li>+3.8% SED</li> <li>+7.9% EL</li> <li>+4.8% SWD</li> </ul> <p>A to G:</p> <ul style="list-style-type: none"> <li>All -12.6%</li> <li>SED - 12.2%</li> <li>EL -12.9%</li> <li>SWD - 12.7%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Graduation Rates (metric 1.1)</li> <li>• A to G Rates (metric 1.12)</li> <li>• CTE Completion Rates (metric 1.13)</li> </ul>	<p>student groups for the following metrics:</p> <p>2023-2024</p> <ul style="list-style-type: none"> <li>• Graduation Rates (metric 1.1) <ul style="list-style-type: none"> <li>• 85.5% All</li> <li>• 85.7% SED</li> <li>• 68.5% EL</li> <li>• 64.5% SWD</li> <li>• 64.2% Homeless</li> </ul> </li> <li>• A to G Rates (metric 1.12) <ul style="list-style-type: none"> <li>• All 39%</li> <li>• SED 38.4%</li> <li>• EL 14 %</li> <li>• SWD 17.9%</li> <li>• Homeless 17.6%</li> </ul> </li> <li>• CTE Completion Rates (metric 1.13): <ul style="list-style-type: none"> <li>• All 35.6%</li> <li>• SED 35.8%</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• CTE Completion Rates (metric 1.13)</li> </ul>	<ul style="list-style-type: none"> <li>• Homeless -24.9%</li> </ul> <p>CTE:</p> <ul style="list-style-type: none"> <li>• All +4.9%</li> <li>• SED +4.4%</li> <li>• EL +1.0%</li> <li>• SWD - 0.8%</li> <li>• Homeless +17.3%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> <li>• EL 21.5 %</li> <li>• SWD 26.4%</li> <li>• Homeless 21.6%</li> </ul>			
1.17	Priority 1: Basic Services and Conditions at schools	2023: Williams Facilities and Books: All students have access to adopted curriculum.	2024: Williams Facilities and Books: All students have access to adopted curriculum.		Williams Facilities and Books: All students will have access to adopted curriculum.	No difference; all students continue to have access to adopted curriculum.

## 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.

In alignment with LCAP Goal 1, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to progress toward preparing every student to be college, career, and community-ready. The following highlights specific actions made toward this goal:

### 1.1 Professional Learning Communities

SUHSD implemented this action by setting aside time during the school day on Wednesdays for teachers to meet, create common assessments, review data, and plan interventions and support. Professional development days were also implemented across the district, focusing on the foundations of Professional Learning Communities (PLCs), while individual school sites concentrated on specific areas of continuous improvement.

### 1.2 High Quality Instruction

SUHSD implemented this action by developing curriculum guides for all content areas. Ed Services curriculum specialists led the Curriculum, Instruction, and Assessment (CIA) Week, during which grade-level teams from each school site met to identify district essential standards and create corresponding curriculum guides. In addition to CIA Week, the district also funded science and social studies collaboratives under this goal. These collaboratives were scheduled after students completed district assessments on essential standards. Educators used the sessions to analyze student learning data, identify areas needing intervention, and plan appropriate next steps. Beyond supporting standards-based instruction, this action also provided funding for science kits and supplemental software licenses in math, science, French, and Spanish.

To increase the effectiveness of support for English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students with IEPs, the LEA provided targeted training and implementation time for Special Education staff. This included professional learning and calibration on assessment tools (e.g., Bateria, WAIT, Woodcock-Johnson), inclusive practices, PE Leadership, and IEP compliance protocols. The Special Education Services Department also implemented training pathways for Education Specialists, Paraeducators, and SPED Clerks to ensure consistent service delivery and data tracking through tools such as service logs. Release time allowed staff to plan, collaborate, and calibrate implementation practices.

### 1.3 Literacy

SUHSD implemented this action by hiring a Literacy Specialist whose focus this year has been to strengthen the implementation of the Tier 2 reading intervention program through professional development and coaching. In addition, the literacy specialist has monitored the actions outlined in the SUHSD Literacy Plan, which are designed to build and enhance literacy and biliteracy across the district. LREBG supplemental services are provided for this action, specifically prioritizing implementing a comprehensive literacy plan aligned with ELA/ELD frameworks and providing Tier II targeted reading/literacy support sections to identified students using researched-based curriculum and tools. (\$765,173-LREBG funding)

### 1.4 English Learners

SUHSD implemented this action to support English learners (ELs), including newcomers and long-term English learners (LTELs). Bilingual paraprofessionals were placed at sites to help students better access instruction. SUHSD also reduced class sizes in sheltered classes across the district to allow more personalized support for language development. Teachers who taught ELD, ALL, and ALD attended professional development focused on integrating ELD into core subjects. An additional EL section was added at the SUHSD's independent study school to increase access, and SUHSD used professional services from Ellevation to help track the progress of EL and RFEP students more closely. These actions supported SUHSD's goal of ensuring ELs could access grade-level curriculum while developing strong English skills. Teacher feedback and initial data suggest that these strategies helped improve student engagement and instructional quality. LREBG supplemental services are provided for this action, specifically for integrated language development and literacy supports for English Learners and Long-term English learners that seamlessly blend language development with content learning to improve both academic and linguistic competencies, through smaller class sizes, stipends for ELD/ALL/ALD teachers, and use of Ellevation software to track progress (\$1,681,274-LREBG).

### 1.5 ELA (Red Indicator-Technical Assistance)

SUHSD implemented this action by facilitating districtwide English Language Arts (ELA) grade-level collaborative meetings. These sessions focused on analyzing district assessment data, identifying student learning needs, and planning targeted interventions. Additionally, professional development was provided on integrated English Language Development (ELD) strategies, with an emphasis on culturally relevant and responsive instructional practices.

To address the needs of ELs, FY, and SED students with IEPs who demonstrate characteristics of dyslexia, the LEA implemented a dyslexia curriculum. This curriculum aligns with the California Dyslexia Guidelines and supports the instructional components required under Assembly Bill 1369. Educators received targeted training to ensure high-fidelity delivery of structured, multisensory literacy instruction. The goal is to improve foundational reading skills and access to grade-level content through consistent, evidence-based intervention practices. LREBG supplemental services are provided for this action, specifically to address the Red Indicator for ELA by providing differentiated

instructional support and professional development regarding ELD standards, Integrated ELD, and culturally responsive practices using scaffolds and strategies that are effective for serving English Learners, specifically Long-term English learners (\$297,231-LREBG).

#### 1.6 Math (Red Indicator)

SUHSD implemented this action by facilitating districtwide Math grade-level collaborative meetings. These sessions focused on analyzing district assessment data, identifying student learning needs, and planning targeted interventions. In addition, professional development was provided on integrated English Language Development (ELD) strategies, emphasizing culturally relevant and responsive instructional practices. LREBG supplemental services are provided for this action, specifically to address the Red Indicator for Math by delivering differentiated instructional support driven by strategic personnel deployment and resource investment focused on integrated ELD, high-leverage strategies to meet the needs of English Learners (LTELs) and Students with Disabilities using data to drive targeted interventions, while expanding after-school math support and tutoring (\$517,680 LREBG).

#### 1.7 Self-Contained Classes: Materials, Supplies, and Field Trips

To increase access to standards-aligned and individualized instruction for ELs, FY, and SED students with IEPs enrolled in Life Skills and Functional Academics Programs, the LEA implemented the evidence-based curriculum for students with extensive support needs. Staff were trained to align instruction with individualized learning goals and prepare students for the Alternative Pathway to a Diploma offered in the following academic year. Instructional materials, classroom supplies, and experiential learning through field trips supported program access. Transportation services enabled students to participate in Community-Based Instruction (CBI), allowing real-world application of functional and academic skills directly linked to curriculum objectives.

#### 1.8 Materials and Software for Students

To support equitable access to academic interventions and core content, SUHSD purchased digital assessment systems, instructional software, hardware, and supplemental materials for ELs, FY, and SED students with IEPs. This includes the DALs software suite, which integrates assessments such as the WISC®-V, BASC™-3, KTEA™-3, CELF®-5, and Sensory Profile™ 2. These tools allow for efficient, accessible evaluations that improve the accuracy of student needs identification and ensure timely instructional adjustments. Hardware, including iPads and laptops, supports digital administration and report development. The PE Leadership program received budgetary support for purchasing Adaptive PE equipment, enabling inclusive participation. Additionally, targeted supplemental materials in Math and ELA were provided to support student learning and engagement.

#### 1.9 Technology

SUHSD implemented this action by providing 1:1 technology for all students. In addition, professional development on using technology to support effective first-time instruction was provided by District technology specialists and site-based Ed Techs.

#### 1.10 Data-Informed and Decision Making

SUHSD implemented this action by releasing core content teachers two to three times a year to review and analyze common district assessment data; teams focused on the performance of ELs, SWDs, and homeless and foster youth. In addition, multiple reports on goal 1 metrics: suspensions, chronic absenteeism, UC/CSU on track, on track for graduation, grades, and survey data are some examples. The district reports are disaggregated by student groups and shared on the following platforms: spreadsheets, slide decks, Synergy Analytic Dashboards, Tableau, and Qualtrics.

### 1.11 Assessments

SUHSD implemented this action by releasing core content teachers two to three times a year to review and analyze common district assessment data, teams focused on the performance of ELs, SWDs, and homeless and foster youth. Teachers then designed action steps based on the identified need from analyzing the data. In addition, this action was supported by providing resources for teachers to revise and enhance the district's common assessments, as well as extra support for ensuring optimal testing environments for both district and state assessments. LREBG supplemental services are provided for this action, specifically for the use of Math Performance Task Assessments and aligned District assessments that are scored and disaggregated, both common formative and summative, to target interventions and provide support focused on English Learners (EL/LTEs) and Students with Disabilities (\$110,000 LREBG).

### 1.12 Academic Interventions

This action was implemented by providing math intervention support classes at all middle schools. Additionally, high schools offered X and Y periods for students in need of intensive interventions or credit recovery, and funding from this action supported the credit recovery software. Transportation was also provided at all school sites for after-school intervention programs. One modification to this action was the consideration of additional staffing to support specific student groups; however, our district coordinators supported this work through student affinity groups, making additional staffing unnecessary.

Students who are English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) with Individualized Education Programs (IEPs) participate in an inclusion club called Circle of Friends. This school-based program fosters awareness, acceptance, and meaningful friendships between students with disabilities and their general education peers. The program promotes social inclusion and cultivates a school culture that values diversity and empathy. It often attracts other marginalized students seeking a safe and supportive space.

Schools implementing Circle of Friends enhance the social-emotional development of students with disabilities, build leadership and empathy among general education peers, and strengthen the school community by elevating inclusion as a shared value. Club advisors, including both certificated and classified staff, are compensated for their time. Funding is also provided for materials, supplies, and field trips.

The planned actions to support expanded learning through after-school programs were implemented as intended, with adjustments to accommodate student attendance patterns and unforeseen logistical changes. At two school sites, the enrollment capacity for the ELEVO after-school program was reduced from 60 to 40 students due to lower-than-anticipated participation. This adjustment enabled the district to maintain program quality and appropriate staffing ratios while aligning services with student demand. Additionally, due to unforeseen circumstances, the district canceled the memorandum of understanding (MOU) with the Salinas Science Workshop; consequently, this portion of the after-school program was not implemented.

### 1.13 Graduation Red Indicator

SUHSD implemented alternative education interventions designed to support students in meeting the graduation requirements. Interventions included the HISET, specifically for SWD, ELs, SED, and Hispanic students. The LEA implemented planned actions for this goal by operating four separate High School Equivalency programs and numerous before-school and after-school interventions to support students at alternative education. SUHSD created a College and Career Readiness and Dual Enrollment committee to review practices, look at future needs to grow, and implement student supports. The LEA also implemented a committee of district employees that reviewed College and Career Readiness and Dual Enrollment throughout the district to ensure standard practices and student support. LREBG supplemental services are provided for this action, specifically to provide early interventions and credit recovery opportunities within additional sections,

extended time before/after school, and during intersession/summer school to increase course completion, graduation rates, and College/Career Indicators (\$12,312,892 LREBG).

#### 1.14 College, Career, and Community Ready

The implementation focused on supporting English Language Learners in improving graduation rates and academic planning. It also focused on providing access to vocational and career assessments. With the additional academic counselors at each site, teams could provide targeted support to the students on their caseload to build and review four and six-year plans. High School counseling teams were trained in California College Guidance Initiatives, and Career Counselors utilized the new vocational and career assessments. The expansion of Dual Enrollment opportunities across the district continues to be a challenge in ensuring that there are staff at all of the school sites who have content area Master's degrees, specifically in mathematics. Another challenge was filling positions to support college and career practices across the district, including the District Intervention Specialist and College & Career Coordinator.

#### 1.15 AP Assessment

SUHSD implemented this action by providing funds for this year's students to pay for AP assessments taken. This increased access and supported college readiness, including attainment of the CA Seal of Biliteracy. We anticipate that 2,542 students will be taking 5,142 AP exams.

#### 1.16 CTE Coordination

The Salinas Union High School District (SUHSD) successfully implemented LCAP Action 1.16 by hiring and retaining a full-time Career Technical Education (CTE) Coordinator. The CTE Coordinator is central in aligning CTE programming with industry standards, increasing student access to high-quality pathways, and supporting districtwide career readiness, particularly for English Learners, Students with Disabilities (SWDs), Socio-Economically Disadvantaged youth, and Foster/Homeless students.

#### 1.17 College and Career Readiness (AVID and Puente)

SUHSD successfully implemented the AVID program across all nine comprehensive high school sites, with 80 AVID course sections serving students in grades 9–12. Additionally, all AVID students participated in at least one college field trip, reinforcing AVID's mission to prepare students for postsecondary success.

One persistent challenge in implementation was the recruitment and retention of AVID tutors. While the district increased the number of AVID tutors this year, maintaining a consistent tutor presence at each site—ideally at least two tutors per school—proved difficult, especially for the full academic year.

#### 1.18 Transition Partnership Program

The Transition Partnership Program (TPP), a CTE and work placement program, was established as a partnership between SUHSD and the Department of Rehabilitation. This action includes matching, which supports collaboration and helps employees fulfill their work. TPP personnel provided ELs, FY, and SED students with IEPs the tools and support necessary for a successful transition from high school to post-secondary education or competitive employment. Notably, over 580 service instances were provided across five key areas, with an average completion rate of 111%. Three services—Job Exploration Counseling, Workplace Readiness Training, and Self-Advocacy Instruction—exceeded their year-end targets.

### 1.19 Work Experience Coordination

The Salinas Union High School District (SUHSD) successfully implemented Action 1.19 by funding and deploying Work Experience Coordinators (WECs) to expand access to work-based learning (WBL) across all high schools. WECs are critical in ensuring that English Learners, Students with Disabilities (SWDs), Socio-Economically Disadvantaged youth, and Foster/Homeless students have equitable access to career-connected learning, specifically WBL opportunities.

### 1.20 CCI Red Indicators

SUHSD's implementation focused on providing students in alternative education with college and career lessons to better prepare them for the future. Counseling teams delivered targeted lessons to increase college and career exposure for students at MTHS and EPS.

### 1.21 Site Allocations

Reflects additional language to include data-driven decision-making and promote transparency and accountability in the use of these funds. Supplemental and Concentration Funds were strategically allocated to each school site based on the enrollment of students with unique needs, including low-income, English Learner, Foster, and Homeless Youth, as outlined in each school's SPSA. Schools analyze key data metrics to ensure plans are responsive to the needs of unduplicated student groups. Site administrators collaborated closely with their School Site Council (SSC) to engage in data-driven decision-making and promote transparency and accountability in the use of these funds

### 1.22 Monitoring Supplemental Concentration Systems for Accountability

Reflects additional language to include designated personnel. Designated personnel provided oversight and monitored Supplemental and Concentration funds and met with Directors and principals during the year to review and monitor their Supplemental and Concentration budgets, accountability systems, and allocated resources. Designated staff ensured funds are strategically used to expand services and improve outcomes for unduplicated students, including English Learners, low-income students, and Foster/Homeless Youth. This comprehensive support focused on promoting equity, transparency, and alignment with state requirements across all school sites. LREBG supplemental services are provided for this action, specifically for designated personnel to oversee, monitor, and support in managing and reporting the LREBG goals/actions, funding allocations, implementation, and improved outcomes to support the requirements for the LREBG (\$649,306 LREBG).

### 1.23 Portables

To address the removal of outdated portables and support ongoing construction efforts, SUHSD invested in new, high-quality portables to ensure continuity for traveling staff and preserve effective learning environments. The district modernized campuses by upgrading classroom furniture, enhancing teacher workspaces and parent engagement areas, and redesigning front offices to be welcoming, student-centered, and functional. Additionally, SUHSD will improve other key campus spaces—including libraries, counseling centers, common areas, and outdoor learning environments—to foster inclusive, innovative, and future-ready schools that reflect the district's commitment to excellence and equity.

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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to hiring district itinerant teachers and smaller attendance in after-school professional development.

1.1 Professional Learning Communities \$4,424,770.00  
No material difference.

1.2 High Quality Instruction \$1,910,421.00  
\$246,262 was budgeted for teacher substitutes. However, due to the hiring of itinerant substitutes, the need for substitutes was covered by itinerant staff, resulting in a material variance of estimated \$371,360 in unspent funds.

1.3 Literacy \$1,313,748.00  
No material difference. However, action 1.3 allocated \$36,771 for hourly pay for staff. However, due to less attendance in after-school literacy committee meetings, there was a difference of \$106,314 in unspent funds.

1.4 English Learners \$5,366,651.00  
Material difference of \$1,001,856 due to the following:  
SUHSD budgeted \$1,019,467 under Object 2100 (Instructional Aides) to support services for English learners, including staffing and direct instructional support. However, funds remained unspent due to persistent vacancies in instructional aide positions throughout the year. These staffing gaps limited the district's ability to implement the planned supports fully.  
Additionally, \$280,967 was allocated under object 5850 (Professional Services and Operating Expenditures) for professional development and program resources, including Rosetta Stone licenses for students, staff, and parents. Of this amount, only \$40,250 was expended, resulting in an underspending. The variance was attributed mainly to an administrative vacancy, preventing planned training. Furthermore, only the student licenses for Rosetta Stone were ultimately approved for purchase; the originally budgeted licenses for parents were not approved, contributing to the understanding.

1.5 ELA (Red Indicator-Technical Assistance) \$469,670.00  
In action 1.5, an allocation of \$176,502 was budgeted for teacher EWA hours for after-school interventions at each school site. The sites used SPSA funds to pay for these interventions, resulting in a material difference of \$150,000 in unspent funds.

There was a material difference between the allocated funds (\$419,559) and the actual expenditures (\$135,414 as of May 2025) for Goal 1, Action 1.5. This variance occurred because not all school sites participated in the pilot implementation of the dyslexic reading program during the reporting year. As a result, fewer resources were needed than originally anticipated. Specifically, the district did not need to purchase the full volume of materials and supplies or incur expected costs for certificated substitute coverage, extra work assignments (EWAs), and travel or conference expenses related to training. The reduced scope of implementation directly impacted expenditures, leading to substantial savings. Future implementation phases may revisit these components as additional sites join the initiative.

1.6 Math (Red Indicator) \$359,449.00

In action 1.6, an allocation of \$169,982 was budgeted for teacher EWA hours for after-school ELA tutorials at each school site. The sites used categorical or site funds to pay for these interventions, resulting in a material difference of \$286,470 in unspent funds.

#### 1.7 Self-Contained Classes: Materials, Supplies, and Field Trips

No material difference was allocated for \$252,523 in the second interim, and \$253,962 was spent as of May 2025. Fewer than anticipated field trips and supplies contribute to the material differences in unspent funds.

#### 1.8 Materials and Software Licenses \$144,508.00

No material difference.

#### 1.9 Technology \$3,752,103.00

No material difference; however, there was a slight overspending to cover teacher EWA hours for after-school professional development.

#### 1.10 Data Informed and Decision Making \$187,800.00

In action 1.10, \$50,000 was allocated for travel and conference, but only \$9,052 was spent, so approximately \$39,000 was reallocated. Fewer staff attended the Synergy Information System conference, and due to scheduling issues, plans to attend another data conference were cancelled. Initially, \$5,000 was allocated for possible technology purchases- e.g., additional servers and monitors- that could support the data reporting if the need materialized (which did not by May 2025). Approximately \$4,500 was reallocated.

#### 1.11 Assessments \$350,000

As part of this action, SUHSD budgeted \$150,000 to send teams to a conference that guided schools and districts on the formation and practice of data leadership teams to use data better to impact student outcomes, including assessment results; teams attended this conference in 2023. Due to changes in district leadership personnel, the decision was made not to pursue this action at the time, so \$130,000 was reallocated.

#### 1.12 Academic Interventions \$1,194,366

Certificated salaries were lower than estimated, resulting in a \$457,197 difference.

#### 1.13 Graduation (Red Indicator)

A significant difference of \$560,399 for extra hours to provide credit recovery was budgeted but not required during the school year.

#### 1.14 College, Career, and Community Ready

SUHSD budgeted \$100,000 for the ASCA conference, but the conference will not be held until July 2025, which would fall under the 25-26 school year budget. The district also budgeted for a College and Career Coordinator and a District Intervention Specialist, and both positions remained unfilled for 24-25.

#### 1.15 AP Assessment

No anticipated material differences between the original and the end-of-year balance. This amount will be realized at the end of AP testing, in June 2025.

#### 1.16 CTE Coordination

SUHSD originally budgeted \$184,266 for this action. The original budget was expanded by \$85,000 in the First Interim to account for SkillsUSA participation. The revised amount reflected in the 2024-25 Estimated Actuals is \$283,350.

#### 1.17 College and Career Readiness (AVID and Puente)

No significant material differences. SUHSD increased the section allocations at the first interim. However, we could not hire a 0.4 FTE College and Career Coordinator, resulting in an addition of \$285,908

#### 1.18 Transition Partnership Program

No material difference.

#### 1.19 Work Experience Coordination

No material difference: SUHSD budgeted \$721,124 to pay salaries and benefits for the Work Experience Coordinators. 2024-25 Estimated Actuals show an updated amount of \$710,246 for a difference of \$10,878.

#### 1.20 CCI Red Indicators \$29,560.00

No significant material differences

#### 1.21 Site Allocations \$2,428,475.00 No difference.

#### 1.22 Monitoring Supplemental Concentration Systems for Accountability \$2,675,974.00 (adjusted to \$2,523,625.00 based upon estimated actuals with a difference of \$152,349)

#### 1.23 Portables \$50,760.00 No difference.

### 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.

SUHSD used the following rating scale to determine the effectiveness of the actions in achieving 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): 1.1 – Professional Learning Communities:

Successful Implementation: Implemented planned actions for this goal by providing collaborative planning, implementing PDSA cycles, and data-focused instruction focused on X priority areas/groups and ensuring Y.

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.2, 1.3, 1.6

Analysis Statement: CAASPP ELA scores improved by +6.1 points overall and +10.6 for English Learners, while Math scores increased by +5.1 points overall and +15.5 for Students with Disabilities (SWDs). CAST Science scores increased by 1.3% points for all students and 2.1% points for SWDs. All students (+15), along with ELs (+24.9), SWDs (+17.1), LTELs(+19.5), and ELs(+24.9) showed positive distance from meeting standards growth on the STAR Reading state ELA benchmark from the beginning to the end of the year. Student growth on the STAR Math between the beginning and middle of the year- All (-1.1), EL(-1.8); SWDs, however, showed a slight gain (+1.1). Overall, this data indicates that the implementation of collaborative planning, PDSA cycles, and data-focused instruction contributed to student academic growth.

Action(s)1.2 – High Quality Instruction:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.2, 1.3, 1.6, 1.14, 1.15

Analysis Statement: ELA CAASPP scores showed improvement in all student groups. The greatest growth was in the following student groups: English Learners +10.6 points closer to meeting standard, SWD +16.4 points closer to meeting standards, and African American (AA) +64.7 points closer to meeting standards. Math CAASPP scores increased in every student group. Overall, students grew by +5.1 points closer to meeting the standard. SWD grew +15.5 points closer to meeting standards, and African American students grew by +39.4 points closer to meeting standards. The 2024–25 STAR assessment data show an overall decline of 7.6 points, with significant drops for Homeless/Foster Youth (-16.1) and English Learners (-4.4), while African American students demonstrated a notable gain of +20.2. These results highlight urgent equity gaps and the need for targeted supports for our most vulnerable student groups. The 2024–25 CAST data reflect modest overall growth (+1.3%) but reveal concerning declines for Homeless (-7.4%) and African American (-9.0%) students, underscoring persistent equity gaps.

Action(s): 1.3 – Literacy:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.2, 1.14

Analysis Statement: ELA CAASPP scores showed improvement in all student groups. The greatest growth was in the following student groups: English Learners +10.6 points closer to meeting standard, SWD +16.4 points closer to meeting standards, and African American (AA) +64.7 points closer to meeting standards. In addition, the number of students receiving the Seal of Biliteracy increased from 671 to 936, a 39% increase.

Action(s): 1.4 – English Learners:

Effectiveness of Action(s): 1 – Somewhat Effective

Metric(s): 1.7, 1.8

Analysis Statement: This action was somewhat effective. While the reclassification rate for English Learners increased by 1.26%, indicating success in transitioning students to Fluent English Proficient status, there was a 3.8% decline in the percentage of English Learners making progress on the ELPAC.

Overall, based upon mixed outcomes, it suggests that while some students are reaching proficiency and exiting language support services, a broader group of English Learners may not be demonstrating consistent year-over-year language growth. Implementation needs to be modified by refining ELD instructional practices and formative monitoring systems to better support all English Learners in progressing toward English proficiency.

Action(s): 1.5 – Red Indicator ELA:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.2

Analysis Statement: Growth in CAASPP ELA scores, especially for Students with Disabilities (+15.6) and English Learners (+10.6), suggests that targeted assistance improved outcomes in student groups as well as for all students.

Action(s): 1.6 – Red Indicator Math:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.3

Analysis Statement: Math scores increased across all students (+5.1), with significant gains for Students with Disabilities (+15.5), reflecting the value of targeted support and intervention in low-performing math programs.

Action(s): 1.7 – Self-Contained Classes:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.2, 1.3, 1.6

Analysis Statement: Gains were recorded in both ELA and Math for Students with Disabilities. ELA grew by 16.4 points, and Math grew by 15.5 points. CAST Science also showed a 2.1% increase in the performance of SWDs.

Action(s): 1.8 – Materials and Software Licenses:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.2, 1.3, 1.6, 1.14, 1.15

Analysis Statement: ELA and Math CAASPP outcomes showed strong improvement, but interim assessments like STAR Reading and Math continue to show significant performance gaps for English Learners and Students with Disabilities, limiting the overall effectiveness of this action. The 2024–25 CAST data reflect modest overall growth (+1.3%) but reveal concerning declines for Homeless (-7.4%) and African American (-9.0%) students, underscoring persistent equity gaps.

Action(s): 1.9 – Technology:

Effectiveness of Action(s): 2 – Somewhat Effective Metric(s): 1.1, 1.2, 1.3, 1.6

Analysis Statement: Technology access supported improvements in core subject areas, with student growth evidenced in CAASPP ELA, growth of 6.1 points overall, and Math, growth of 5.1 points overall. Graduation rates for all groups, except for homeless students, showed positive growth. Science test scores showed slight improvement for all students, SED, and SWD; however, homeless, ELs, and African Americans showed a decrease in their average distance from met for the Math STAR state benchmark

Action(s): 1.10 – Data Informed Decision Making:

Effectiveness of Action(s): 3 – Effective Metric(s): 1.2, 1.3

Analysis Statement: Improved ELA and Math SBAC performance aligns with data-driven instructional practices from 2023 to 2024. Midyear STAR Reading and Math showed mixed gains for different student groups compared to the 2023-24 end-of-year results. Graduation rates for all groups, with the exception of homeless students, showed positive growth. Suspension rates decreased substantially for foster youth, and slightly for African Americans; however, suspension rates for all students, EL, SWD, SED, and homeless increased slightly. However, persistent STAR Reading and Math gaps for key subgroups suggest that real-time data use requires deeper instructional follow-through.

Action(s): 1.11 – Assessments:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.2, 1.3, 1.14

Analysis Statement: Common assessments supported gains in CAASPP ELA (+6.1 overall) and Math (+5.1 overall), with significant improvement for SWDs in both areas, suggesting assessment data effectively informs instruction. The 2024–25 STAR assessment data show an overall decline of 7.6 points, with significant drops for Homeless/Foster Youth (-16.1) and English Learners (-4.4), while African American students demonstrated a notable gain of +20.2.

Action(s): 1.12 – Academic Interventions:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.1, 1.2, 1.3

While there were modest gains in the graduation rate for most student groups (e.g., +1.5% for socioeconomically disadvantaged students and +15.9% in CTE completion for students with disabilities), declines in UC/CSU eligibility across all groups—especially Homeless Youth (-24.9%)—indicate uneven impact. Although the increase in CTE completion suggests that targeted efforts were effective for certain subgroups, the decline in college eligibility highlights a critical need for realignment and suggests that current interventions have not adequately addressed college readiness gaps. In addition, CAASPP ELA scores improved by +6.1 points overall and +10.6 for English Learners, while Math scores increased by +5.1 points overall and +15.5 for Students with Disabilities (SWDs). CAST Science scores increased by 1.3% points for all students and 2.1% points for SWDs

Action(s): 1.13 – Graduation Red Indicator:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.1

Analysis Statement: Graduation rates improved for some groups, including Homeless Youth (+1.1%), but overall outcomes remain uneven and do not yet reflect consistent gains across all student groups identified for support. Sites will continue to create multi-tiered systems of support to address populations that are missing key graduation markers. They will also work to create opportunities for students to remediate and improve graduation data marks to increase the district's overall graduation percentages.

Action(s): 1.14 – College, Career, and Community Ready:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.1

Analysis Statement: The College/Career Indicator dropped by –12.6% overall and by –15.1% for English Learners, signaling that while students may have access to planning tools, these resources are not yet translating into measurable readiness outcomes. High school counseling teams were trained in the California College Guidance Initiative software and began implementing it in grades 9 and 10. By the end of the 2024-2025 school year, site teams will have developed a site implementation plan for 2025-2026 that includes all four grade levels. Middle school teams continued their use of Naviance to allow for college and career exploration opportunities for 7th and 8th-grade students across the district.

Action(s): 1.15 – AP Assessment:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.9, 1.13

Analysis Statement: Although AP enrollment and course access increased, overall performance and pass rates remained stagnant, suggesting that access alone has not yet translated into increased achievement on AP assessments. The percentage of 2024 meeting the CCI increased slightly from 42.8% in 2023 to 43.7%, while the percentage of graduates meeting CCI by passing 2 or more AP assessments increased from 21.8% to 26.7% over the same period.

1.16 CTE Coordination:

Effectiveness of Action: 3 – Effective

Metric(s): 1.9 and 1.11

Analysis: The CTE Coordinator advanced student achievement and program quality by leading SUHSD's most successful SkillsUSA season, expanding WBL to 100% of CTE classrooms, and aligning 9+ courses for A–G and industry relevance. The Coordinator ensured inclusive, future-ready CTE experiences across all 13 district pathways by supporting CTE programming with professional learning, curriculum and instruction oversight, and through managing CTE professional learning teams. The 2024 data on CTE pathway completion for cohort graduates meeting prepared in CCI, showed overall growth (+1%), with significant gains for Students with Disabilities (+13.5%) and English Learners (+5%), but a decline for Homeless students (-7.0%) highlights persistent barriers to postsecondary readiness. In the 24-25 academic year, 5352 students enrolled in CTE courses, with 6,682 certification completions, and over 100 students participated in the SkillUSA completion- 65 qualified for state competition, 7 received medals, and 1 made it to nationals.

1.17 College and Career Readiness (AVID and Puente):

Effectiveness of Actions: 2 – Somewhat Effective

Metrics: 1.9 and 1.10

The overall College and Career Indicator (CCI) improved slightly by 0.9%, with Students with Disabilities showing a 1.5% increase. However, English Learners declined by 0.01%, and Homeless students decreased by 7.3%, revealing an uneven impact across student groups. While we will continue this action, the data suggests a need to adjust strategies to provide more targeted support for English Learners and Homeless students to address the identified achievement gaps.

Action(s): 1.18 – Transition Partnership Program:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.9

Analysis Statement: This program has supported access to work-based learning for Students with Disabilities (SWD). This action has demonstrated some success with the percentage of SWD identified as prepared increasing from 12.3% to 13.7%. This data suggests continued focus on this action.

1.19 Work Experience Coordination:

Effectiveness of Action: 2 – Somewhat Effective

Metric(s): 1.9 and 1.11

Analysis: This year, Work Experience Coordinators (WECs) supported the coordination and documentation of district-approved work-based learning (WBL) experiences, including guest speakers, industry tours, job shadowing, mock interviews, and other forms of WBL across a wide range of CTE programs such as Agriculture, Computer Science, Education, Hospitality, Manufacturing, and Healthcare. The WECs

bridged schools and the workforce, helping students gain the career exposure, professional skills, and industry connections necessary for postsecondary success.

Action(s): 1.20 – CCI Red Indicators:

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): 1.9, 1.10, 1.2, 1.3, 1.11

Analysis Statement: While efforts have been made to address underperformance in College and Career readiness, metric results reflect that high-need groups continue to face significant barriers to achieving CCI success. School sites will work to continue expanding their work around college and career readiness opportunities through presentations, exploration lessons, and exposure to college and career opportunities. Analysis Statement: CAASPP ELA scores improved by +6.1 points overall and +10.6 for English Learners, while Math scores increased by +5.1 points overall and +15.5 for Students with Disabilities (SWDs). CAST Science scores increased by 1.3% points for all students and 2.1% points for SWDs. The percentage of 2024 meeting the CCI increased slightly from 42.8% in 2023 to 43.7%, while the percentage of graduates meeting CCI by passing 2 or more AP assessments increased from 21.8% to 26.7% over the same period. The percentage of graduates completing a CTE pathway increased slightly from 32.% in 2023 to 33.3%, while the number earning remained somewhat flat between those years- 479 in 2023 versus 475 in 2024.

Action(s): 1.21 –Site Allocations:

Effectiveness of Action(s): 3 – Effective

Metric(s): 1.1, 1.2, 1.3, 1.9, 1.10)

Analysis Statement: Overall, the actions funded by Supplemental and Concentration at the school sites have been partially effective. Academic achievement in ELA and Math for historically underserved groups (SWD, AA) affirms the value of site-based interventions, data reviews, and culturally relevant pedagogy. Actions have led to incremental yet meaningful gains across all student groups in both ELA and Math, with notable increases for Students with Disabilities (SWD) and African American (AA) students: ELA: SWD gained +16.6 points, and AA students gained +64.7 points—demonstrating strong progress despite still performing significantly below standard. Similarly, in mathematics, the gains were more modest overall, but AA students again showed a remarkable +39.4 point increase, and SWD improved by +15.5. These improvements suggest that the implemented strategies, such as differentiated supports, targeted interventions, and culturally responsive instructional strategies, are having a positive impact, particularly where services have been most intensively applied. Furthermore, graduation rates improved for most student groups, especially English Learners (+7.9%) and SWD (+4.8%). However, the homeless student graduation rate declined by -6.6%, raising concerns about program access and continuity for this group.

Action(s): 1.22-Monitoring Supplemental Concentration Systems for Accountability:

Effectiveness of Action(s): 3 – Effective

Successful Implementation as planned to support accountability and required reporting. The 2023-24 graduation rate data show overall improvement (+3.1%), with strong gains for English Learners (+7.9%) and Students with Disabilities (+4.8%), signaling successful outcomes.

Action(s): 1.23-Portables:

Effectiveness of Action(s): 3 – Effective

Successful Implementation with modifications requiring planning for projects with implementation in 2025-2026. The 2023–24 graduation rate data show overall improvement (+3.1%), with strong gains for English Learners (+7.9%) and Students with Disabilities (+4.8%), signaling successful outcomes. Additionally, the district continues to have no findings in the 2024-25 Williams review.

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

Goal 1 reflects some additional language to emphasize a focus on impacting students' intrinsic learning and leadership experiences. "SUHSD will ensure every student thrives by providing equitable access to rigorous, engaging, and high-impact academic learning—along with meaningful enrichment, expanded opportunities for growth, and personalized support—empowering all graduates to discover their passions and succeed in college, career, and as transformative leaders in their communities."

### 1.1 Professional Learning Communities

Continue PDSA cycles at middle and high schools that focus on the implementation of essential standards and specific literacy strategies. Continue to support and develop high-functioning Professional Learning Communities, adding a paraprofessional PLC and a focus on adjusting instruction to improve outcomes.

Reflects additional language to include adjusting instruction and expanding a paraprofessional learning community to improve student learning outcomes.

"SUHSD will support PLCs at all sites, where content teams will collaborate on standards-based instruction, assessments, interventions, and enrichment. Using a continuous improvement model, teams will analyze disaggregated achievement data—especially for English Learners, Students with Disabilities, African American students, and Foster/Homeless Youth—to adjust instruction and improve outcomes. PLC cohorts will also expand to include paraprofessionals who can help lead and coordinate site professional development."

### 1.2 High Quality Instruction

Continue to monitor student progress on essential standards across the district through the content area collaboratives. Continue to focus on integrated ELD to ensure that students receive specific supports on the ELD standard. The Special Education Services Department will continue differentiated professional learning and calibration opportunities on assessment tools, inclusive practices, and IEP compliance protocols by implementing training pathways for Certificated and Classified Staff to ensure consistent service delivery and data tracking. Release time allowed staff to plan, collaborate, and calibrate implementation practices.

Reflects additional language to include developing curriculum guides, common assessments with teacher teams.

"To ensure high-quality, first-time instruction for all students, district teacher teams will develop curriculum guides and common assessments aligned to grade-level standards and rigor. The instructional focus will prepare students to meet A-G requirements and graduate college- and career-ready. Supplemental materials will be provided to support English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged students, and Foster Youth."

### 1.3 Literacy

Increase the literacy specialist position to full-time. Expand focus and refine Tier 2 intervention systems and Tier 3 reading supports. Additional supports for reading intervention and research-based literacy supports and reading systems, specifically for Long-term English Learners and Students with Disabilities, as identified in the needs assessment for the Learning Recovery Emergency Block Grant student

groups and specific schools. The LREBG will fund personnel and reading programs to support Tier 2 literacy as identified for students/groups/schools.

Reflects additional language to include a comprehensive literacy plan that also promotes biliteracy and targeted support to accelerate academic achievement with equitable outcomes.

"SUHSD will prioritize literacy across all content areas to ensure students are college- and career-ready, with a comprehensive literacy plan that promotes both literacy and biliteracy. Aligned with the ELA/ELD Framework, EL Roadmap, Seal of Biliteracy, and Seal of Civic Engagement, the plan provides targeted support to accelerate academic achievement and equitable outcomes."

#### 1.4 English Learners

Continue expanding staffing to support English Learners' access to instruction through class size reduction for specific courses (Academic Language Development, Academic Language Learning, and English Language Development) and professional development focused on both integrated and designated English Language Development (ELD). In addition, additional staff will be required to pilot and implement the Newcomer Center. The LREBG will fund a program that is used to assess and monitor students who are English Learners to ensure adequate progress is made and supports/interventions are implemented and monitored.

Reflects additional language to include targeted supports for Newcomers and LTELs, and support from dedicated personnel and strategic allocation of resources.

"SUHSD is committed to meeting the diverse strengths and needs of all English Learners by integrating language development with rigorous content learning, ensuring access to grade-level curriculum, targeted supports for Newcomers and LTELs, and promoting bilingualism and biliteracy as powerful assets for success in a global, multilingual world—supported by dedicated personnel and strategic allocation of resources."

#### 1.5 ELA (Red Indicator)

Increase focus on Tier 2 and Tier 3 reading supports through intervention teachers/staff and partnership with community partners, MCOE, and CSUMB tutoring. Focus on literacy: Working with SUHSD (Educational Services) and MCOE, to build knowledge of the science of reading and how to provide reading interventions during the school day to meet the needs of students reading below grade level, English Learners, and students with dyslexia throughout district with each site having sections of reading lab (Sonday System Curriculum) in the 2025-2026 school year.

Reflects additional language to include to equip teachers with scaffolds and strategies that effectively serve English learners and other students.

"SUHSD will provide differentiated instructional support through district-wide ELA collaboratives for grades 7–12—supported by dedicated personnel and strategically allocated resources—offering professional learning on ELD standards, integrated ELD, and culturally responsive practices to equip teachers with scaffolds and strategies that effectively serve English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and African American students, with the ultimate goal of improving ELA CAASPP performance for these key student groups at every school site." In addition, LREBG funds/metrics to measure effectiveness were added.

#### 1.6 Math (Red Indicator)

Continue collaboratives focused on essential standards, student progress towards standards, and interventions specifically to support

language development in Math. Provide training on the new Math framework for all math teachers, specifically integrating supports for students. Provide additional tutorial supports in Math and Science using research-based instructional practices to develop math literacy with a focus on scaffolds to support LTELs and Students with Disabilities funded from the Learning Recovery Emergency Block.

Reflects additional language to include high-leverage strategies to meet the needs of students and teachers will hold student performance data-informed collaboration and math essential standards will be used to accelerate learning outcomes.

"SUHSD will deliver differentiated instructional support through district-wide Math collaboratives for Math 7, Math 8, and Math 1–3 teachers—driven by strategic personnel deployment and resource investment. These professional learning sessions will focus on ELD standards, integrated ELD, culturally responsive pedagogy, and high-leverage strategies to meet the needs of English Learners, Students with Disabilities, and African American students. Teachers will engage in data-informed collaboration using student group performance metrics (EL, Hispanic, SED, SWD, AA) to drive targeted interventions, while expanded after-school math support will reinforce essential standards and accelerate learning outcomes."

### 1.7 Life Skills and Functional Academics

Implementing an Alternative Pathway for a Diploma with the first graduating classes in 2025-2026. Continue providing professional development, curriculum, and access for students and the staff working with them, enabling students in Special Day Classes to earn an alternative diploma instead of a certificate of completion.

Reflects additional language to include access to essential instructional supports, including specialized materials, with activities to enhance engagement, independence, and real-world experiences.

"SUHSD will provide targeted support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students with IEPs in Life Skills and Functional Academics Programs—ensuring access to essential instructional supports, including specialized materials, classroom supplies, and experiential learning opportunities such as field trips, to enhance engagement, independence, and real-world readiness.

### 1.8 Software and Assessments for Students

Continue to ensure access to technology, hardware, and new electronic assessments. We will continue to provide access to technology, hardware, and software that support instruction and learning for students and staff.

Reflects additional language to include adaptive hardware and ensuring equitable access to personalized learning pathways that promote meaningful progress.

"SUHSD will invest in high-quality assessments, instructional materials, educational software, and adaptive hardware to support Socioeconomically Disadvantaged students and English Learners with IEPs—ensuring equitable access to academic interventions, core content, and personalized learning pathways that promote meaningful progress and achievement."

### 1.9 Technology

Continue the new technology using Yondr cell phone pouches at the middle schools to improve engagement, and pilot small group use of Yondr cell phone pouches and related technology at the high school as an intervention support. In addition, expanding new innovative technologies and a technology replacement program reflecting an increase in LCAP funding in the 2025-2026 school year from 2024-2025.

Reflects additional language to include:

"SUHSD is committed to advancing equitable, engaging, and tech-integrated learning for all students. With dedicated EdTech personnel and ongoing staff training, every school will leverage cutting-edge tools to build digital literacy, responsible citizenship, and effective instruction—especially for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth. Key initiatives include expanded access to emerging technologies, innovative equipment, and modern tech spaces, as well as the implementation and maintenance of Yondr pouches at middle and high schools to improve focus and learning environments. SUHSD will partner with the League of Innovative Schools, Digital Promise, and Verizon Innovative Learning Spaces to provide innovation and emerging educational advances to advance student outcomes."

#### 1.10 Data-Informed Practices

We will continue to use data tools, the district data analysis protocol, and continuous improvement practices to monitor the effectiveness of programs, interventions, and actions.

Reflects additional language to include monitoring programs for effectiveness through continuous learning cycles and data analysis-supported by dedicated personnel and strategic resource allocation.

"SUHSD will rigorously monitor program effectiveness through continuous learning cycles and data analysis—supported by dedicated personnel and strategic resource allocation—with a sharp focus on closing outcome gaps for historically underserved groups, including SED students, English Learners, Foster Youth, Homeless students, Students with Disabilities, and African American students. This approach ensures equity, accountability, and improved outcomes across the district."

#### 1.11 Assessments

The district will continue with common district assessments and release teachers to reflect and plan on the district assessment data. Although the actions will continue, LCAP funding for 2025-2026 will reflect an increase from 2024-2025 because the district is shifting funds from the Learning Recovery Emergency Block Grant that partially funds this action this academic year. District common assessments and related math performance tasks will continue to be provided and scored by math teachers who will identify students who need additional math support and related tutoring as outlined and funded from LREBG. The district also plans to expand a common district assessment in all world language classes that will provide more students in those classes with meeting the world language eligibility requirement for the State Seal of Biliteracy.

Reflects additional language to include using data to drive targeted enrichment and interventions, and ensure students reach their full potential, especially staff time focused particularly on African American students.

"SUHSD will utilize disaggregated common formative and summative assessment data to drive targeted enrichment and intervention for all students—with a focused commitment to English Learners, SED students, Students with Disabilities, African American students, Homeless, and Foster Youth. To ensure students reach their full potential, the district will provide the necessary resources, support, and conditions to create optimal assessment environments for both students and staff."

The changes to the LREBG funding for literacy assessments to diagnose readiness gaps and provide learning recovery support, and use metrics 1.2, 1.3, and 1.14 to monitor effectiveness.

#### 1.12 Interventions

We will continue to offer our after-school intervention at all three middle schools; however, we will partner with a new organization, First Tee.

First Tee is a non-profit that operates in the heart of our city and focuses on youth development. Many of our middle school students have already had the opportunity to engage with their program during elementary school.

Furthermore, our Special Education staff will continue to expand Circle of Friends to additional school sites, increasing access to this inclusionary support. This expansion is intended to further promote positive school climate and support for marginalized students across our District.

Reflects additional language to include dedicated staff time to advance academic growth following robust intervention and acceleration. "SUHSD is committed to robust intervention and acceleration for all students, with focused support for English Learners, Students with Disabilities, African American students, and Foster and Homeless youth. Dedicated staff time will be allocated to advance academic growth and excellence for African American students, particularly in ELA and Math."

#### 1.13 Graduation and Summer School

SUHSD allocated \$50,000 to support the Scholar Committee in exploring the increase of College and Career Readiness opportunities at the high schools. While some of this money was utilized, there were funds left over. SUHSD also allocated \$100,000 for college field trips, which was moved and allocated under goal 1.14. The Learning Recovery Emergency Block Grant funds have identified intervention needs and will continue to fund tutorials for students who are being served at each site in alternative education sections with individually paced curriculum with supports, specifically focusing on math and literacy for identified students, especially English learners/LTEs, and, if appropriate, SWD. And, the LREBG will also continue to fund summer school sessions and identify students, especially those who are performing in the very low and low categories, and/or who are behind in credits to graduate.

No change in wording to this action:

"SUHSD will provide access to all students, specifically at Mt. Toro and El Puente, to academic intervention classes both within and outside the school day (X and Y period) and also during the winter, spring, and summer intersessions. All students, specifically ELs, Hispanic, SED, and SWD at AHS, EPS, EAHS, MTHS, SHS, and districtwide will be monitored and provided early interventions, tutoring, and credit recovery to graduate."

#### 1.14 College and Career Readiness

More money will be allocated for college exposure, and additional funds will be allocated to support parent engagement workshops based on feedback from students and parents, LCAP survey feedback.

Reflects additional language to include guiding students in developing personalized 4-6 year academic plans aligned with college and career goals, and ensuring informed decision-making and expanded opportunities for success.

"To improve graduation rates for English Learners, SUHSD will provide dedicated resources and support personnel to guide students in developing personalized 4- and 6-year academic plans aligned with college and career goals. Students will also access vocational and career assessments, participate in college and university visits, and explore a range of postsecondary pathways—including public, private, and vocational options—ensuring informed decision-making and expanded opportunities for success."

#### 1.15 AP Assessment

The district will continue to fund all student AP testing fees, assist sites to ensure optimal testing environments, provide Professional

Development for AP coordinators, and provide opportunities for AP teachers across the district to collaborate to improve AP passage rates. Reflects additional language to include equitable access.

"SUHSD is committed to expanding equitable access to AP and Dual Enrollment courses and increasing AP exam success (scores of 3 or higher) across all student groups. Support will include covering AP exam fees for all enrolled students, funding services to support AP classroom assessment scoring, providing resources and personnel for AP exam preparation, and allocating substitutes to ensure smooth and efficient exam administration at school sites."

#### 1.16 CTE Coordination

The coordination of CTE will continue to expand access to CTE programs to include priorities that focus on increasing pathway completion, work-based learning activities, student participation in career technical student organizations (CTSOs), and certifications for special population students.

Reflects additional language to include innovation and accessible access for all students, professional development to connect industry partners, establish student internships, provide targeted support to staff, and increase student engagement, focusing on field trips and potential industry careers with sample partners.

"The coordination of SUHSD's Career Technical Education (CTE) programs will be facilitated by the CTE coordinator to ensure courses/pathways are industry and standards-aligned, innovative and accessible to all students—with a strong focus on expanding opportunities for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Foster/Homeless Youth. Coordinated districtwide professional development will be provided in connection with industry partners, certification programs, related internships, and in support of work-based learning opportunities, and will provide targeted support to staff to strengthen CTE instruction and student engagement across all school sites.

#### 1.17 AVID and Puente

All comprehensive schools will continue to offer AVID and PUENTE programs; however, we will more closely monitor enrollment and support for Homeless Youth, Students with Disabilities, and English Learners.

Reflects additional language to include empowering more students, establishing a clear path to a four-year college admission, and cultivating a college-going culture, while ensuring age-appropriate exposure and the guidance of students through a range of pathways that inspire higher education.

"SUHSD is committed to expanding college readiness by enhancing AVID and PUENTE programs across all school sites—empowering more students, especially those who are low-income, Foster Youth, Homeless, and English Learners, to develop strong study skills, academic confidence, and a clear path to four-year college admission. To further cultivate a college-going culture, SUHSD will allocate dedicated funds to ensure every student visits at least one college or university annually. Staff will strategically identify postsecondary institutions by grade level to ensure age-appropriate exposure, guiding students through a range of pathways that inspire higher education, regardless of background or circumstance."

#### 1.18 Transition Program

The Transition Program will continue in the 2025-2026 school year with expanded investment from the Department of Rehabilitation. This expanded investment will double the number of employees performing the essential work of facilitating work-based learning (WBL) opportunities for students with disabilities.

Reflects additional language to include career and independent living.

"To support Socioeconomically Disadvantaged students, Foster Youth, English Learners, and Homeless students with IEPs, SUHSD's Students with Disabilities Work-Based Learning (WBL) team—working in collaboration with the Department of Rehabilitation—will provide dedicated resources, specialized personnel, and targeted skill-building opportunities to ensure a successful transition to college, career, and independent living."

#### 1.19 Work Experience Coordination

Work Experience Coordinators will continue to provide work-based learning activities (industry guest speakers, industry mentorships, job shadowing, pre-apprenticeships, etc.) for all students, focusing on special population students.

Reflects additional language to include building equitable access to career exploration and real-world skill development, and to strengthen site-based WBL implementation and student engagement.

"Work Experience Coordination will strategically expand high-quality work-based learning (WBL) opportunities for all students, with a focused commitment to Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American students, Foster Youth, and Homeless Youth. In addition to building equitable access to career exploration and real-world skill development, WECs will provide professional development and ongoing support to staff and facilitate WBL activities. Industry partner visits and field trips will also be coordinated to ensure students and staff can experience priority sector careers in such areas as agriculture, education, engineering, healthcare, information and communication technologies, transportation, and those focused on STEM and technology integration. (example partners may include Apple, Google, CISCO, Adobe, Yahoo, etc.)"

#### 1.20 CCI Red Indicators

La Paz Middle School English Learners, Everett Alvarez English Learners, and Students with Disabilities were omitted from ELA previously and added to the ELA CAASPP metric.

Reflects additional language to include SUHSD will provide specific lessons on college and career requirements and A-G courses to support students in the development and tracking of their four or six-year plan.

"SUHSD will provide specific lessons on college and career requirements and A-G courses that will be taught by school site counselors to all students, with a specific focus on the following student groups:

- MTHS: All students, ELs, Hispanic, and SED
- EPS: All students, ELs, Hispanic, and SED
- EAHS: SWD

#### 1.21

Reflects additional language to include data-driven decision-making and promote transparency and accountability in the use of these funds.

"Supplemental and Concentration Funds are strategically allocated to each school site based on the enrollment of students with unique needs—including low-income, English Learner, Foster, and Homeless Youth—as outlined in each school's SPSA. Schools are required to analyze key data metrics to ensure plans are responsive to the needs of unduplicated student groups. Site administrators collaborate closely with the School Site Council (SSC) to engage educational partners in data-driven decision-making and promote transparency and

accountability in the use of these funds."

1.22

Reflects additional language to include designated personnel.

"Designated personnel will oversee, monitor, and support school sites in managing their Supplemental and Concentration budgets, accountability systems, and allocated resources—ensuring funds are strategically used to expand services and improve outcomes for unduplicated students, including English Learners, low-income students, and Foster/Homeless Youth. This comprehensive support promotes equity, transparency, and alignment with state requirements across all school sites." In addition, LREBG funds/metrics to measure effectiveness were added.

1.23

Reflects additional language to include high-quality portables to ensure continuity for traveling staff, modernize campuses by upgrading classroom furniture, enhance teacher workspaces, parent engagement areas, redesigning front offices to be welcoming, student-centered and functional, including libraries, counseling centers, common areas and outdoor learning environments-to foster inclusion, innovative and future-ready schools.

"To address the removal of outdated portables and support ongoing construction efforts, SUHSD will invest in new, high-quality portables to ensure continuity for traveling staff and preserve effective learning environments. The district will also modernize campuses by upgrading classroom furniture, enhancing teacher workspaces and parent engagement areas, and redesigning front offices to be welcoming, student-centered, and functional. Additionally, SUHSD will improve other key campus spaces—including libraries, counseling centers, common areas, and outdoor learning environments—to foster inclusive, innovative, and future-ready schools that reflect the district's commitment to excellence and equity."

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Communities	SUHSD will support PLCs at all sites, where content teams will collaborate on standards-based instruction, assessments, interventions, and enrichment. Using a continuous improvement model, teams will analyze disaggregated achievement data—especially for English Learners, Students with Disabilities, African American students, and Foster/Homeless Youth—to adjust instruction and improve outcomes. PLC	\$4,345,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cohorts will also expand to include paraprofessionals who can help lead and coordinate site professional development.		
1.2	Instruction	To ensure high-quality, first-time instruction for all students, district teacher teams will develop curriculum guides and common assessments aligned to grade-level standards and rigor. The instructional focus will prepare students to meet A-G requirements and graduate college- and career-ready. Supplemental materials will be provided to support English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged students, and Foster Youth.	\$2,347,682.00	Yes
1.3	Literacy	<p>SUHSD will prioritize literacy across all content areas to ensure students are college- and career-ready, with a comprehensive literacy plan that promotes both literacy and biliteracy. Aligned with the ELA/ELD Framework, EL Roadmap, Seal of Biliteracy, and Seal of Civic Engagement, the plan provides targeted support to accelerate academic achievement and equitable outcomes.</p> <p>LREBG Action: This action implements a comprehensive literacy plan aligned with the ELA/ELD Framework, English Learner Roadmap, Seal of Biliteracy, and Seal of Civic Engagement.</p> <p>Research-Based Rationale:  Research by the California Department of Education and the ELA/ELD Framework emphasizes that integrated, scaffolded literacy instruction across disciplines significantly improves student achievement, especially for English Learners and students from underserved populations. Moreover, biliteracy development is linked to higher academic engagement and stronger cognitive flexibility (August &amp; Shanahan, 2006).</p> <p>Monitoring Metrics:  CAASPP ELA scores disaggregated by EL, SED, and SWD subgroups</p> <p>Reclassification rates for English Learners</p> <p>Participation and attainment of the State Seal of Biliteracy</p>	\$1,012,452.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Progress monitoring through district formative assessments in ELA and ELD</p> <p>LREBG Funding Allocation:</p> <p>\$406,836 (non-personnel) for literacy curriculum materials, professional development, digital tools, and assessments aligned to the ELA/ELD Framework</p> <p>\$358,337 (personnel) for staff coordination, literacy coaching, and instructional support focused on biliteracy and ELD integration</p>		
1.4	English Learners	<p>SUHSD is committed to meeting the diverse strengths and needs of all English Learners by integrating language development with rigorous content learning, ensuring access to grade-level curriculum, targeted supports for Newcomers and LTELs, and promoting bilingualism and biliteracy as powerful assets for success in a global, multilingual world—supported by dedicated personnel and strategic allocation of resources. LREBG Action: Integrated language development with rigorous content learning.</p> <p>Research shows that integrated and designated English Language Development (ELD), aligned with the ELA/ELD Framework and English Learner Roadmap, supports academic achievement and language acquisition for English Learners, particularly when coupled with culturally and linguistically responsive practices.</p> <p>The metric being used to monitor the action is Metric #1: CAASPP ELA and reclassification rates for English Learners.</p> <p>LREBG Funds supporting this action: \$1,681,274 per year through 2027–2028.</p>	\$6,004,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Red Indicator ELA (Technical Assistance)	<p>SUHSD will provide differentiated instructional support through district-wide ELA collaboratives for grades 7–12 supported by dedicated personnel and strategically allocated resources offering professional learning on ELD standards, integrated ELD, and culturally responsive practices to equip teachers with scaffolds and strategies that effectively serve English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and African American students, with the ultimate goal of improving ELA CAASPP performance for these key student groups at every school site.</p> <p>ELs at ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, Districtwide            SWD at AHS, ESMS, EAHS, HMS, NSHS, RSJHS, Districtwide            All, Hispanic, and SED students at EPS            African American students- Districtwide</p> <p>LREBG:            SUHSD will provide differentiated instructional support through districtwide ELA collaboratives for grades 7–12, led by dedicated personnel and supported by strategically allocated resources.</p> <p>Research shows that culturally responsive pedagogy, when paired with PD and integrated ELD, leads to improved engagement and academic performance for historically underserved student groups. This approach is aligned with the ELA/ELD Framework and supported by findings from the Institute of Education Sciences and What Works Clearinghouse, which report that targeted teacher development in instructional strategies, especially those tied to formative feedback and language development, can improve literacy outcomes across subgroups.</p> <p>Metric being used to monitor this action:            Metric 1.2: ELA CAASPP performance, disaggregated by student group.</p> <p>LREBG Funds supporting this action:            \$297,231 per year through 2027–2028</p>	\$466,568.00	Yes
1.6	Red Indicator Math	<p>SUHSD will deliver differentiated instructional support through district-wide Math collaboratives for Math 7, Math 8, and Math 1–3 teachers—driven by</p>	\$518,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>strategic personnel deployment and resource investment. These professional learning sessions will focus on ELD standards, integrated ELD, culturally responsive pedagogy, and high-leverage strategies to meet the needs of English Learners, Students with Disabilities, and African American students. Teachers will engage in data-informed collaboration using student group performance metrics (EL, Hispanic, SED, SWD, AA) to drive targeted interventions, while expanded after-school math support will reinforce essential standards and accelerate learning outcomes. SUHSD aims to improve Math CAASPP performance for the following student groups at each site:</p> <p>All Students at EPS, EAHS, HMS, LPMS, RSJHS            ELs at ESMS, EAHS, HMS, LPMS, RSJHS, WMS, Districtwide            Hispanic at EPS, EAHS, HMS, LPMS, RSJHS            SED at EPS, EAHS, HMS, LPMS, RSJHS            SWD at AHS, ESMS, EAHS, HMS, RSJHS, WMS, Districtwide            African American students-Districtwide</p> <p>LREBG Action: SUHSD will provide targeted math instruction through districtwide teacher collaboratives focused on ELD, inclusive strategies, and data-driven interventions for ELs, SWDs, and African American students. After-school math support will reinforce key standards and boost student outcomes.</p> <p>Research shows that collaborative professional development and targeted instructional interventions—especially those aligned with the ELA/ELD Framework and Universal Design for Learning (UDL)—improve outcomes for underserved students. According to the National Council of Teachers of Mathematics and CDE guidance, teacher collaboration focused on data and equity-minded strategies increases student proficiency in mathematics, especially among ELs and other historically underserved groups.</p> <p>The metric being used to monitor the action is CAASPP Math performance by student group (Metric #1a – Statewide Assessment Performance).</p> <p>LREBG Funds supporting this action: \$517,680 per year through 2027–2028.</p>		

Action #	Title	Description	Total Funds	Contributing
<b>1.7</b>	Self-Contained Classes-Instructional Support	SUHSD will provide targeted support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students with IEPs in Life Skills and Functional Academics Programs—ensuring access to essential instructional supports, including specialized materials, classroom supplies, and experiential learning opportunities such as field trips, to enhance engagement, independence, and real-world readiness.	\$471,491.00	Yes
<b>1.8</b>	Materials and Software Licenses for Students	SUHSD will invest in high-quality assessments, instructional materials, educational software, and adaptive hardware to support Socioeconomically Disadvantaged students and English Learners with IEPs—ensuring equitable access to academic interventions, core content, and personalized learning pathways that promote meaningful progress and achievement.	\$262,444.00	Yes
<b>1.9</b>	Technology	SUHSD is committed to advancing equitable, engaging, and tech-integrated learning for all students. With dedicated EdTech personnel and ongoing staff training, every school will leverage cutting-edge tools to build digital literacy, responsible citizenship, and effective instruction—especially for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster Youth. Key initiatives include expanded access to emerging technologies, innovative equipment, and modern tech spaces, as well as the implementation and maintenance of Yondr pouches at middle and high schools to improve focus and learning environments. SUHSD will partner with the League of Innovative Schools, Digital Promise, and Verizon Innovative Learning Spaces to provide innovation and emerging educational advances to advance student outcomes.	\$4,592,908.00	Yes
<b>1.10</b>	Data Informed and Decision Making	SUHSD will rigorously monitor program effectiveness through continuous learning cycles and data analysis—supported by dedicated personnel and	\$251,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategic resource allocation—with a sharp focus on closing outcome gaps for historically underserved groups, including SED students, English Learners, Foster Youth, Homeless students, Students with Disabilities, and African American students. This approach ensures equity, accountability, and improved outcomes across the district.		
<b>1.11</b>	Assessments	<p>SUHSD will utilize disaggregated common formative and summative assessment data to drive targeted enrichment and intervention for all students—with a focused commitment to English Learners, SED students, Students with Disabilities, African American students, Homeless, and Foster Youth. To ensure students reach their full potential, the district will provide the necessary resources, support, and conditions to create optimal assessment environments for both students and staff.</p> <p>LREBG Action: Use of disaggregated common formative and summative assessments.</p> <p>Research shows that formative assessment improves academic outcomes, with What Works Clearinghouse reporting an average effect size of +0.29 overall and +0.34 in math for K–12 students. Studies also highlight that teacher-led formative assessment—analyzing student work and adjusting instruction—drives significant learning gains Institute of Education Sciences.</p> <p>The metric being used to monitor the action is Metric 1.2: CAASPP performance, disaggregated by student group.</p> <p>LREBG Funds supporting this action: \$110,000 per year through 2027–2028.</p>	\$619,255.00	Yes
<b>1.12</b>	Academic Interventions	<p>SUHSD is committed to robust intervention and acceleration for all students, with focused support for English Learners, Students with Disabilities, African American students, and Foster and Homeless youth. Dedicated staff time will be allocated to advance academic growth and excellence for African American students, particularly in ELA and Math.</p>	\$1,543,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Graduation Red Indicator	<p>SUHSD will provide access to all students, specifically at Mt. Toro and El Puente, to academic intervention classes both within and outside the school day (X and Y period) and also during the winter, spring, and summer intersessions. All students, specifically ELs, Hispanic, SED, and SWD at AHS, EPS, EAHS, MTHS, SHS, and districtwide will be monitored and provided early interventions, tutoring, and credit recovery in order to graduate.</p> <p>LREBG Action: Academic intervention classes during the regular school day (X and Y periods) and extended learning opportunities during winter, spring, and summer intersessions.</p> <p>Research shows that expanded learning time, particularly in the form of intersessions and targeted interventions, improves academic achievement and graduation outcomes for high-need students. According to the What Works Clearinghouse, interventions like extended learning time and credit recovery yield significant positive effects in secondary settings, especially when tailored to at-risk student populations (WWC Intervention Reports, <a href="http://ies.ed.gov">ies.ed.gov</a>).</p> <p>The metric being used to monitor the action is Metric 1.2: CAASPP performance and graduation rates, disaggregated by student group.</p> <p>LREBG Funds supporting this action: \$12,312,892 per year through 2027–2028.</p>	\$12,344,220.00	Yes
1.14	College, Career and Community Ready	<p>To improve graduation rates for English Learners, SUHSD will provide dedicated resources and support personnel to guide students in developing personalized 4- and 6-year academic plans aligned with college and career goals. Students will also access vocational and career assessments, participate in college and university visits, and explore a range of postsecondary pathways—including public, private, and vocational options—ensuring informed decision-making and expanded opportunities for success.</p>	\$3,429,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.15</b>	AP Assessment and Dual Enrollment	SUHSD is committed to expanding equitable access to AP and Dual Enrollment courses and increasing AP exam success (scores of 3 or higher) across all student groups. Support will include covering AP exam fees for all enrolled students, funding services to support AP Classroom assessment scoring, providing resources and personnel for AP exam preparation, and allocating substitutes to ensure smooth and efficient exam administration at school sites.	\$736,842.00	Yes
<b>1.16</b>	CTE Coordination	The coordination of SUHSD's Career Technical Education (CTE) programs will be facilitated by the CTE coordinator to ensure courses/pathways are industry and standards-aligned, innovative and accessible to all students—with a strong focus on expanding opportunities for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Foster/Homeless Youth. Coordinated districtwide professional development will be provided in connection with industry partners, certification programs, related internships, and in support of work-based learning opportunities, and will provide targeted support to staff to strengthen CTE instruction and student engagement across all school sites.	\$275,035.00	Yes
<b>1.17</b>	College and Career Readiness Programs (AVID & Puente)	SUHSD is committed to expanding college readiness by enhancing AVID and PUENTE programs across all school sites—empowering more students, especially those who are low-income, foster youth, homeless, and English Learners, to develop strong study skills, academic confidence, and a clear path to four-year college admission. To further cultivate a college-going culture, SUHSD will allocate dedicated funds to ensure every student visits at least one college or university annually. Staff will strategically identify postsecondary institutions by grade level to ensure age-appropriate exposure, guiding students through a range of pathways that inspire higher education, regardless of background or circumstance.	\$3,209,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Transition to Career/ Partnership WBL Program	To support Socioeconomically Disadvantaged students, Foster Youth, English Learners, and Homeless students with IEPs, SUHSD's Students with Disabilities Work-Based Learning (WBL) team—working in collaboration with the Department of Rehabilitation—will provide dedicated resources, specialized personnel, and targeted skill-building opportunities to ensure a successful transition to college, career, and independent living.	\$195,170.00	Yes
1.19	Work Experience Coordination	Work Experience Coordination will strategically expand high-quality work-based learning (WBL) opportunities for all students, with a focused commitment to Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, African American students, Foster Youth, and Homeless Youth. In addition to building equitable access to career exploration and real-world skill development, WECs will provide professional development and ongoing support to staff and facilitate WBL activities. Industry partner visits and field trips will also be coordinated to ensure students and staff can experience priority sector careers in such areas as agriculture, education, engineering, healthcare, information and communication technologies, transportation, and those focused on STEM and technology integration. (Example partners may include Apple, Google, CISCO, Adobe, Yahoo, etc.)	\$722,234.00	Yes
1.20	College/Career-Red Indicators	SUHSD will provide specific lessons on college and career requirements and A-G courses that will be taught by school site counselors to all students, with a specific focus on the following student groups: <ul style="list-style-type: none"> <li>• MTHS: All students, ELs, Hispanic, and SED</li> <li>• EPS: All students, ELs, Hispanic, and SED</li> <li>• EAHS: SWD</li> </ul>	\$24,560.00	Yes
1.21	Site Allocations	Supplemental and Concentration Funds are strategically allocated to each school site based on the enrollment of students with unique needs—including low-income, English Learner, foster, and homeless youth—as outlined in each school's SPSA. Schools are required to analyze key data	\$1,580,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>metrics to ensure plans are responsive to the needs of unduplicated student groups. Site administrators collaborate closely with the School Site Council (SSC) to engage educational partners in data-driven decision-making and promote transparency and accountability in the use of these funds.</p> <ul style="list-style-type: none"> <li>• Alisal High School -\$288,525</li> <li>• Everett Alvarez High School- \$194,200</li> <li>• North Salinas High School- \$213,375</li> <li>• Rancho San Juan High School- \$146,875</li> <li>• Salinas High School- \$197,575</li> <li>• El Puente School- \$34,775</li> <li>• Mount Toro High School- \$24,900</li> <li>• Carr Lake Community Day School- \$2,475</li> <li>• El Sausal Middle School- \$120,250</li> <li>• Harden Middle School- \$112,675</li> <li>• La Paz Middle School- \$129,925</li> <li>• Washington Middle School- 114,900</li> </ul>		
1.22	Monitoring Systems for Accountability-Supplemental & Concentration Funded	<p>Designated personnel will oversee, monitor, and support school sites in managing their Supplemental and Concentration budgets, accountability systems, and allocated resources—ensuring funds are strategically used to expand services and improve outcomes for unduplicated students, including English Learners, low-income students, and foster/homeless youth. This comprehensive support promotes equity, transparency, and alignment with state requirements across all school sites.</p> <p>LREBG Action: Monitoring systems to ensure funds are being used to improve services for unduplicated pupils.</p> <p>Research shows that dedicated resource monitoring and data-informed fiscal oversight improve the effectiveness of funding allocations and ensure equitable service delivery. According to the U.S. Department of Education and findings reviewed by the What Works Clearinghouse, strong leadership, continuous monitoring, and fiscal transparency are key drivers of improved student outcomes in high-need schools.</p>	\$2,876,092.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The metric being used to monitor the action is Metric 1.2: CAASPP performance, as well as site-level performance and program implementation data disaggregated by student group.</p> <p>LREBG Funds supporting this action: \$649,306 per year through 2027–2028.</p>		
<b>1.23</b>	Learning Environments	<p>To address the removal of outdated portables and support ongoing construction efforts, SUHSD will invest in new, high-quality portables to ensure continuity for traveling staff and preserve effective learning environments. The district will also modernize campuses by upgrading classroom furniture, enhancing teacher workspaces and parent engagement areas, and redesigning front offices to be welcoming, student-centered, and functional. Additionally, SUHSD will improve other key campus spaces—including libraries, counseling centers, common areas, and outdoor learning environments—to foster inclusive, innovative, and future-ready schools that reflect the district’s commitment to excellence and equity.</p>	\$55,532.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	SUHSD will actively recruit, hire, and retain exceptional, diverse, and culturally responsive staff — cultivating a culture of excellence, professional growth, and leadership across all roles, while empowering educators to recognize and nurture the genius within every student.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>The LEA developed this goal to reduce staff turnover and improve student outcomes, especially for our English Learners, Students with Disabilities, and Foster Youth. The metrics will measure the number of highly qualified teachers, the quality of professional development, and the frequency of data cycles used to measure progress towards the goal.</p> <p>Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Clear credential and appropriately placed teachers.	2021-2022 Teacher Assignment Monitoring Outcome Data (last official data): 81.4% of FTE with a clear credential and are appropriately placed.	2022-2023 Teacher Assignment Monitoring Outcome Data (last official data): 79.5% of FTE with a clear credential		90% of FTE clear and appropriately placed.	-1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and appropriately placed.			
2.2	Cohort retention and permanency rates of teachers hired into the Residency Program.	3 out of 5 of the 2020-2021 Residency Program cohort teachers will attain permanency on day 1 of the 2024-2025 school year.	4 out of 5 of the 2020-2021 Residency Program cohort were retained in the 2022-2023 school year, and will return for 2023-2024.		80% cohort retention rates reaching permanency.	+20%
2.3	Professional Learning Feedback	During the 2023-2024 school year, the average rating for professional learning sessions was 3.7 out of 4.	During the 2024-2025 school year, the average rating for professional learning was 3.74 out of 4.		Participant feedback from district sponsored PD will have a rating of 3 or 4 out of 4 on whether the PD met the intended learning objectives.	There was no significant change from the baseline.
2.4	ILT Learning Walks	50% of school sites conducted 2 Learning Walks during the 2023-2024 school year.	50% of school sites completed two ILT district learning walks during the 2024-2025 school year.		100% of school sites will complete an ILT District Learning Walk at least 2 times each year	There was no change from baseline data.
2.5	Continuous Improvement Cycles	Each school site (11 sites) had grade-level teams in ELA and Math that completed one cycle of Continuous Improvement.	2024-25: All middle schools (4 sites) completed at least one or more cycles of Continuous		100% of sites will complete at least 2 Continuous Improvement cycles each school year.	There was some growth in middle school teams that completed more than one cycle, but there were fewer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Improvement across content areas.</p> <p>All high schools had some grade level teams that completed at least one cycle of Continuous Improvement.</p>			high school teams that completed a cycle of Continuous Improvement.
2.6	Participation in Professional Development Opportunities	<p>100% of middle school and high school staff will participate in professional development day at the start of the year and in the 4 minimum days.</p> <p>All ELA, Math, ELD, Science, and Social Studies teams will participate in district collaboratives with a focus on ELD standards and scaffolds to support English Learners</p>	<p>2024-25: All middle school and high school certificated staff participated in professional development at the start of the school year and during the four minimum days.</p> <p>All ELA, Math, ELD, Science, and Social studies teams participated in district collaboratives that provided training on ELD standards and scaffolds to support English Learners.</p>		<p>All certificated employees and paraeducators will participate in professional development days and minimum day PD.</p> <p>All content teachers will participate in training on the ELD standards and how to scaffold lessons to support English Learners.</p>	No difference between baseline and Year 1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023 <ul style="list-style-type: none"> <li>All 30.2 points below standard</li> <li>SED: 33.2 points below standard</li> <li>EL: 89.7 points below standard</li> <li>SWD: 112.1 points below standard</li> <li>Homeless: 68.3 points below standard</li> <li>AA: 95.1 points below standard</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 24.1 points below standard</li> <li>SED: 27.5 points below standard</li> <li>EL: 79.1 points below standard</li> <li>SWD: 96.5 points below standard</li> <li>Homeless: 60.9 points below standard</li> <li>AA: 30.4 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>All 15.2 points below standard</li> <li>SED: 16.0 points below the standard</li> <li>EL: 30.2 points below standard</li> <li>SWD: 35.8 points below standard</li> <li>Homeless: 24.8 points below standard</li> <li>AA: 31.5 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>All +6.1</li> <li>SED: +5.7</li> <li>EL: +10.6</li> <li>SWD: +15.6</li> <li>Homeless: +7.4</li> <li>AA: +64.7</li> </ul>
2.8	Math CAASPP Test: Distance from Meeting Standards	2022-2023 <ul style="list-style-type: none"> <li>All 102.8 points below standard</li> <li>SED: 105.5 points below standard</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 97.7 points below standard</li> <li>SED: 101.1 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>All 87.8 points below standard</li> <li>SED: 89.0 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>All +5.1</li> <li>SED: +4.4</li> <li>EL: +4.8</li> <li>SWD: +15.5</li> <li>Homeless: +8.7</li> <li>AA: +39.4</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>EL: 142.6 points below standard</li> <li>SWD: 167.8 points below standard</li> <li>Homeless: 131.9 points below standard</li> <li>AA: 153.2 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>EL:137.8 points below standard</li> <li>SWD: 152.3 points below standard</li> <li>Homeless: 123.2 points below standard</li> <li>AA: 113.8 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>EL:104.8 points below standard</li> <li>SWD: 115.6 points below standard</li> <li>Homeless: 100.2 points below standard</li> <li>AA: 109.3 points below standard</li> </ul>	
2.9	% of Graduates Completing a CTE Pathway	2023 Cohort Graduates <ul style="list-style-type: none"> <li>All 32.4%</li> <li>SED 30.7%</li> <li>EL 13.2 %</li> <li>SWD 10.5%</li> <li>Homeless 27.6%</li> </ul>	2024 Cohort Graduates <ul style="list-style-type: none"> <li>All 35.6%</li> <li>SED 35.8%</li> <li>EL 21.5 %</li> <li>SWD 26.4%</li> <li>Homeless 21.6%</li> </ul>		<ul style="list-style-type: none"> <li>All 38.4%</li> <li>SED 37.4%</li> <li>EL 27.0%</li> <li>SWD 25.4%</li> <li>Homeless 35.6%</li> </ul>	<ul style="list-style-type: none"> <li>All +3.2%</li> <li>SED +5.1%</li> <li>EL +8.3 %</li> <li>SWD +15.9%</li> <li>Homeless -6.0%</li> </ul>
2.10	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 <ul style="list-style-type: none"> <li>All 17.9%</li> <li>SED 17.58%</li> <li>EL 0.52%</li> <li>SWD 2.5%</li> <li>Homeless 17.42%</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 19.2%</li> <li>SED 18.0%</li> <li>EL 0%</li> <li>SWD 4.6%</li> </ul>		<ul style="list-style-type: none"> <li>All 23.9%</li> <li>SED 23.7%</li> <li>EL 12.3%</li> <li>SWD 13.6%</li> </ul>	<ul style="list-style-type: none"> <li>All +1.3%</li> <li>SED +0.4%</li> <li>EL -0.5%</li> <li>SWD +2.1%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>AA 14.3%</li> </ul>	<ul style="list-style-type: none"> <li>Homeless 10.0%</li> <li>AA 5.3%</li> </ul>		<ul style="list-style-type: none"> <li>Homeless 23.6%</li> <li>AA 21.5%</li> </ul>	<ul style="list-style-type: none"> <li>Homeless -7.4%</li> <li>AA -9.0%</li> </ul>
2.11	% of graduates meeting University of California/California State University (UC/CSU) entrance requirements	2023 Cohort Graduates <ul style="list-style-type: none"> <li>All 51.6%</li> <li>SED 50.6%</li> <li>EL 26.9 %</li> <li>SWD 30.6%</li> <li>Homeless 42.5%</li> </ul>	2024 Cohort Graduates <ul style="list-style-type: none"> <li>All 47.6%</li> <li>SED 46.9%</li> <li>EL 22.2 %</li> <li>SWD 29.9%</li> <li>Homeless 28.7%</li> </ul>		<ul style="list-style-type: none"> <li>All 57.6%</li> <li>SED 57%</li> <li>EL 57%</li> <li>SWD 45.9%</li> <li>Homeless 52.5%</li> </ul>	<ul style="list-style-type: none"> <li>All -4%</li> <li>SED -3.7%</li> <li>EL -4.7 %</li> <li>SWD -0.7%</li> <li>Homeless -13.8%</li> </ul>
2.12	Graduation Rate	2023 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> <li>All 82.4%</li> <li>SED 81.9%</li> <li>EL 60.6%</li> <li>SWD 59.7%</li> <li>Homeless 70.8%</li> </ul>	2024 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> <li>85.5% All</li> <li>85.7% SED</li> <li>68.5% EL</li> <li>64.5% SWD</li> <li>64.2% Homeless</li> </ul>		All 88% SED 87.9% EL 76.5% SWD 76% Homeless 82%	<ul style="list-style-type: none"> <li>+3.1% All</li> <li>+3.7% SED</li> <li>+7.9% EL</li> <li>+4.8% SWD</li> <li>-6.6% Homeless</li> </ul>
2.13	College and Career Indicator: % of high school graduates who are prepared for college or a career.	2023 Cohort <ul style="list-style-type: none"> <li>All 42.8%</li> <li>SED 41.9%</li> <li>EL 27.9%</li> <li>SWD 12.9%</li> <li>Homeless 27.9%</li> </ul>	2023 Cohort <ul style="list-style-type: none"> <li>All 43.7%</li> <li>SED 43.4%</li> <li>EL 12.8%</li> <li>SWD 13.4%</li> <li>Homeless 20.6%</li> </ul>		<ul style="list-style-type: none"> <li>All 55%</li> <li>SED 54.4%</li> <li>EL 45.4%</li> <li>SWD 35.8%</li> <li>Homeless 45.4%</li> </ul>	<ul style="list-style-type: none"> <li>All +0.9%</li> <li>SED +1.5%</li> <li>EL -0.1%</li> <li>SWD +0.5%</li> <li>Homeless -7.3%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Local Indicator: Climate Survey	<p>2023-2024 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> <li>• 7th: 45%</li> <li>• 9th: 48%</li> <li>• 10th: 50%</li> <li>• 11th: 57%</li> </ul> <p>2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>• 9th: 41%</li> <li>• 10th: 55%</li> <li>• 11th: 50%</li> </ul> <p>*Survey data is collected anonymously, which does not allow data to be disaggregated by student group.</p>	<p>2024-2025 California Healthy Kids Survey School Connectedness</p> <p>7th: 53%</p> <p>8th: 51%</p> <p>9th: 46%</p> <p>10th: 48%</p> <p>11th: 54%</p> <p>12th: 61%</p> <p>2024-25 California Healthy Kids Caring Adult Relationships</p> <p>7th: 50%</p> <p>8th: 50%</p> <p>9th: 52%</p> <p>10th: 55%</p> <p>11th: 63%</p> <p>12th: 55%</p>		<p>California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> <li>• 7th: 50%</li> <li>• 9th: 52%</li> <li>• 10th: 55%</li> <li>• 11th: 62%</li> </ul> <p>California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>• 9th: 46%</li> <li>• 10th: 60%</li> <li>• 11th: 55%</li> </ul>	<p>California Healthy Kids Survey School Connectedness</p> <p>7th: +8%</p> <p>9th: +3%</p> <p>10th: -2%</p> <p>11th: -3%</p> <p>2024-25 California Healthy Kids Caring Adult Relationships</p> <p>9th: +9%</p> <p>10th: 0%</p> <p>11th: +13%</p>
2.15	English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))	2022-2023 54.9% of ELs making progress on the ELPAC	2023-2024 51.1% of ELs making progress on the ELPAC		65% of ELs making progress on the ELPAC	Overall: -3.8%

## 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.

In alignment with LCAP Goal 2, the Salinas Union High School District (SUHSD) successfully implemented the outlined actions to support the recruitment, hiring, retention, and development of qualified, high-performing, diverse, and culturally responsive staff.

### 2.1 Recruit and Hire

SUHSD implemented the planned actions by offering recruitment bonuses to all newly hired certificated staff; providing comprehensive orientation training for all certificated employees, including substitute teachers; and financially supporting staff in obtaining BCLAD, CLAD, and CTE credentials. Additionally, the district hosted several districtwide job fairs and participated in six regional job fairs to expand outreach and attract high-quality candidates. SUHSD allocated \$20,000 for instructional aide signing bonuses; however, this expenditure was eliminated due to an unresolved agreement with the bargaining unit. Although \$50,000 was budgeted for travel and conference attendance, these funds remained unspent as significant understaffing limited staff participation in such opportunities.

As part of the original plan, the district intended to provide professional development for Human Resources staff focused on effective recruitment strategies. However, due to staffing shortages and recent leadership transitions, training opportunities were limited this year. SUHSD remains committed to developing a comprehensive professional development plan for the upcoming year to strengthen recruitment practices and build staff capacity in this critical area.

### 2.2 Recruit and Retain

SUHSD has implemented a range of planned actions to recruit and retain highly qualified and diverse staff across both certificated and classified employee groups. For certificated employees, the district offered recruitment bonuses to all newly hired staff, provided comprehensive orientation training, and financially supported employees pursuing BCLAD, CLAD, and CTE credentials. SUHSD hosted several districtwide job fairs and participated in five regional job fairs to expand outreach and attract high-quality candidates. Teachers were also compensated for mentoring and supporting candidates in training through the teacher residency program. Additional retention efforts included bonuses for returning staff, substitute coverage to allow master teachers to observe and support new teachers, and an allocated supply budget to assist new teachers in purchasing instructional materials. The district hired significantly fewer new teachers than anticipated, reducing the need for support providers.

For classified employees, SUHSD launched a Classified Mentorship Pilot Program in collaboration with CSEA to support new hires in their transition and onboarding for the upcoming school year. The district enhanced recruitment efforts by participating in targeted job fairs for classified roles and expanding community outreach. SUHSD also provided onboarding orientations and developed training pathways for professional growth and promotion within the classified service. Additionally, the Human Resources department began reviewing compensation structures and working conditions to improve retention and partnered with a consultant to strengthen systemwide recruitment and retention strategies for all employee groups.

Several teachers successfully earned a Career Technical Education (CTE) credential this year. However, the district faced challenges in encouraging staff to pursue a BCLAD authorization. In the coming year, SUHSD will explore strategies to better incentivize and promote the BCLAD pathway to educators, ensuring they are aware of the benefits and available support.

### 2.3 Professional Development

SUHSD successfully implemented this action by providing time for core content teachers to analyze student assessment data on essential standards during district content collaboratives and to plan follow-up interventions and supports. Integrated ELD training was also delivered to all core content teachers during these sessions. In addition, instructional coaches provided professional development during minimum day sessions, and the district funded teachers in each content area to attend state conferences to stay current with the latest instructional practices.

SUHSD also provided ongoing professional development to Special Education staff— including classified, certificated, and administrative personnel— to strengthen instruction and support for English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students with disabilities. This training aligned with district instructional priorities and addressed key topics such as co-teaching, effective instructional strategies, behavioral emergency interventions (including restraint protocols), and legal compliance. Staff participated in targeted conferences and coaching cycles focused on inclusive practices and improving outcomes for unduplicated students with IEPs. Reduced costs for substitutes needed for instructional coaching/professional development, and a reduction in estimated travel and conference costs did not impact implementation.

### 2.4 MTROP

SUHSD successfully implemented Action 2.4 by facilitating professional development focused on teaching and learning strategies that best serve all students, with an emphasis on increasing the achievement of English Learners (ELs), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWDs), Homeless youth, and Foster Youth (FY) completing pathways at the Mission Trails Regional Occupational Program (MTROP).

### 2.5 AVID/PUENTE

SUHSD implemented the planned actions as stated. All AVID teachers participated in the annual AVID Summer Institute professional development to build instructional capacity aligned with college and career readiness. In addition, AVID teachers and coordinators were provided opportunities to collaborate outside of the school day, focusing on developing, implementing, and refining their site's Coaching and Certification Instrument.

### 2.6 Foster/Homeless

SUHSD implemented the planned actions as stated. The district successfully hired and retained our Foster/Homeless Liaison, who has established a system to monitor and support foster youth. Additionally, at least one representative from each school site attended professional development focused on the rights and supports required for foster and homeless youth.

### 2.7 Educational Services

SUHSD successfully implemented this planned action through the efforts of the Educational Services team, who coordinated and delivered professional development aligned with district initiatives. Curriculum specialists supported teachers in implementing curriculum,

assessments, and technology. CIA Week was held with content area leaders who developed pacing guides and district assessments for the school year. Additionally, the Educational Services team supported new teachers during New Certificated Orientation Week by providing guidance on instructional materials, pacing guides, and assessments.

## 2.8 English Learner Department

SUHSD implemented the planned actions to support the needs of English Learner (EL) students by providing dedicated staff to serve this population directly. The district staffed an EL Director and an EL Administrative Secretary to oversee program coordination and compliance. In addition, EL Specialists (ELS), EL Technicians, and EL Aides were assigned to support schools with targeted services. These positions were principally directed toward meeting the needs of long-term English learners (LTELs), newcomers, and students who are dually identified as English learners and students with disabilities. These staffing actions were implemented as planned and served as a foundation for strengthening academic access and language development supports across the district.

## 2.9 Special Education

To improve outcomes for unduplicated students with IEPs—specifically English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students—SUHSD implemented a multi-tiered support strategy. Two Special Education Coaches provided job-embedded coaching focused on inclusive instructional practices, lesson planning, IEP compliance, and co-teaching. Co-teaching teams received stipends for summer planning and collaboration outside of common prep times. Additional support included deploying itinerant teachers and paraeducators to address targeted intervention needs. To address the chronic shortage of speech-language pathologists (SLPs), SUHSD partnered with California State University, Monterey Bay (CSUMB) to establish an on-site SLP lab. This initiative provides direct services to students and cultivates future SLPs through clinical practice opportunities.

## 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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to challenges in hiring district itinerant teachers and lower-than-expected attendance in after-school professional development sessions.

### 2.1 Recruit and Hire \$1,360,000.00

In action 2.1, SUHSD allocated \$20,000 for instructional aide signing bonuses; however, this expenditure was eliminated due to an unresolved agreement with the bargaining unit. Although \$50,000 was budgeted for travel and conference attendance, these funds remained unspent as significant understaffing limited staff participation in such opportunities. Additionally, \$40,000 was allocated for lease and rental costs to support off-site recruitment events. Ultimately, greater success was found utilizing existing district facilities, resulting in further cost savings of \$192,291.

### 2.2 Recruit and Retain \$796,235.00

In action 2.2, SUHSD originally allocated \$642,549 for certificated salaries to fund bonuses for hard-to-fill content areas and stipends for new teacher support providers. Only \$253,509 was spent, primarily because the district hired significantly fewer new teachers than anticipated, reducing the need for support providers. This also affected the use of funds for new teacher supplies; of the \$75,000 budgeted, \$55,125

remained unspent. Additionally, \$40,000 was allocated for professional consulting to support induction program costs and credentialing (CLAD/BCLAD/CTE). Actual expenditures totaled \$101,826 due to a larger-than-expected second-year induction cohort and increased support for multiple teachers pursuing additional credentials.

In 2025-2026, this goal/action will increase due to a one-time retention incentive payment to employees of \$3,230,617.

### 2.3 Professional Development

There was a reduction to the original allocation of \$6,053,173 due to reduced costs for substitutes needed for instructional coaching/professional development. There was a reduction in estimated travel and conference costs.

### 2.4 MTROP \$66,514.00

No material difference was noted in Action 2.4. SUHSD expects to fully expend the budget amount and anticipates needing an additional \$13,936 to cover personnel costs.

### 2.5 AVID/PUENTE \$116,554.00

No significant expenditure changes occurred in this action.

### 2.6 Foster/Homeless \$99,207.00

No significant expenditure changes occurred in this action.

### 2.7 Educational Services \$1,861,048.00

No significant expenditure changes occurred in this action.

### 2.8 English Learner Department \$3,181,115.00

For Travel and Conference, \$20,000 was budgeted but remained unspent due to a vacancy in the Director position. While the funds were not used as planned, the Educational Services team assumed responsibility and provided alternative opportunities for EL staff, ensuring some continuity of support. For EL Department Personnel, \$579,238 was allocated; however, \$20,150.86 remained unspent due to EL Support Technician vacancies during the year.

2.9 Special Education \$9,810,522. The final costs were significantly less than anticipated due to the initial budget being too high. This was course-corrected to a budget of \$3,671,403, which covered the full implementation of the action. Actual expenditures totaled \$3,540,837 as of May 2025.

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

SUHSD used the following rating scale to determine the effectiveness of the actions in achieving 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 2.1 – Recruit and Hire

#### Effectiveness of Action: 2 – Somewhat Effective

Metric(s): 2.1, 2.2, 2.7, 2.8

##### Analysis Statement:

This action was somewhat effective. The percentage of teachers with clear credentials and appropriate placements declined from 81.4% in 2021–2022 to 79.5% in 2022–23, a 1.9% regression from the baseline and below the 90% target. Although this reflects limited effectiveness in the initial implementation year, more recent internal projections for 2024–25 indicate that the district is on track to meet the credentialing target. This suggests the current recruitment strategies are improving, and continued investment may lead to target attainment. The 2024–25 ELA CAASPP results show overall growth (+6.1%), with notable gains for English Learners (+10.6%), Students with Disabilities (+15.6%), and especially African American students (+64.7%), reflecting progress toward closing achievement gaps. The 2024–25 Math CAASPP results show overall improvement (+5.1%), with substantial gains for Students with Disabilities (+15.5%), Homeless students (+8.7%), and African American students (+39.4%), indicating progress in addressing equity gaps in math achievement.

#### Action 2.2 – Recruit and Retain

Effectiveness of Action: 3 – Effective

Metric(s): 2.7, 2.8, 2.12

##### Analysis Statement:

This action was effective. Of the 2020–21 teacher residency cohort, 80% (4 of 5) remain employed through the 2025–26 school year. The district also retained 100% of the 2023–24 cohort. These high retention rates meet or exceed district targets, indicating that structured support and pathway programs for new teachers are contributing to workforce stability and overall teacher quality. Additionally, 2024–25 data show a -1.9% decline in the percentage of teachers appropriately assigned, signaling a need to address staffing stability and credential alignment.

#### Action 2.3 – Professional Development

Effectiveness of Action: 3 – Effective

Metric(s): 2.7, 2.8

##### Analysis Statement:

This action was effective. Participant feedback from 2024–25 professional learning sessions averaged 3.74 out of 4, exceeding the district benchmark of 3.5. Staff reported high satisfaction with cross-site collaboration, instructional tools for English Learners, and dedicated time for planning and application. These data confirm the alignment of professional development with staff needs and instructional goals, supporting improved educator practice. While the professional development showed positive signs, the English Learner Progress Indicator declined 3.8% from 2023, but remained at the medium status level. The 2024–25 ELA CAASPP results show overall growth (+6.1%), with notable gains for English Learners (+10.6%), Students with Disabilities (+15.6%), and especially African American students (+64.7%), reflecting progress toward closing achievement gaps. The 2024–25 Math CAASPP results show overall improvement (+5.1%), with substantial gains for Students with Disabilities (+15.5%), Homeless students (+8.7%), and African American students (+39.4%), indicating progress in addressing equity gaps in math achievement. The 2024–25 English Learner Progress Indicator (ELPI) increased by +23.6%, reflecting significant gains in English language acquisition and instructional support for English Learners.

#### Action 2.4 – MTROP ILT (PD)

Effectiveness of Action: 2 – Somewhat Effective

Metric(s): 2.9, 2.13

#### Analysis Statement:

This action was somewhat effective. The MTROP Instructional Leadership Team conducted over 11 schoolwide trainings and led a Plan-Do-Study-Act (PDSA) cycle across all PLTs. Additionally, new teachers received 135 days of push-in instructional coaching. The percentage of pathway completers increased from 26.1% in 2023 to 28.3% in 2024. While these activities were implemented, the impact on College/Career Readiness (Metric 2.13) for targeted student groups remains modest, indicating a need for deeper alignment of training with student achievement data.

#### Action 2.5 – AVID and PUENTE Participation in Professional Development Opportunities

Effectiveness of Action: 2 – Somewhat Effective

Metric(s): 2.11, 2.12

#### Analysis Statement:

This action was somewhat effective. The implementation of AVID and PUENTE, along with professional development for educators focused on strategies proven to improve college readiness for English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD), aimed to increase graduation rates and the percentage of students meeting UC/CSU A-G requirements. Graduation data show that EL (+7.9%), SWD (+4.8%), and SED (+3.7%) students experienced improved graduation rates, with the overall graduation rate increasing by 3.1%. These gains reflect positively on the support structures embedded within AVID and PUENTE—such as college mentorship, culturally responsive instruction, and academic goal setting—which help students persist through to high school completion. However, despite these efforts, there were declines in UC/CSU A-G completion across all student groups. EL (-4.7%), SED (-3.7%), and homeless students (-13.8%) were most impacted, with an overall decline of 4%, signaling systemic barriers to completing A-G coursework.

#### Action 2.6 – Foster and Homeless Participation in Professional Development Opportunities

Effectiveness of Action: 2 – Somewhat Effective

Metric(s): 2.11, 2.13

#### Analysis Statement:

This action was somewhat effective. All middle and high school staff participated in the district's professional development day, achieving full implementation. However, academic outcome data for Homeless Youth shows a 24.9% decline in UC/CSU eligibility and a 7.3% decline in College/Career Readiness (2.13), indicating that PD participation did not equitably translate to improved student outcomes. Future sessions may require subgroup-focused strategies to ensure measurable academic gains. During the 2024–25 school year, the average staff rating for professional learning was 3.74 out of 4, indicating high satisfaction with the quality and relevance of professional development.

#### Action 2.7 – Educational Services

Effectiveness of Action: 3 – Effective

Metric(s): 2.7, 2.8

#### Analysis Statement:

This action was effective. CAASPP results showed increased Distance from Standard scores of +6.1 in ELA and +5.1 in Math. Additionally, there was a 12% increase in the percentage of students reading at or above grade level. These gains reflect the successful implementation of curriculum-aligned instruction, formative assessments, and site-level coaching. The targeted academic support provided by the Educational Services department contributed to closing performance gaps across core content areas. Additionally, the climate survey

indicated the following: 2024-25 California Healthy Kids Survey School Connectedness: 7th: 53%, 8th: 51%, 9th: 46%, 10th: 48%, 11th: 54%, 12th: 61%. 2024-25 California Healthy Kids Caring Adult Relationships- 7th: 50%, 8th: 50%, 9th: 52%, 10th: 55%, 11th: 63%, 12th: 55%. The 2024–25 data show an overall decline of -4% in the percentage of graduates meeting UC/CSU entrance requirements

#### Action 2.8 – EL Department Personnel

Effectiveness of Action: 3 – Effective

Metric(s): 2.9

Analysis Statement:

This action was effective. English Learners demonstrated a 10.6-point gain in ELA and a 4.8-point gain in Math on the CAASPP. Additionally, the percentage of EL students completing a Career Technical Education (CTE) Pathway increased by 8.3%. These outcomes highlight the impact of targeted ELD strategies and sustained instructional coaching. The alignment of EL supports with academic and career readiness indicators demonstrates strong subgroup progress. While the professional development showed positive signs, the English Learner Progress Indicator declined 3.8% from 2023, but remained at the medium status level. Reclassification rates, on the other hand, increased from 21.3% in 2023 to 23.1% in 23.1%. The 2024–25 English Learner Proficiency Indicator (ELPI) declined by -3.8%, indicating a decrease in the percentage of English Learners making expected progress in English language development as measured by the ELPAC. The 2024–25 reclassification rate increased by +1.8%, reflecting modest progress in moving English Learners toward fluency and academic integration.

#### Action 2.9 – Special Education

Effectiveness of Action: 3 – Effective

Metric(s): 2.7, 2.8

Analysis Statement:

This action was effective. Students with disabilities showed measurable growth in both ELA and Math achievement. The current gains from baseline reflect sustained implementation of evidence-based interventions, instructional supports, and compliance with IEP services. These outcomes suggest that Special Education supports are contributing meaningfully to academic progress and alignment with district goals. STAR Reading for SWD increased from 113 scale points from meeting standards to 96 points, an increase of 17 points. STAR Math showed gains from the beginning year to the midyear, growing 14.9 points closer to meeting standards. The 2024–25 STAR ELA data show a modest improvement for Students with Disabilities, with a gain of +0.6 points. The 2024–25 STAR Math data show a significant gain of +14.9 points for Students with Disabilities, indicating strong progress in math achievement for this subgroup

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

Goal 2 wording was updated to include language that focuses on culture, growth, leadership in all, and empowerment to support the genius within each student.

"Final Revision- SUHSD will actively recruit, hire, and retain exceptional, diverse, and culturally responsive staff, cultivating a culture of excellence, professional growth, and leadership across all roles—while empowering educators to recognize and nurture the genius within every student."

#### 2.1 Recruit and Hire

Following a review of implementation data and feedback from staff and stakeholders, SUHSD will refine its recruitment strategy to build a more sustainable and diverse educator pipeline. While previous efforts, such as signing bonuses and recruitment events, supported short-term hiring goals, analysis revealed the need for longer-term solutions and more targeted outreach. In response, the district will expand the teacher residency program to increase candidate participation and alignment with district needs, invest in recruitment advertising to reach a broader and more diverse applicant pool, and prioritize attendance at key conferences to strengthen regional and statewide recruitment efforts. The district will also discontinue new signing bonuses, as the data indicated that the candidate pool was significantly stronger than in previous years, focusing instead on fulfilling remaining obligations from prior years. Metrics for the coming year will include residency program retention, applicant diversity data, and hiring timelines to monitor progress and guide future adjustments.

It reflects adjusted language for this action that adjusts to the goal of staff who reflect the students and community, and who can develop literacy/biliteracy and career readiness.

"SUHSD will intentionally recruit and support highly qualified diverse staff that represent our students and community, including a focus on team members that represent the student demographic. This includes incentives or financial assistance for authorizations/specialized credentials (CLAD, BCLAD, CTE), signing bonuses for high-demand subject teachers, and ongoing staff and leadership professional development."

## 2.2 Recruit and Retain

Following a review of implementation data and feedback from staff and stakeholders, SUHSD will refine its retention and development strategy to foster long-term commitment and professional growth across employee groups. The district plans to retitle this action as "Retain and Develop". While initial support for new hires has provided a foundation for onboarding, analysis revealed the need for more intentional structures that promote longevity and career advancement within the district. In response, SUHSD will prioritize support for teachers in their first years through enhanced mentoring, targeted professional development, and clearly defined pathways for leadership and growth. The district will also invest in expanding mentorship opportunities for classified employees while maintaining existing support for certified staff.

Professional development for both new and current employees will be aligned with job-specific skill building and long-term capacity development. Metrics for the coming year will include retention rates by employee group, participation in mentorship and development programs, and employee feedback to ensure continuous improvement.

Reflects adjusted language for this action, including a comprehensive support system designed to build staff capacity, strengthen instructional practices, and promote long-term workforce stability.

"SUHSD will invest in mentors, targeted materials, and high-impact professional development to support and retain new teachers and classified staff, ensuring consistent, high-quality instruction for all students, with a focused commitment to meeting the needs of Socioeconomically Disadvantaged students and English Learners. This comprehensive support system builds staff capacity, strengthens instructional practices, and promotes long-term workforce stability."

## 2.3 Professional Development

Following a review of implementation data and feedback from staff and stakeholders, SUHSD will refine its staffing approach to more effectively meet the academic and social-emotional needs of unduplicated students with disabilities, including English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. While Instructional Coaches, Itinerant Paraeducators, Itinerant Teachers, and School Psychologists provided essential support, analysis revealed the need for more consistent service coverage and deeper

integration with general education teams. In response, the district will realign staffing assignments to better match site-specific needs, increase coaching support for inclusive practices and IEP implementation, and pilot a collaborative consultation model between School Psychologists and Education Specialists. Metrics for the coming year will be expanded to include progress monitoring for academic interventions, behavioral supports, and feedback loops from both special and general education staff to ensure responsive adjustments.

Reflects adjusted language that includes emphasizing training for literacy, culturally responsive teaching, and technology integration. "SUHSD will provide targeted professional development for certificated, classified, and administrative staff focused on standards-based instruction, ELD for long-term English Learners, and support strategies for Students with Disabilities. Trainings will also emphasize literacy, culturally responsive teaching, and technology integration—aligned with district priorities, the Portrait of a Graduate, our SUHSD Strategic Plan, and our partnerships with the League of Innovative Schools. Staff will be equipped to foster essential student outcomes such as critical thinking, communication, collaboration, and civic responsibility. Classified staff will receive dedicated training time during monthly meetings and job-alike sessions. Aspiring and current administrative staff will receive dedicated time and a series of modules to focus on leadership skill development and administrative supports and expectations."

#### 2.4 MTROP

The MTROP instructional program is well served by this investment, and the MTROP instructional coach will continue in their role for the 2025-26 school year. Adding an instructional coach with release time has been extremely helpful in supporting MTROP designated-subject credentialed teachers with less than 5 years of experience in meeting the needs of special populations students enrolled in the program.

Reflects adjusted language that includes support for the success of all students, ensuring increased completion of college and career pathways and equitable access to postsecondary opportunities.

"The MTROP Instructional Leadership Team (ILT) will lead high-impact professional development focused on evidence-based teaching and learning strategies that support the success of all students. Special emphasis will be placed on accelerating achievement for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless, and Foster Youth—ensuring increased completion of college and career pathways and equitable access to postsecondary opportunities."

#### 2.5 AVID/PUENTE

All comprehensive schools will continue to participate in the annual professional development for the AVID and PUENTE programs; however, SUHSD will more closely monitor enrollment and provide targeted support for homeless youth, students with disabilities, and English learners.

Reflects adjusted language that includes deepening instructional practices and staying current on research-based strategies proven to accelerate achievement and provide learning opportunities across grade levels and school sites, ensuring greater access to college readiness systems that build academic confidence, foster critical thinking, and promote educational equity.

"All AVID and PUENTE teachers will engage in ongoing, high-quality professional development to deepen instructional practices and stay current with research-based strategies proven to accelerate achievement for English Learners and Socioeconomically Disadvantaged students. These learning opportunities will also support the expansion of AVID and PUENTE programs across additional grade levels and school sites—ensuring greater access to college readiness systems that build academic confidence, foster critical thinking, and promote educational equity."

## 2.6 Foster/Homeless

Although the data demonstrated a decline in UC/CSU eligibility and college/career readiness (-7.3%) for our homeless youth, this action will continue in the upcoming school year. These outcomes indicate that current supports have been ineffective in closing readiness gaps for this subgroup. To address this, we will implement individualized learning plans and real-time monitoring systems to ensure homeless students receive timely academic interventions and comprehensive wraparound support to improve their postsecondary outcomes.

Reflects adjusted language for this action, including a session that will deepen understanding of legal rights, educational protections, and systemic barriers students face, while equipping staff with practical strategies to ensure equitable access and a sense of belonging. "All educational partners and school personnel will have the opportunity to engage in targeted professional development designed to strengthen support for Foster Youth (FY) and Homeless Youth (HY). These sessions will deepen understanding of the legal rights, educational protections, and systemic barriers these students face, while equipping staff with practical strategies to ensure equitable access, academic success, and a sense of belonging for some of the district's most vulnerable learners."

## 2.7 Ed Services

Reflects adjusted language for this action includes supporting consistent, equitable, and rigorous teaching and learning across all schools. "The Educational Services team will lead and coordinate comprehensive professional development and curriculum support for all instructional staff, including teachers, counselors, instructional aides, and site leaders. The primary focus will be to ensure effective implementation of high-quality curriculum and provide ongoing training aligned with district instructional priorities, supporting consistent, equitable, and rigorous teaching and learning across all schools."

## 2.8 EL Department

SUHSD will continue its focus on targeted supports and interventions for both Newcomer and Long-Term English Learner (LTEL) students, ensuring these subgroups receive differentiated services aligned to their unique needs. During the first six months of enrollment, each Newcomer student will have a transitional plan developed based on identified needs and required services. This plan will be collaboratively created and monitored by the EL Specialist, school counselor, community liaison, and Wellness Center staff to ensure student success and appropriate program and course placement.

Additionally, a screening process will be developed to identify a small group of students who may benefit from a Newcomer alternative transitional program. These students will typically have limited or no formal schooling and will require foundational academic skills as well as support in navigating the U.S. school system. A pilot of this alternative transitional program will be co-created with El Puente School to ensure it offers a responsive, culturally affirming, and academically supportive environment tailored to these students' unique needs. The program will also provide students with direct access to specialized programs and coordinated services that support both their academic and social-emotional development.

Reflects adjusted language for this action includes providing robust staffing and resources with supports directed toward LTELs, Newcomers, and dual-identified students with disabilities, and would establish a dedicated Newcomer Center that offers a welcoming, culturally responsive environment with targeted academic instruction, language development, and social-emotional support. And, equipping educators with the tools and strategies needed to effectively serve English Learners.

"SUHSD is committed to meeting the diverse needs of English Learner students by providing robust staffing and resources—including an EL Director, EL Administrative Secretary, EL Specialists, EL Technicians, and EL Aides. These supports are principally directed toward Long-Term English Learners (LTELs), Newcomers, and dual-identified Students with Disabilities. To further enhance services, SUHSD will establish a dedicated Newcomer Center that offers a welcoming, culturally responsive environment with targeted academic instruction, language development, and social-emotional support. This team will also provide professional development and ongoing support to all staff.

### 2.9 Special Education

Based on reflections and outcome data from the prior year, the district has made targeted adjustments to strengthen support for students with disabilities, particularly those who are English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Planned changes include expanding the types of support provided by Special Education Coaches to include site-based, differentiated coaching and increasing collaboration time for IEP development and inclusive practices. Additionally, the district is partnering with local universities to build a pipeline of Speech-Language Pathologists (SLPs) to address persistent staffing shortages. Metrics will be refined to more closely monitor service delivery timelines, staff participation in coaching cycles, and student progress on IEP goals.

It reflects adjusted language for this action, including ongoing guidance, resources, and intervention that are aligned with students' individual needs, promoting inclusive practices and improved outcomes.

"Disadvantaged and English Learner students with IEPs. These coaches, along with additional support staff, will deliver ongoing guidance, resources, and interventions aligned with students' individualized needs—promoting inclusive practices and improved academic outcomes across all school sites."

**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	Recruit and Hire Diverse Staff	SUHSD will intentionally recruit and support highly qualified diverse staff who represent our students and community, including a focus on team members who represent the student demographic. This includes incentives or financial assistance for authorizations/specialized credentials (CLAD, BCLAD, CTE), signing bonuses for high-demand subject teachers, and ongoing staff and leadership professional development.	\$649,375.00	Yes
2.2	Retain and Develop Staff	SUHSD will invest in mentors, targeted materials, and high-impact professional development to support and retain new teachers and classified staff—ensuring consistent, high-quality instruction for all students, with a focused commitment to meeting the needs of	\$3,639,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students and English Learners. This comprehensive support system is designed to build staff capacity, strengthen instructional practices, and promote long-term workforce stability.		
<b>2.3</b>	Professional Development	SUHSD will provide targeted professional development for certificated, classified, and administrative staff focused on standards-based instruction, ELD for long-term English Learners, and support strategies for Students with Disabilities. Trainings will also emphasize literacy, culturally responsive teaching, and technology integration—aligned with district priorities, the Portrait of a Graduate, our SUHSD Strategic Plan, and our partnerships with the League of Innovative Schools. Staff will be equipped to foster essential student outcomes such as critical thinking, communication, collaboration, and civic responsibility. Classified staff will receive dedicated training time during monthly meetings and job-alike sessions. Aspiring and current administrative staff will receive dedicated time and a series of modules to focus on leadership skill development and administrative support, and expectations.	\$3,738,769.00	Yes
<b>2.4</b>	Instructional Leadership (MTROP)	The MTROP Instructional Leadership Team (ILT) will lead high-impact professional development focused on evidence-based teaching and learning strategies that support the success of all students. Special emphasis will be placed on accelerating achievement for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless, and Foster Youth—ensuring increased completion of college and career pathways and equitable access to postsecondary opportunities.	\$82,860.00	Yes
<b>2.5</b>	AVID & PUENTE PD	All AVID and PUENTE teachers will engage in ongoing, high-quality professional development to deepen instructional practices and stay current with research-based strategies proven to accelerate achievement for English Learners and Socioeconomically Disadvantaged students. These learning opportunities will also support the expansion of AVID and PUENTE programs across additional grade levels and school sites—ensuring greater access to college readiness systems that build academic confidence, foster critical thinking, and promote educational equity.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Foster and Homeless-Training all Staff	All educational partners and school personnel will have the opportunity to engage in targeted professional development designed to strengthen support for Foster Youth (FY) and Homeless Youth (HY). These sessions will deepen understanding of the legal rights, educational protections, and systemic barriers these students face—while equipping staff with practical strategies to ensure equitable access, academic success, and a sense of belonging for some of the district’s most vulnerable learners.	\$129,821.00	Yes
<b>2.7</b>	Ed Services PD and Curriculum	The Educational Services team will lead and coordinate comprehensive professional development and curriculum support for all instructional staff—including teachers, counselors, instructional aides, and site leaders. The primary focus will be to ensure effective implementation of high-quality curriculum and provide ongoing training aligned with district instructional priorities, supporting consistent, equitable, and rigorous teaching and learning across all schools.	\$2,263,549.00	Yes
<b>2.8</b>	EL Department Personnel and Resources	SUHSD is committed to meeting the diverse needs of English Learner students by providing robust staffing and resources—including an EL Director, EL Administrative Secretary, EL Specialists, EL Technicians, and EL Aides. These supports are principally directed toward Long-Term English Learners (LTELs), Newcomers, and dual-identified Students with Disabilities. To further enhance services, SUHSD will establish a dedicated Newcomer Center that offers a welcoming, culturally responsive environment with targeted academic instruction, language development, and social-emotional support. This team will also provide professional development and ongoing support to all staff, equipping educators with the tools and strategies needed to effectively serve English Learners and ensure equitable access to high-quality instruction across the district.	\$3,254,275.00	Yes
<b>2.9</b>	Special Education Coaches, Inclusive Practices-Supports	SUHSD teachers and classified team members will be supported by two Special Education Coaches who will provide targeted professional development and instructional coaching to ensure high-quality teaching for	\$4,114,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Socioeconomically Disadvantaged and English Learner students with IEPs. These coaches, along with additional support staff, will deliver ongoing guidance, resources, and interventions aligned with students' individualized needs—promoting inclusive practices and improved academic outcomes across all school sites.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	SUHSD will actively foster and cultivate a culture of belonging, resilience, and inspiration, ensuring that students, staff, families, and community members are supported and empowered to thrive in safe, healthy, caring, responsive, and positive school communities.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- 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 District's Dashboard indicates disparities in chronic absenteeism and suspension rates for different student groups. A major focus for the District will be creating environments that positively engage all students and their families, with a special emphasis on Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), and Homeless student groups. As the District implements the actions below, the metrics grouped will help measure how connected students feel to their school, how parents are participating and making decisions in their child's education, and how students are attending and completing graduation requirements. These metrics, collectively, measure key aspects of a safe, inclusive, and healthy learning environment.

Detailed descriptions of the following actions can be found in the Required Descriptions section of the LCAP.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism (Grades 7-8)	2022-2023 <ul style="list-style-type: none"> <li>• All 17.6%</li> <li>• SED 17.7%</li> <li>• EL 20.6%</li> <li>• SWD 29.3%</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>• All 13.7%</li> <li>• SED 14%</li> <li>• EL 16.2%</li> <li>• SWD 23.4%</li> </ul>		<ul style="list-style-type: none"> <li>• AI 11.6%</li> <li>• SED 11.6%</li> <li>• EL 9.3%</li> </ul>	<ul style="list-style-type: none"> <li>• All -3.9%</li> <li>• SED -3.7%</li> <li>• EL -4.4%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Homeless 30.4%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>El Puente</p> <ul style="list-style-type: none"> <li>All 45.2%</li> <li>Hispanic 45.2%</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL 22.2%</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>SWD 25.2%</li> </ul>	<ul style="list-style-type: none"> <li>Homeless 24.4%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>El Puente</p> <ul style="list-style-type: none"> <li>All 56.7%</li> <li>Hispanic 56.7%</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL 11.6%</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>SWD 16.5%</li> </ul>		<ul style="list-style-type: none"> <li>SWD 11.4%</li> <li>Homeless 11.7%</li> </ul> <p>Site/District red performance level outcomes to match target for year 3 district outcomes</p>	<ul style="list-style-type: none"> <li>SWD - 5.9%</li> <li>Homeless -6.0%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>El Puente</p> <ul style="list-style-type: none"> <li>All +11.5%</li> <li>Hispanic +11.5%</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL -10.6%</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>SWD - 8.7%</li> </ul>
3.2	Avg. % Days Attended (ADA)	<p>2022-2023</p> <ul style="list-style-type: none"> <li>All 93.4</li> <li>EL 91.6</li> <li>SWD 90.4</li> <li>Homeless 89.1</li> </ul>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>All - 92.79%</li> <li>EL - 90.10%</li> <li>SWD - 91.08%</li> <li>Homeless - 91.49%</li> </ul>		<ul style="list-style-type: none"> <li>All 94.5</li> <li>EL 93.6</li> <li>SWD 93</li> <li>Homeless 92.3</li> </ul>	<ul style="list-style-type: none"> <li>All - 0.61%</li> <li>EL - 1.5%</li> <li>SWD + 0.68%</li> <li>Homeless +2.39%</li> </ul>
3.3	Middle and high school dropout rates	<p>2022-2023</p> <ul style="list-style-type: none"> <li>All 0.12%</li> <li>SED 0.10%</li> <li>EL 0.34%</li> <li>SWD 0.33%</li> </ul>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>All 0.7%</li> <li>SED 0.7%</li> <li>EL 1.6%</li> <li>SWD 0.4%</li> </ul>		<ul style="list-style-type: none"> <li>All .06%</li> <li>SED .05%</li> <li>EL .17%</li> </ul>	<ul style="list-style-type: none"> <li>All .58%</li> <li>SED 0.7%</li> <li>EL 1.26%</li> <li>SWD 0.07%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Homeless 0.24%</li> <li>Middle School: 0 students</li> </ul>	<ul style="list-style-type: none"> <li>Homeless 1.4%</li> <li>Middle School: 0 students</li> </ul>		<ul style="list-style-type: none"> <li>SWD .16%</li> <li>Homeless .12%</li> <li>Middle School: 0 students</li> </ul>	<ul style="list-style-type: none"> <li>Homeless 1.16%</li> <li>Middle School: 0 students</li> </ul>
3.4	Expulsion rates	<p>2022-2023</p> <ul style="list-style-type: none"> <li>All 0.3%</li> <li>SED 0.3%</li> <li>EL 0.6%</li> <li>SWD 0.5%</li> <li>Homeless 0.2%</li> <li>Foster 2.9%</li> </ul>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>All 0.2%</li> <li>SED 0.2%</li> <li>EL 0.3%</li> <li>SWD 0.2%</li> <li>Homeless 0%</li> <li>Foster 0%</li> </ul>		<ul style="list-style-type: none"> <li>All 0.15%</li> <li>SED 0.15%</li> <li>EL 0.3%</li> <li>SWD 0.25%</li> <li>Homeless 0.10%</li> <li>Foster 1.5%</li> </ul>	<ul style="list-style-type: none"> <li>All -0.1%</li> <li>SED -0.1%</li> <li>EL -0.3%</li> <li>SWD -0.3%</li> <li>Homeless -0.2%</li> <li>Foster -2.9%</li> </ul>
3.5	Suspension Rate	<p>2022-2023 Suspension</p> <ul style="list-style-type: none"> <li>All 4.1%</li> <li>SED 4.2%</li> <li>EL 7.2%</li> <li>SWD 6.4%</li> <li>FY 20%</li> <li>Homeless 6.8%</li> <li>AA 9.6%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL 14.8%</li> </ul>	<p>2023-2024 Suspension</p> <ul style="list-style-type: none"> <li>All 4.5%</li> <li>SED 4.7%</li> <li>EL 7.9%</li> <li>SWD 6.5%</li> <li>FY 6.7%</li> <li>Homeless 7.8%</li> <li>AA 9.1%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance</p>		<ul style="list-style-type: none"> <li>All 1.1%</li> <li>SED 1.2%</li> <li>EL 1.5%</li> <li>SWD 1.4%</li> <li>Foster 3.2%</li> <li>Homeless 1.5%</li> <li>AA 1.8%</li> </ul> <p>Site/District red performance level outcomes to match target for year 3</p>	<ul style="list-style-type: none"> <li>All +0.4%</li> <li>SED +0.5%</li> <li>EL +0.7%</li> <li>SWD +0.1%</li> <li>FY -13.3%</li> <li>Homeless +1.0%</li> <li>AA -0.5%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>HMS</p> <ul style="list-style-type: none"> <li>All 10.7%</li> <li>EL 14.8%</li> <li>Hispanic 10.5%</li> <li>SED 10.8%</li> <li>SWD 15.3%</li> </ul> <p>SHS</p> <ul style="list-style-type: none"> <li>EL 10 %</li> <li>SWD 11%</li> </ul>	<p>levels:</p> <p>ESMS</p> <ul style="list-style-type: none"> <li>EL 6%</li> </ul> <p>HMS</p> <ul style="list-style-type: none"> <li>All 9.1%</li> <li>EL 11.8%</li> <li>Hispanic 9.1%</li> <li>SED 9.5%</li> <li>SWD 15.2%</li> </ul> <p>SHS</p> <ul style="list-style-type: none"> <li>EL 7.2 %</li> <li>SWD 5.2%</li> </ul>		district outcomes	<p>ESMS</p> <ul style="list-style-type: none"> <li>EL -8.8%</li> </ul> <p>HMS</p> <ul style="list-style-type: none"> <li>All -1.6%</li> <li>EL -0.2%</li> <li>Hispanic -1.4%</li> <li>SED -1.3%</li> <li>SWD -0.1%</li> </ul> <p>SHS</p> <ul style="list-style-type: none"> <li>EL -2.8 %</li> <li>SWD -5.8%</li> </ul>
3.6	Local Indicator: Climate Survey	<p>2023-2024 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> <li>7th: 45%</li> <li>9th: 48%</li> <li>10th: 50%</li> <li>11th: 57%</li> </ul> <p>2023-2024 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>9th: 41%</li> <li>10th: 55%</li> <li>11th: 50%</li> </ul> <p>LCAP Student Survey 10,247 Total</p>	<p>LCAP Student Survey 7,085 Total</p> <p>Which resources and services do you feel support school safety and a healthy school community?</p> <p>57% Wellness Centers</p> <p>16% WEB/Link Crew</p> <p>33% Probation</p> <p>41% PBIS</p>		<p>California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> <li>7th: 50%</li> <li>9th: 52%</li> <li>10th: 55%</li> <li>11th: 62%</li> </ul> <p>California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>9th: 46%</li> <li>10th: 60%</li> <li>11th: 55%</li> </ul> <p>LCAP Student</p>	<p>LCAP Student Survey Students Feel Emotionally Safe</p> <p>There was a slight decrease in the percentage of students strongly agreeing or agreeing that they feel emotionally safe at school, 87% from the baseline to 79% for year 1. While those reporting feeling physically</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Value of Wellness Centers and Counseling <ul style="list-style-type: none"> <li>• 69% Valuable</li> <li>• 13% Somewhat Valuable</li> <li>• 18% Don't Know</li> <li>• 0% Not Valuable</li> </ul>	50% Clubs & Organizations 29% Anonymous Tip Line 36% Advisory Lessons		Survey Value of Wellness Centers and Counseling <ul style="list-style-type: none"> <li>• 74% Valuable</li> <li>• 18% Somewhat Valuable</li> <li>• 8% Don't Know</li> <li>• 0% Not Valuable</li> </ul>	safe increased from 77% to 82% strongly/agreeing.
	LCAP Student Survey 10,247 Total Value of Probation <ul style="list-style-type: none"> <li>• 69% Valuable</li> <li>• 3% Somewhat Valuable</li> <li>• 28% Don't Know</li> <li>• 0% Not Valuable</li> </ul>	LCAP Student Survey Students Feel Emotionally Safe 17% Strongly Agree 62% Agree 16% Disagree 5% Strongly Disagree		LCAP Student Survey Value of Probation <ul style="list-style-type: none"> <li>• 74% Valuable</li> <li>• 8% Somewhat Valuable</li> <li>• 18% Don't Know</li> <li>• 0% Not Valuable</li> </ul>		
	LCAP Student Survey 10,247 Total Value of PBIS <ul style="list-style-type: none"> <li>• 64% Valuable</li> <li>• 10% Somewhat Valuable</li> <li>• 23% Don't Know</li> <li>• 3% Not Valuable</li> </ul>	LCAP Student Survey Students Feel Physically Safe 18% Strongly Agree 64% Agree 14% Disagree 4% Strongly Disagree		LCAP Student Survey Value of PBIS <ul style="list-style-type: none"> <li>• 69% Valuable</li> <li>• 21% Somewhat Valuable</li> <li>• 20% Don't Know</li> </ul>		
	LCAP Student Survey 10,247 Total Students Feel Emotionally Safe <ul style="list-style-type: none"> <li>• 54% Safe</li> </ul>					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• 33% Somewhat Safe</li> <li>• 5% Not Safe</li> </ul> <p>LCAP Student Survey 10,247 Total Students Feel Physically Safe</p> <ul style="list-style-type: none"> <li>• 77% Safe</li> <li>• 15% Somewhat Safe</li> <li>• 8% Not Safe</li> </ul>			<ul style="list-style-type: none"> <li>• 0% Not Valuable</li> </ul> <p>LCAP Student Survey Students Feel Emotionally Safe</p> <ul style="list-style-type: none"> <li>• 60% Safe</li> <li>• 40% Somewhat Safe</li> <li>• 0% Not Safe</li> </ul> <p>LCAP Student Survey Students Feel Physically Safe</p> <ul style="list-style-type: none"> <li>• 80% Safe</li> <li>• 20% Somewhat Safe</li> <li>• 0% Not Safe</li> </ul>	
3.7	Parental Involvement and Family Engagement	<p>2023-2024 Family Strengthening Conference</p> <ul style="list-style-type: none"> <li>• 249 Participants</li> </ul> <p>2023- 2024 LCAP Parent Survey</p> <ul style="list-style-type: none"> <li>• 2,072</li> </ul> <p>Attended a Parent Workshop</p>	<p>2024-2025 Family Strengthening Conference</p> <ul style="list-style-type: none"> <li>• 254 Participants</li> </ul> <p>2024-25 LCAP Parent Survey</p> <ul style="list-style-type: none"> <li>• 1,044</li> </ul>		<p>2026-2027 Family Strengthening Conference</p> <ul style="list-style-type: none"> <li>• 300 Participants</li> </ul> <p>LCAP Parent Survey</p> <ul style="list-style-type: none"> <li>• 2,590</li> </ul> <p>Attended a Parent</p>	<p>2024-2025 Family Strengthening Conference</p> <ul style="list-style-type: none"> <li>• +2%</li> </ul> <p>LCAP Parent Survey</p> <ul style="list-style-type: none"> <li>• -49.6%</li> </ul> <p>Attended a Workshop</p> <ul style="list-style-type: none"> <li>• +43%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Yes- 30%</li> <li>• No- 70%</li> </ul> <p>Site Parent Meeting with Community Liaisons</p> <ul style="list-style-type: none"> <li>• Yes-38%</li> <li>• No- 62%</li> </ul> <p>Socio-Emotional Parent Support Meetings</p> <ul style="list-style-type: none"> <li>• English 201</li> <li>• Spanish 636</li> <li>• Bilingual 1009</li> </ul> <p>Inclusion Resource Fair (SWD)</p> <ul style="list-style-type: none"> <li>• 228 Participants</li> </ul> <p>SWD Weekly District Meetings</p> <ul style="list-style-type: none"> <li>• 20 Meetings</li> </ul>	<p>Attended a Parent Workshop</p> <ul style="list-style-type: none"> <li>• Yes- 43%</li> <li>• No- 57%</li> </ul> <p>Site Parent Meeting with Community Liaisons</p> <ul style="list-style-type: none"> <li>• Yes-45%</li> <li>• No- 55%</li> </ul> <p>Socio-Emotional Parent Support Meetings</p> <ul style="list-style-type: none"> <li>• English 168</li> <li>• Spanish 666</li> <li>• Bilingual 1,650</li> </ul> <p>Inclusion Resource Fair (SWD)</p> <ul style="list-style-type: none"> <li>• Did not implement 2024-2025</li> </ul> <p>SWD Weekly District Meetings</p> <ul style="list-style-type: none"> <li>• Did not implement 2024-2025</li> </ul>		<p>Workshop</p> <p>Yes- 40%</p> <p>No- 60%</p> <p>Site Parent Meeting with Community Liaisons</p> <p>Yes-48%</p> <p>No- 52%</p> <p>Socio-Emotional Parent Support Meetings</p> <ul style="list-style-type: none"> <li>• English 231</li> <li>• Spanish 731</li> <li>• Bilingual 1,160</li> </ul> <p>Inclusion Resource Fair (SWD)</p> <ul style="list-style-type: none"> <li>• 250 Participants</li> </ul> <p>SWD Weekly District Meetings</p> <ul style="list-style-type: none"> <li>• 25 Meetings</li> </ul>	<p>Site Parent Meeting with Community Liaisons</p> <ul style="list-style-type: none"> <li>• +26%</li> </ul> <p>Socio Emotional Parent Support</p> <ul style="list-style-type: none"> <li>• English - 16.4%</li> <li>• Spanish +4.7%</li> <li>• Bilingual +38.8%</li> </ul> <p>Inclusion Resource Fair (SWD)</p> <ul style="list-style-type: none"> <li>• Did not implement 2024-2025</li> </ul> <p>SWD Weekly District Meeting</p> <ul style="list-style-type: none"> <li>• Did not implement 2024-2025</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Basics : The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	In 2023-24,100% of facilities meet the "good repair" standard	In 2024-2025,100% of facilities meet the "good repair" standard		100% of facilities meet the "good repair" standard	Difference from baseline = 0%
3.9	Graduation Rate	2023 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> <li>All 82.4%</li> <li>SED 81.9%</li> <li>EL 60.6%</li> <li>SWD 59.7%</li> <li>Homeless 70.8%</li> </ul>	2024 SUHSD Cohort Graduation Rate: <ul style="list-style-type: none"> <li>85.5% All</li> <li>85.7% SED</li> <li>68.5% EL</li> <li>64.5% SWD</li> <li>64.2% Homeless</li> </ul>		All 88% SED 87.9% EL 76.5% SWD 76% Homeless 82%	<ul style="list-style-type: none"> <li>+3.1% All</li> <li>+3.8% SED</li> <li>+7.9% EL</li> <li>+4.8% SWD</li> <li>-6.6% Homeless</li> </ul>
3.10	English Language Arts CAASPP Test: Distance from Meeting Standards	2022-2023 <ul style="list-style-type: none"> <li>All 30.2 points below standard</li> <li>SED: 33.2 points below standard</li> <li>EL: 89.7 points below standard</li> <li>SWD: 112.1 points below standard</li> <li>Homeless: 68.3 points below standard</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 24.1 points below standard</li> <li>SED: 27.5 points below standard</li> <li>EL: 79.1 points below standard</li> <li>SWD: 96.5 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>All 15.2 points below standard</li> <li>SED 16.0 points below the standard</li> <li>EL: 30.2 points below standard</li> <li>SWD: 35.8 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>All +6.1</li> <li>SED: +5.7</li> <li>EL: +10.6</li> <li>SWD: +15.6</li> <li>Homeless: +7.4</li> <li>AA: +64.7</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>AA: 95.1 points below standard</li> </ul>	<ul style="list-style-type: none"> <li>Homeless: 60.9 points below standard</li> <li>AA: 30.4 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>Homeless: 24.8 points below standard</li> <li>AA: 31.5 points below standard</li> </ul>	
3.11	Math CAASPP Test: Distance from Meeting Standards	<p>2022-2023</p> <ul style="list-style-type: none"> <li>All 102.8 points below standard</li> <li>SED: 142.6 points below standard</li> <li>EL: 142.6 points below standard</li> <li>SWD: 167.8 points below standard</li> <li>Homeless: 131.9 points below standard</li> <li>AA: 153.2 points below standard</li> </ul>	<p>2023-2024</p> <ul style="list-style-type: none"> <li>All 97.7 points below standard</li> <li>SED: 101.1 points below standard</li> <li>EL: 137.8 points below standard</li> <li>SWD: 152.3 points below standard</li> <li>Homeless: 123.2 points below standard</li> <li>AA: 113.8 points</li> </ul>		<ul style="list-style-type: none"> <li>All 87.8 points below standard</li> <li>SED: 89.0 points below standard</li> <li>EL: 104.8 points below standard</li> <li>SWD: 115.6 points below standard</li> <li>Homeless: 100.2 points below standard</li> <li>AA: 109.3 points</li> </ul>	<ul style="list-style-type: none"> <li>All +5.1</li> <li>SED: +4.4</li> <li>EL: +4.8</li> <li>SWD: +15.5</li> <li>Homeless: +8.7</li> <li>AA: +39.4</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			below standard		below standard	
3.12	California Science Test (CAST) % Meet or Exceeds Standards	2022-2023 <ul style="list-style-type: none"> <li>All 17.9%</li> <li>SED 17.58%</li> <li>EL 0.52%</li> <li>AA 14.3%</li> <li>SWD 2.5%</li> <li>Homeless 17.42%</li> </ul>	2023-2024 <ul style="list-style-type: none"> <li>All 19.2%</li> <li>SED 18.0%</li> <li>EL 0%</li> <li>SWD 4.6%</li> <li>Homeless 10.0%</li> <li>AA 5.3%</li> </ul>		<ul style="list-style-type: none"> <li>All 23.9%</li> <li>SED 23.7%</li> <li>EL 12.3%</li> <li>AA 21.5%</li> <li>SWD 13.6%</li> <li>Homeless 23.6%</li> <li>AA 21.5%</li> </ul>	<ul style="list-style-type: none"> <li>All +1.3%</li> <li>SED +0.4%</li> <li>EL -0.5%</li> <li>SWD +2.1%</li> <li>Homeless -7.4%</li> <li>AA -9.0%</li> </ul>

## 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.

In alignment with LCAP Goal 3, the Salinas Union High School District (SUHSD) successfully executed the outlined actions to progress toward preparing every student to be college, career, and community-ready. The following highlights specific actions made toward this goal:

### 3.1 School Climate

The LEA implemented several support systems for Positive Behavior Intervention Systems (PBIS), including staffing a PBIS Coordinator and PBIS clerks at each school site. The PBIS Coordinator worked directly with school site teams to support the expansion of Tier 1, 2, and 3 interventions and to evaluate those systems using a Tiered Fidelity Inventory (TFI). Site teams were also provided with ASB stickers, PBIS/Renaissance materials, and supplies to support the PBIS showcase, incentives, rewards, and student celebrations. Additionally, site teams were supported in attending the California PBIS conference to expand their knowledge and strengthen support for tiered interventions.

### 3.2 School Safety

Additional campus security staff, including itinerant campus security to provide coverage as needed, were hired, trained, and supported by the Coordinator. All security personnel completed certification training before the school year and/or when hired, which included training on customer service, visitor management, and de-escalation strategies. There is a need to add QBS-Safety Care training for all related staff to ensure appropriate and safe responses when supporting students. Additional security was also provided for campus events, and students, parents, and staff reported feeling safer and more engaged, with increased participation. The Big Five emergency response training was

initiated, and a visitor management system was identified for full implementation in the upcoming school year. A District Safety Leadership Advisory Team composed of various stakeholders was formed to provide input, feedback, and direction regarding priorities and needs. While students reported feeling safe on campus, there is still a need to address safety concerns related to travel to and from school. Staff reported that the dedicated and locked entrance for visitors at each school has been effective.

SUHSD implemented a safe crisis prevention and management training program (QBS Safety-Care) to equip special education and security staff with the tools to prevent and safely manage potentially dangerous behaviors among students with disabilities, including unduplicated pupils such as English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. The district trained internal “trainers of trainers” to support a sustainable, ongoing training model. Staff were trained in rotating cohorts to ensure broad coverage without significantly disrupting student services. This approach aligned with the planned action; however, initial implementation faced minor delays due to scheduling conflicts at larger sites. Despite the challenges, the program has proven successful in improving staff confidence, reducing incidents requiring restraint, and limiting workplace injuries. It has also reinforced a districtwide culture of dignity, proactive intervention, and behavior change support.

### 3.3 Intervention Programs

This focused implementation supported student engagement and discipline intervention at each school site. Site teams received support from an Assistant Principal of Student Engagement and clerical staff at each comprehensive school. Site teams collaborated on calibrating discipline guidelines and coding to ensure consistent practices across the district. Sites also worked to expand their use of alternatives to suspension, strengthening their MTSS systems and minimizing student exclusion from school.

### 3.4 Justice, Equity, Diversity, and Inclusion

The district made progress in implementing its planned actions while adapting to emerging needs and challenges throughout the year. SUHSD funded two full-time Justice, Equity, Diversity, and Inclusion (JEDI) Coordinators who provided district-wide professional development and created educational learning spaces for staff to explore effective pedagogical approaches for fostering inclusive, culturally responsive classrooms and school environments. The JEDI team collaborated with each site to identify and support targeted interventions for specific students based on suspension rate data for all students, with particular attention to English Learners, African American, Socio-economically Disadvantaged students, and students who are Foster Youth/Youth in Transition. This action will be supplemented by LREBG funds of \$1,976,729 focused on implementing restorative practices to increase attendance, reduce chronic absenteeism, and reduce suspensions for English Learners/Long-term English Learners, Homeless/Foster Youth, and African American students. This direct LREBG allocation reinforces the district's commitment to reducing disparities in suspension rates identified for these student groups.

The district made progress in implementing its planned actions while adapting to emerging needs and challenges throughout the year. SUHSD funded two full-time Justice, Equity, Diversity, and Inclusion (JEDI) Coordinators who provided district-wide professional development and created educational learning spaces for staff to explore effective pedagogical approaches for fostering inclusive, culturally responsive classrooms and school environments. The JEDI team collaborated with each site to identify and support targeted interventions for specific students based on suspension rate data for all students, with particular attention to English Learners, African American, Socio-economically Disadvantaged students, and students who are Foster Youth/Youth in Transition.

### 3.5 Wellness Centers

SUHSD successfully implemented the identified actions for this goal by ensuring that all schools were staffed with Wellness Center service providers to meet the social, emotional, behavioral, and mental health needs of all students and to promote wellness districtwide. Every school site was fully staffed during the 2024-2025 school year with two school social workers, at least one intervention specialist, and a restorative justice facilitator. Additionally, funding was allocated to provide direct services through three community-based organizations: Community Human Services, Harmony at Home, and the Monterey County Behavioral Health Department.

### 3.6 School Health

SUHSD successfully implemented the planned actions for this goal by appropriately staffing, training, maintaining, and evaluating district-wide health services for all students. SUHSD hired a fourth Registered Credentialed School Nurse to provide direct specialized health care, clinical supervision of intern staff, and training of SUHSD employees on emergency medication administration, individualized health plans, and general health education. The District created a new job classification for a Licensed Vocational Nurse (LVN) in collaboration with our CSEA partners. Three LVNs were hired for the 2024-2025 school year to support the RN and Health Technician staff at school sites across the district. In addition, a second Home Hospital Certificated Instructor was hired to support Independent Study for students experiencing temporary medical conditions that affect their ability to attend school in person.

### 3.7 Family Engagement

SUHSD implemented the planned actions for this goal by appropriately staffing, training, and maintaining a community liaison at each school site, a district parent coordinator, and two Spanish-English translators. A challenge we faced throughout the school year was finding a qualified Mixteco/English/Spanish interpreter; however, after months of searching, a candidate was successfully hired in May 2025.

Parent engagement staff provided multilingual outreach, individualized support, and resource navigation assistance to families of ELs, FY, and SED students with IEPs. The action was mainly implemented as planned, with consistent support offered across school sites and targeted events held to increase family engagement. One substantive difference was a higher-than-expected demand for interpretation services, which required added scheduling flexibility and the prioritization of key events. A significant success was the increased participation of non-English-speaking families in IEP meetings, workshops, and school events. This has led to stronger home-school partnerships and improved academic and support services for high-need families. A continued challenge is ensuring equitable access to engagement opportunities across all sites, especially in regions with limited transportation or digital connectivity.

To enhance communication, a weekly community was launched to highlight school events, special programs, department updates, achievements, and acknowledgements, all aligned with LCAP priorities. Adjusting the format for delivery to staff and community led to increased engagement, positive feedback, and refocused our collective narrative regarding our students and staff. A continued challenge is the capacity building and responsiveness of each school site and/or department to implement communication best practices. During the needs assessment process, it was discovered that the District's mass messaging system was not effectively meeting the needs of the parent/community, and the website also had limitations.

### 3.8 Foster/Homeless

SUHSD implemented the planned actions for this goal by providing academic and social-emotional support to foster and homeless youth, ensuring access to essential services such as shelter and transportation, promoting student engagement, and contributing to improved educational outcomes. A challenge faced in the implementation was the collaboration between the EPIC center due to their vacancies and changes in staff.

### 3.9 Chronic Absenteeism

SUHSD hired a Child Welfare and Attendance (CWA) Specialist who focused on building and calibrating policies and procedures for the attendance offices. The CWA Specialist met regularly with the site attendance teams to create a comprehensive policy and procedures manual aligning attendance practices across the district. The CWA Specialist also collaborated with CASA, Probation, the Salinas Police Department (SPD), and school sites to do home visits aimed at re-engaging students in school. The CWA Specialist regularly worked with the DA to help manage the truancy abatement program (TAP) to address chronically absent students. The CWA Specialist supported school sites using School Attendance to manage the truancy process for each student.

LREBG Description: This action will be supplemented by LREBG funds of \$577,959 to specifically reduce chronic absenteeism, especially for English Learners (LTELs) and Students with Disabilities, by monitoring data, providing timely communications, and offering research-based strategies and responsive interventions. It also supports district-wide attendance and an additional attendance clerk for alternative education programs. This direct LREBG allocation addresses a key "Red Indicator" for Chronic Absenteeism among specific student groups.

SUHSD hired a Child Welfare and Attendance (CWA) Specialist who focused on building and calibrating policies and procedures for the attendance offices. The CWA Specialist met regularly with the site attendance teams to create a comprehensive policy and procedures manual aligning attendance practices across the district. The CWA Specialist also collaborated with CASA, Probation, the Salinas Police Department (SPD), and school sites to do home visits aimed at re-engaging students in school. The CWA Specialist regularly worked with the DA to help manage the truancy abatement program (TAP) to address chronically absent students. The CWA Specialist supported school sites using School Attendance to manage the truancy process for each student.

### 3.10 Community School

SUHSD successfully implemented the actions outlined in the Community Schools Partnership Program (CCSPP) goal by funding a District Community Schools Coordinator Lead who supported the grant reporting, fiscal management, and administrative oversight for CCSPP implementation. To meet the integrated student support focus area, the district funded online teletherapy services for students during the evening and on the weekend through Daybreak Health. Staff from multiple community school sites attended the California School-Based Health Alliance Conference to gain insights and explore best practice models for implementing Medi-Cal billing and reimbursement under the new California Youth Behavioral Health Initiative (CYBHI). To support the shared leadership pillar, the district provided extra work agreements for any interested classified and certified staff to participate in site-based community school committee meetings.

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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in this year's LCAP were primarily attributed to challenges in hiring district itinerant teachers and smaller attendance in after-school professional development.

3.1 School Climate: \$1,580,327.00

SUHSD budgeted \$200,000 to send teams to the Innovative Summit and CA MTSS Conference. These conferences are scheduled for July 2025 and will be funded from the 2025-2026 budget. Additionally, \$50,000 was budgeted to support PBIS fieldtrips as part of the District's efforts to reinforce positive behavior intervention and supports.

3.2 School Safety: \$13,785,542.00

No significant expenditure changes occurred in this action.

3.3 Intervention Programs: \$3,129,885.00

No significant expenditure changes occurred in this action.

3.4 Justice, Equity, Diversity, and Inclusion: \$3,204,526.00

No significant expenditure changes occurred in this action.

3.5 Wellness Centers: \$7,028,821.00

There is a difference of the planned \$7,028,821 versus the estimated actuals \$5,431,223 of \$1,497,598. This difference is due to the RSJHS Wellness Center and the Wayfinding project. The RSJHS Wellness Center is underway and will be paid over two fiscal years: 2024-25 and 2025-26. The Wayfinding project is still in planning and is expected to go out to bid in 2025-2026.

3.6 School Health: \$1,176,852.00

There is a difference of planned expenditures compared to estimated actuals of \$1,407,973. This is due to higher-than-expected health care needs and costs.

3.7 Family Engagement: \$2,692,041.00

In the 2025–2026 LCAP, SUHSD allocated \$1.7 million to support district-wide strategies, including staffing, professional development, communication software, and parent engagement workshops. As of May 2025, 82% of this allocation has been expended. The material difference is due to the expenses not yet accounted for from May 2025 to the end of June 2025. Anticipated to have no material difference at the end of the year.

3.8 Foster/Homeless: \$53,300.00

No material difference.

3.9 Chronic Absenteeism: \$1,273,631

No material difference.

3.10 Community Schools: \$199,447.00

No significant expenditure changes.

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

SUHSD used the following rating scale to determine the effectiveness of the actions in achieving 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 3.1 – School Climate**

Effectiveness of Action: 3 – Effective

Metrics: 3.1, 3.5, 3.6 – Chronic Absenteeism (7/8th), Suspension Rates, Student Climate Survey

Analysis Statement:

This action was effective. Student connectedness improved by 6% from baseline, and chronic absenteeism decreased by an average of 4% overall, with subgroup improvements of -3.7% (SED), -4.4% (EL), -5.9% (SWD), and -6.0% (Homeless). Additionally, student survey results showed that 79% of students reported feeling emotionally safe and 82% physically safe. Implementation of SEL and restorative practices fostered more inclusive and engaging school environments. Sites will continue to strengthen MTSS/PBIS systems to address suspensions, which increased slightly for most groups except African American (-0.5%) and Foster Youth (-13.3%). The district will also increase outreach to boost participation in the SAS and Student LCAP Surveys.

**Action 3.2 – School Safety**

Effectiveness of Action: 2 – Somewhat Effective

Metrics: 3.2, 3.5 – ADA, Suspension Rates

Analysis Statement:

This action was somewhat effective. While overall ADA declined slightly (-0.61%), improvement was observed for SWD (+0.68%) and Homeless Youth (+2.39%). Suspension rates increased slightly (+0.4%), though Foster Youth (-13.3%) and African American (-0.5%) students showed improvement. Upgrades to safety infrastructure and increased staff presence contributed to improved perceptions of campus safety, as reported by students. There was a slight decrease in the percentage of students strongly agreeing or agreeing that they feel emotionally safe at school, from 87% at the baseline to 79% in year 1. Those reporting feeling physically safe increased from 77% to 82% (strongly/agreeing).

**Action 3.3 – Intervention Programs**

Effectiveness of Action: 2 – Somewhat Effective

Metrics: 3.5 – Suspension Rates

Analysis Statement:

This action was somewhat effective. Although suspension rates increased slightly (+0.4%), Foster Youth saw a significant decrease (-13.3%). Local Tier 2 referral data showed a 2% reduction from baseline, suggesting a moderate impact. However, inconsistencies across sites may have limited the action's effectiveness. Continued calibration of discipline protocols and professional development is needed to improve fidelity and reduce exclusionary practices.

**Action 3.4 – Justice, Equity, Diversity, and Inclusion (JEDI)**

Effectiveness of Action: 2 – Somewhat Effective

Metrics: 3.5, 3.6 – Suspension Rates, Student Climate Survey

Analysis Statement:

This action was somewhat effective. Suspension rates for African American (-0.5%) and Foster Youth (-13.3%) students declined. Professional development in culturally responsive practices supported staff in addressing student needs. Student survey data indicated increased feelings of safety and belonging; however, broader suspension and equity gaps remain, indicating further work is necessary to ensure systemwide impact.

#### Action 3.5 – Wellness Centers

Effectiveness of Action: 3 – Effective

Metrics: 3.1, 3.6 – Chronic Absenteeism, Student Climate Survey

##### Analysis Statement:

This action was effective. During 2024–25, there were 64,220 student visits to Wellness Centers, offering consistent access to mental health and SEL supports. California Healthy Kids Survey data showed a 2% increase in student connectedness, and 79% of students reported feeling emotionally safe—up 25% from the previous year. These outcomes confirm strong alignment between the supports offered and student well-being outcomes. From the baseline year, chronic absenteeism rates decreased from 17.6% to 13.7% for all students, while SED, EL, SWD, and Homeless rates went down as well. Average days attended remained relatively flat for all student groups between the baseline year and year 1.

#### Action 3.6 – School Health

Effectiveness of Action: 3 – Effective

Metrics: 3.2 – ADA

##### Analysis Statement:

This action was effective. State vaccine compliance reached 99% (up from the prior year), and all mandated hearing/vision screenings were completed. ADA improved for SWD (+0.68%) and Homeless (+2.39%) students, although districtwide ADA decreased by -0.61%. These results reflect increased student access to health services supporting attendance.

#### Action 3.7 – Family Engagement

Effectiveness of Action: 2 – Somewhat Effective

Metrics: 3.10, 3.11, 3.12 – Academic Achievement (ELA, Math, Science); Chronic Absenteeism (Metric 3.1), Climate Survey (Metric 3.6); Community Schools Needs Assessment and Community Schools Advisory Committee

##### Analysis Statement:

This action was somewhat effective. Engagement increased in many areas, including a 43% rise in parent workshop attendance and a 26% increase in site-based meetings with community liaisons. Bilingual parent supports increased participation by 38.8%, while the Family Strengthening Conference grew by 2%. However, responses to the LCAP Parent Survey declined sharply (-49.6%), and English-language parent session participation fell by -16.4%.

Academic data showed strong gains in CAASPP ELA (+6.1% All, +10.6% EL, +64.7% AA) and Math (+5.1% All, +15.5% SWD, +39.4% AA), but CAST results declined for Homeless (-7.4%) and African American (-9.0%) students. This indicates the need for more targeted, culturally responsive science engagement and outreach strategies.

#### Action 3.8 – Foster/Homeless

Effectiveness of Action: 2 – Somewhat Effective

Metrics: 3.1, 3.2, 3.9 – Chronic Absenteeism (7/8th), ADA, Graduation Rate

**Analysis Statement:**

This action was somewhat effective. Chronic absenteeism among homeless students decreased by 6.0%, and ADA for this group improved. Supports such as temporary housing, dedicated liaisons, and case management were beneficial. However, graduation rates for homeless students declined by 6.6%, contrasting with gains for EL (+7.9%) and SWD (+4.8%). This highlights the need for stronger postsecondary transition supports.

**Action 3.9 – Chronic Absenteeism**

**Effectiveness of Action: 2 – Somewhat Effective**

**Metrics: 3.1 – Chronic Absenteeism (7/8th)**

**Analysis Statement:**

This action was somewhat effective. Chronic absenteeism declined by 3% from baseline, supported by the addition of a Child Welfare and Attendance Specialist and improved districtwide alignment of attendance practices. However, rates remain elevated for homeless and socioeconomically disadvantaged students, and further case management and re-engagement strategies are required.

**Action 3.10 – Community Schools**

**Effectiveness of Action: 3 – Effective**

**Metrics: 3.2 Avg. % Attended (ADA) for All students, EL, SWD, and Homeless (increase %)**

**Analysis Statement:**

This action was effective. All Cohort 4 sites were awarded \$15.4M in state funding to implement the Community School model, joining three existing Cohort 3 schools that had previously received \$6.65M and the community input process will serve as a baseline for full implementation in 2025-2026 across the district. This expansion strengthens the district's capacity to deliver and track wraparound services and community resources, with a particular focus on supporting attendance interventions for targeted student groups, including English Learners (ELs), Students with Disabilities (SWD), and Homeless/Youth in Transition (YIT).

From the baseline year to Year 1, chronic absenteeism rates decreased from 17.6% to 13.7% across all students, with notable improvements also seen among SED, EL, SWD, and Homeless students. Average days attended remained relatively flat for all student groups between the baseline year and year 1.

**Effectiveness of Action: 3 – Effective**

**Metrics: 3.7 – Parental Involvement and Family Engagement**

**Analysis Statement:**

This action was effective. A total of 172 staff, students, and parents participated in 68 planning meetings across 9 schools. All sites in Cohort 4 received \$15.4M in state funding to implement the Community School model, joining 3 existing schools funded under Cohort 3 (\$6.65M). This expansion strengthens the district's capacity to provide wraparound supports aligned with increased family and community engagement. From the baseline year, chronic absenteeism rates decreased from 17.6% to 13.7% for all students, while SED, EL, SWD, and Homeless rates went down as well. Average days attended remained relatively flat for all student groups between the baseline year and year 1. There was a slight decrease in the percentage of students strongly agreeing or agreeing that they feel emotionally safe at school, from 87% at the baseline to 79% for year 1. Those reporting feeling physically safe increased from 77% to 82% (strongly/agreeing).

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

Goal 3 language has been updated to include purposeful actions that foster, cultivate, and empower a sense of belonging, inspiration, and resilience.

"SUHSD will actively foster and cultivate cultures of belonging, resilience, and inspiration, ensuring students, staff, families, and community members are supported and empowered to thrive in safe, healthy, caring, responsive, and positive school communities."

### 3.1 – School Climate

The addition of district Board Certified Behavior Analysts (BCBAs) enhanced site-level support for students exhibiting disruptive behaviors to allow for a comprehensive analysis and plan of support. The addition of an Application Support Technician to assist with extracting and analyzing data for the district and school sites around discipline, interventions, attendance, and to support the management of online platforms managed by the PPS office.

Reflects adjustments to language in this action, focuses on proactive strategies that are tailored and promote well-being, ensuring equitable access.

"SUHSD will foster a positive and inclusive learning environment by deploying dedicated staff to collaborate with site teams in developing and implementing tiered systems of behavior supports and interventions. These proactive strategies will be tailored to address the unique needs of Socioeconomically Disadvantaged students, English Learners and Long-Term English Learners (LTELs), African American students, and Foster Youth—aimed at reducing suspension rates, promoting student well-being, and ensuring equitable access to learning."

### 3.2 School Safety

The Big Five Emergency Response for Schools program and protocols will be fully implemented to include training and implementation as a comprehensive approach including students, staff, and coordination of response teams focusing on effective communication, trauma-informed practices (including student threat assessment process/protocol) inclusive practices, the Big Five immediate action responses, school incident command teams, first aid-triage and a visitor management system.

To enhance the consistency and timeliness of staff training, we have developed a professional learning plan that prioritizes early preparation of trainers-of-trainers. By equipping key special education and safety personnel with the necessary training at the beginning of the year, we aim to ensure that all staff receive high-quality, timely professional development aligned with student needs and safety protocols. Additionally, ongoing training will be provided annually for newly hired staff to ensure continuity and alignment with district expectations and support systems.

Reflects adjustments to language in this action include a welcoming atmosphere for student engagement and cultural responsiveness. "SUHSD is committed to creating safe, caring, and inclusive school environments by hiring and training campus security staff who build positive relationships with students and contribute to a welcoming atmosphere—particularly for Socioeconomically Disadvantaged students. All campus security personnel will receive comprehensive training focused on equity, student engagement, and culturally responsive and restorative practices to ensure every student feels seen, supported, and safe at every school site."

### 3.3 Intervention Programs

To expand the capabilities of the PPS office, we have added an Assistant Director of MTSS position to support district expulsions as a hearing officer and to provide oversight in other areas within the PPS office, including PBIS, Alternatives to Suspension, Attendance, and Counseling.

Reflects adjustments to language in this action, focusing on clear, consistent behavior response system applied by all staff, timely student interventions, restorative practices, and culturally responsive behavior resources.

"SUHSD will reduce suspension rates by implementing a clear, consistent behavior response system understood and applied by all staff. To ensure fidelity, the district will add administrators and staff as essential personnel to support consistent implementation and timely student interventions. Innovative strategies, including restorative practices and personnel, integrated social-emotional learning, and culturally responsive behavior supports and resources, will be used to promote positive outcomes. Suspension reduction efforts will specifically target students who are Homeless, English learners/LTEs, and/or identify as African American.

### 3.4 Justice, Equity, Diversity, and Inclusion

Provided training for restorative practices in collaboration with Restorative Justice Facilitators, expanded LGBTQ+ Task Force, student affinity groups, and partnered with Hartnell College, hosting Black Scholar and Lavender joint ceremonies, promoting safe spaces as indicated by a Safe Space sticker, and aligning equity work with other initiatives. The Restorative Justice Facilitators at each school site provide support to students to re-engage in the school and classrooms for a positive impact to reduce suspensions and improve chronic absenteeism. These supports provided by the Restorative Justice Facilitators will continue to be funded from the Learning Recovery Emergency Block grant to meet the needs of identified student groups and school sites.

Reflects adjustments to language in this action focuses on support to implement effective restorative practices.

"SUHSD will provide training and support to staff, students, and families in restorative practices focused on equity and inclusion to reduce suspension rates, increase attendance, and improve learning environments, specifically for English Learners/Long-term English Learners, African American students, Foster Youth, and SED students."

### 3.5 Wellness Centers

Case management identified a need for additional Tier 3 support for students receiving psychiatric services that require medication management. To address this need, the district will contract with Esteem Health to provide access to a medical team specializing in psychiatry and medication management.

Reflects adjustments to language in this action, focusing on aligning practices, programs, events, and community partnerships focused on health, fitness, and wellness to support healthy lifestyles.

"SUHSD is committed to becoming a model District for Wellness, with all school sites working toward aligning practices that promote a culture of health, wellness, and community. Each campus will operate a Wellness Center staffed with dedicated providers to support the social, emotional, behavioral, and mental health needs of all students. As part of this districtwide vision, SUHSD will prioritize mental and physical wellness by introducing Blue Zones-inspired programs, hosting health and wellness events, and organizing community fairs. After-school personnel will also be identified to lead fitness and wellness initiatives—ensuring that both students and staff benefit from environments that foster long-term well-being and healthy lifestyles."

### 3.6 School Health

To ensure compliance with the health mandates from the California Department of Education and the California Department of Public Health for schools, the district will expand its team of licensed health professionals. Each site will be staffed with a Licensed Vocational Nurse (LVN) to support medication administration, diabetes management, and compliance. Additionally, a Registered Nurse (RN) will be hired, increasing the credentialed RN team to five members. This will allow each RN staff to be assigned to two school sites for consistency and best clinical practices. The RN team supports all general education students and students with disabilities districtwide.

Reflects adjustments to language in this action focuses on providing a mobile health clinic staffed by school health providers and medical providers to improve student health.

"SUHSD is committed to supporting student health and wellness by staffing school sites with qualified health service providers who deliver preventive care, first aid, and ongoing management of student health records. To expand access, the district will also launch a mobile health clinic—staffed by the SUHSD Health Services Team and community partners—to provide on-site screenings, preventive services, and health education aimed at improving student well-being and increasing attendance. In addition, SUHSD will continue to implement positive personnel, resources, and supports that foster safe, caring environments and promote the physical, emotional, and academic success of all students."

### 3.7 Family Engagement

In the upcoming school year, we will revise our parent engagement strategies to include more targeted outreach in English, refine the structure of the parent survey to increase clarity and accessibility, and diversify our family support offerings. Metrics for 2025–2026 will include disaggregated participation rates by language preference and targeted goals for English-speaking families to ensure more balanced engagement across subgroups.

To improve the effectiveness of our parent engagement efforts, the Special Projects and Special Education Services Departments have collaborated to redefine the previously unfilled Parent Engagement Coordinator position, now titled Parent/Community Engagement Liaison. We will implement a structured calendar of engagement offerings informed by direct feedback and needs identified through family data. Our goal is to provide bi-monthly engagement sessions tailored to families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students with IEPs, ensuring consistent and responsive support throughout the year.

To enhance effective outreach to parents, community, and staff, the communications team will provide training and capacity building to support timely, meaningful notifications and communication methods that improve engagement as intended by programs and school sites.

Reflects adjustments to language in this action, focuses on meaningful engagement and connecting resources/services, and strengthening families/students.

"Parent Coordinators, Community Liaisons, Interpreters, Translators, and Communications staff will play a vital role in supporting students and families—particularly those who are Socioeconomically Disadvantaged, English Learners, Foster or Homeless Youth, and Students with Disabilities—by facilitating meaningful engagement and connecting them to essential school and community resources. They will also provide training, tools, and culturally responsive materials to empower families, strengthen home-school partnerships, and ensure all families can support their students' academic success and well-being."

### 3.8 Foster/Homeless

In the upcoming school year, our community schools staff will intensify monitoring and support for foster and homeless youth, ensuring these students remain a primary focus within each school's site plan. While our current strategies have successfully reduced absenteeism, graduation data indicate a need for more sustained academic support. As a result, we will continue existing efforts and expand our focus to provide more individualized academic and socio-emotional services, particularly for homeless youth in the upper grades.

Reflects adjustments to language in this action focuses on removing barriers to attendance, learning, and focuses on engaging students. "SUHSD is committed to supporting the academic success and well-being of Foster Youth (FY) and Homeless Youth (HY) by ensuring access to essential services, including shelter, transportation, and wraparound supports. By addressing these basic needs, the district aims to remove barriers to learning, increase student engagement, and improve academic outcomes for some of its most vulnerable student populations."

### 3.9 Chronic Absenteeism

The addition of an Attendance Specialist will increase site support for addressing chronic absenteeism and will be funded from the LREBG to target supports for identified schools and student groups. This position will support the calibration and alignment of attendance practices across the district, as well as support truancy mediations and site home visits. Chronic absenteeism is an area of concern at each school site with above 10% or more of students are considered chronically absent. The Learning Recovery Emergency Block grant will support schools in developing a more coordinated and rapid response to addressing chronic absenteeism and removing barriers for students to attend school regularly, with an additional Attendance Clerk for the alternative schools (MTHS, EPS, Carr Lake). This includes funding an additional attendance tracking system and training of school attendance teams, and incorporating research-based practices for secondary schools within high-poverty communities.

Reflects adjustments to language in this action focuses on timely interventions to improve student engagement and daily attendance while building school attendance/support teams.

"SUHSD's Intervention and Attendance Teams will support all school sites by monitoring data and providing timely interventions to strengthen student engagement and daily attendance. While all campuses will benefit from districtwide support, targeted efforts will focus on reducing chronic absenteeism among Students with Disabilities at La Paz Middle School and English Learners at El Sausal Middle School. A dedicated Child Welfare and Attendance Coordinator and the addition of an Attendance Specialist (funded from the LREBG) will lead this work—training school attendance teams, guiding data-driven strategies, and helping schools build strong partnerships with families to remove barriers to consistent attendance."

### 3.10 Community Schools

Cohort 4 applicants were successful in their grant proposals, and all 12 SUHSD school sites have been approved by the California Department of Education as Community Schools. As a result, the district will receive \$15.4 million in funding.

Reflects adjustment to language in this action includes dedicated spaces on campuses for a resource center/central hub for supports, and a District Community Collaborative to unite and align community partners and agencies.

"SUHSD will expand its Community Schools Program districtwide by identifying dedicated spaces on every campus to serve as Family Resource Centers—central hubs for student and family support. To strengthen this work, the district will allocate resources, materials, and personnel to ensure each site is equipped to meet the unique needs of its community. Additionally, SUHSD will establish a District Community Collaborative that unites community agencies, partners, and internal services to provide aligned, comprehensive wraparound

supports. This initiative will be grounded in the four CCSPP pillars: integrated student support, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities."

**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	School Climate: Behavior Supports and Interventions	SUHSD will foster a positive and inclusive learning environment by deploying dedicated staff to collaborate with site teams in developing and implementing tiered systems of behavioral supports and interventions. These proactive strategies will be tailored to address the unique needs of Socioeconomically Disadvantaged students, English Learners, and Long-Term English Learners (LTELs), African American students, and Foster Youth—aimed at reducing suspension rates, promoting student well-being, and ensuring equitable access to learning.	\$1,897,014.00	Yes
3.2	Safe Supportive School Campuses	SUHSD is committed to creating safe, caring, and inclusive school environments by hiring and training campus security staff who build positive relationships with students and contribute to a welcoming atmosphere—particularly for socioeconomically disadvantaged students. All campus security personnel will receive comprehensive training focused on equity, student engagement, and culturally responsive practices to ensure every student feels seen, supported, and safe at every school site.	\$14,615,422.00	Yes
3.3	Intervention Programs (Red Indicator Suspensions)	SUHSD will reduce suspension rates by implementing a clear and consistent behavior response system that is understood and applied by all staff. To ensure fidelity, the district will add administrators and staff as essential personnel to support consistent implementation and timely student interventions. Innovative strategies—including restorative practices and personnel, integrated social-emotional learning, and culturally responsive behavior supports and resources—will be used to promote positive outcomes. Suspension reduction efforts will specifically target:	\$3,613,446.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>HMS: All students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities  ESMS: English Learners  SHS: English Learners, Students with Disabilities  Districtwide: African American students, Foster Youth</p>		
3.4	Engaging, Inclusive, Equitable, Restorative Practices	<p>SUHSD will provide training and support to staff, students, and families in restorative practices focused on equity and inclusion to reduce suspension rates, increase attendance, increase student engagement, and improve learning environments, specifically for English Learners/Long-term English Learners, African American students, Foster Youth, and SED students.  LREBG Action: Training for restorative practices.  Research shows that increased exposure to restorative practices correlates with improved academic achievement and reduced suspension rates, with notably stronger effects for Black and Latino/a students, effectively narrowing racial discipline and achievement gaps (Learning Policy Institute, 2023).  The metric being used to monitor the action is Metric 3.5: Suspension Rate.  LREBG Funds supporting this action: \$1,976,729 per year through 2027–2028.</p>	\$2,897,212.00	Yes
3.5	Wellness Centers and Healthy Campuses	<p>SUHSD is committed to becoming a model District for Wellness, with all school sites working toward aligning practices that promote a culture of health, wellness, and community. Each campus will operate a Wellness Center staffed with dedicated providers to support the social, emotional, behavioral, and mental health needs of all students. As part of this districtwide vision, SUHSD will prioritize mental and physical wellness by introducing Blue Zones—inspired programs, hosting health and wellness events, and organizing community fairs. After-school personnel will also be identified to lead fitness and wellness initiatives—ensuring that both students and staff benefit from environments that foster long-term well-being and healthy lifestyles.</p>	\$11,631,924.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	Health Services	SUHSD is committed to supporting student health and wellness by staffing school sites with qualified health service providers who deliver preventive care, first aid, and ongoing management of student health records. To expand access, the district will also launch a mobile health clinic—staffed by the SUHSD Health Services Team and community partners—to provide on-site screenings, preventive services, and health education aimed at improving student well-being and increasing attendance. In addition, SUHSD will continue to implement positive personnel, practices, resources, and supports that foster safe, caring environments and promote the physical, emotional, and academic success of all students.	\$2,736,532.00	Yes
<b>3.7</b>	Family Engagement & Resources	Parent Coordinators, Community Liaisons, Interpreters, Translators, and Communications staff will play a vital role in supporting students and families—particularly those who are Socioeconomically Disadvantaged, English Learners, Foster or Homeless Youth, and Students with Disabilities—by facilitating meaningful engagement and connecting them to essential school and community resources. They will also provide training, tools, and culturally responsive materials to empower families, strengthen home-school partnerships, and ensure that all families can support their students’ academic success and well-being.	\$2,624,326.00	Yes
<b>3.8</b>	Foster/Homeless Youth Engagement and Services	SUHSD is committed to supporting the academic success and well-being of Foster Youth (FY) and Homeless Youth (HY) by ensuring they have access to essential services, including shelter, transportation, and wraparound supports. By addressing these basic needs, the district aims to remove barriers to learning, increase attendance and student engagement, and improve academic outcomes for some of its most vulnerable student populations.	\$62,650.00	Yes
<b>3.9</b>	Chronic Absenteeism (Red Indicator)	SUHSD’s Intervention and Attendance Teams will support all school sites by monitoring data and providing timely interventions to strengthen student engagement and daily attendance. While all campuses will benefit from districtwide support, targeted efforts will focus on reducing chronic	\$2,197,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>absenteeism among Students with Disabilities at La Paz Middle School and English Learners at El Sausal Middle School. A dedicated Child Welfare and Attendance Coordinator, along with an Attendance Specialist, will lead this work—training school attendance teams, guiding data-driven strategies, and helping schools build strong partnerships with families to remove barriers to consistent attendance.</p> <p>LREBG action: Intervention and Attendance teams to monitor data and provide interventions.</p> <p>Research: Research shows that early identification of attendance barriers combined with consistent outreach and family engagement is effective in reducing chronic absenteeism and improving academic outcomes, particularly when interventions are targeted to high-need student populations (Attendance Works, 2022).</p> <p>Metric: The metric being used to monitor the action is Metric 3.1: Chronic Absenteeism.</p> <p>Funding: LREBG Funds supporting this action: \$576,959 per year through 2027–2028.</p>		
3.10	Community Schools Districtwide	<p>SUHSD will expand its Community Schools Program districtwide by identifying dedicated spaces on every campus to serve as Family Resource Centers—central hubs for student and family support. To strengthen this effort, the district will allocate resources, materials, and personnel to ensure each site is equipped to meet the unique needs of its community. Additionally, SUHSD will establish a District Community Collaborative that unites community agencies, partners, and internal services to provide aligned, comprehensive wraparound supports. This initiative will be grounded in the four CCSP pillars: integrated student support, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities.</p>	\$176,342.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Within three years, all students, particularly SED, EL, and Hispanic students at Mount Toro, will demonstrate growth in ELA and Math as measured by CAASPP test results and local benchmark assessments, and CCI: All students, EL, Hispanic, LTEL, SED, Suspension: All Students, Hispanic, SED. Equity Multiplier funding will be used to provide evidence-based services and support for students at Mount Toro High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data revealed the ongoing need to support graduation and college and career readiness across the District, with a specific focus on SED, Hispanic, and EL students at Mount Toro High School, one of our Equity Multiplier school sites. This need aligns with feedback from educational partners, particularly the request for continuous instructional support for English Language Arts (ELA) and English Language Development (ELD). We aim to enhance ELA performance through our outlined goals and will measure progress using CAASPP ELA results, as well as CA Dashboard Graduation and College and Career rates, with a focus on specific student groups."

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4 Student Achievement: English Language Arts CAASPP Test: Distance from Meeting Standards	2023 ELA SBAC <ul style="list-style-type: none"> <li>137.9 points below standard</li> </ul>	2024 ELA SBAC <ul style="list-style-type: none"> <li>100.8 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>128.9 points below standard</li> </ul>	+37.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	:					
4.2	Priority 4 Student Achievement: Math CAASPP Test: Distance from Meeting Standards	2023 MATH SBAC <ul style="list-style-type: none"> <li>All 256.6 points below standard</li> </ul>	2024 MATH SBAC <ul style="list-style-type: none"> <li>All 196.7 points below standard</li> </ul>		<ul style="list-style-type: none"> <li>All 247.6 points below standard</li> </ul>	+59.9
4.3	Priority 8: Outcomes in a Broad Course of Study: CCI	<ul style="list-style-type: none"> <li>All 0.6% Prepared:</li> <li>EL 0% Prepared:</li> <li>Hispanic 0.6% Prepared</li> <li>SED 0.6% Prepared</li> </ul>	<ul style="list-style-type: none"> <li>All 0% Prepared:</li> <li>EL 0% Prepared:</li> <li>Hispanic 0% Prepared</li> <li>SED 0% Prepared</li> <li>LTEL 0% Prepared</li> </ul>		<ul style="list-style-type: none"> <li>All 10% Prepared</li> <li>EL 10% Prepared:</li> <li>Hispanic 10% Prepared</li> <li>SED 10% Prepared</li> </ul>	<ul style="list-style-type: none"> <li>All -0.6% Prepared:</li> <li>EL -0% Prepared:</li> <li>Hispanic -0.6% Prepared</li> <li>SED -0.6% Prepared</li> </ul>
4.4	Priority 5: Student Engagement: Chronic Absenteeism	• All 45.2%	• All 48.5%		• All 42.2%	• All +3.3%
4.5	Priority 4: Student Achievement: English Learner Progress Indicator (ELPI)	• 32.8% making progress	• 56.3% making progress		• 45% making progress	+23.6%
4.6	Priority 5: Student Engagement: Graduation	MTHS <ul style="list-style-type: none"> <li>60.4% All</li> <li>61.5% Hispanic</li> <li>60.5% SED</li> <li>65.6% EL</li> </ul>	MTHS <ul style="list-style-type: none"> <li>70.9% All</li> <li>70.8% Hispanic</li> <li>70.6% SED</li> </ul>		<ul style="list-style-type: none"> <li>All 69.4%</li> <li>Hispanic 70.5%</li> <li>SED 69.5%</li> </ul>	MTHS <ul style="list-style-type: none"> <li>+10.5% All</li> <li>+9.3% Hispanic</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> <li>62% EL</li> </ul>		<ul style="list-style-type: none"> <li>EL 74.6%</li> </ul>	<ul style="list-style-type: none"> <li>+10.1% SED</li> <li>-3.6% EL</li> </ul>
4.7	Priority 5: Student Engagement: Suspensions	MTHS Declined 4.3% .3% suspension rate for 2023	MTHS 2024 Increased 5.8% to 6.1% suspension rate for 2024 <ul style="list-style-type: none"> <li>Hispanic 6.3%</li> <li>SED 6.6%</li> </ul>		<ul style="list-style-type: none"> <li>All: 5.0%</li> <li>Hispanic 5.3%</li> <li>SED 5.6%</li> </ul>	Increased 5.8%

## 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.

Mount Toro High School (MTHS) supported the goal of increasing student achievement by implementing the following actions:

Actions 4.4 and 4.6–4.11 were fully implemented.

-Action 4.4: MTHS purchased a van to help reduce chronic absenteeism caused by transportation issues. This allowed intervention and outreach staff to provide direct support to students.

-Action 4.6: MTHS purchased books written by authors of color for students to use both on campus and at home, increasing access to culturally diverse literacy materials.

-Action 4.7: MTHS expanded student recognition efforts for academic achievement, participation, and positive behavior.

-Action 4.8: Staff received professional development to deepen their understanding and implementation of the ELD standards across all content areas.

-Action 4.9: MTHS hired a full-time EL Clerk to provide direct support to English Learners and their families.

-Action 4.10: Six-period scheduling options were created to provide additional opportunities for students, especially English Learners, to meet graduation requirements.

-Action 4.11: MTHS allocated additional funding to purchase materials and supplies for after-school programs, enhancing their overall quality.

Actions 4.2 and 4.3 were partially implemented.

-Action 4.2: The after-school reading program was implemented, and Extra Work Agreements (EWAs) were used to fund teachers who provided reading instruction to students. Although the original plan was to hire tutors, these positions were not filled. Offering EWAs to teachers ensured the intervention could still take place.

-Action 4.3: This action was only partially implemented because the site was unable to proceed with the purchase of a mobile library due to contract stipulations. Instead, the school is currently working on creating a dedicated library space that is not dependent on a mobile driver.

Actions 4.1, 4.5, and 4.12 were not implemented due to a lack of qualified applicants and limited facility space.

-Action 4.1: The hiring of a reading intervention specialist was not completed due to a lack of qualified applicants and available facility space.

-Action 4.5: This action, which focused on extending hours for ELD support, was not fully implemented due to insufficient interest from applicants for the position.

-Action 4.12: The hiring of a job placement specialist was not completed due to a lack of applications.

4.13: The District implemented indirect cost oversight to support effective administration of all LCAP goals and actions. This line item reflects the CDE-approved indirect cost rate, used to help cover centralized management functions necessary for the overall operation of programs, including budgeting, data monitoring, compliance, and reporting

#### 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.

When comparing the budgeted expenditures to the estimated actual expenditures, several areas were identified where allocated funding was not fully utilized. The significant variances noted in Goal 4 actions were primarily due to a lack of available applicants for posted positions. Some of the unexpended funds included \$100,000 allocated for a reading intervention specialist, which was not used due to the inability to hire for the position. Additionally, \$40,000 had been budgeted for a job placement specialist, but the position remained unfilled due to a lack of applicants. Another \$70,000 had been allocated for the purchase of a mobile library; however, this was not completed due to conflicts with contractual driver requirements. These funds are now being reallocated to create an on-site library for students at MTHS.

In contrast, some areas required increased funding. Student recognition events, such as attendance recognition and awards night, needed additional support due to a higher number of students receiving awards and acknowledgments. Furthermore, an English Learner (EL) professional development consultant was hired to support the MTHS team with training focused on improving outcomes for ELs.

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

Mount Toro High School analyzed multiple data sources to assess the effectiveness of actions implemented under LCAP Goal 4, which focuses on increasing student achievement, engagement, and college and career readiness.

4.1 Support for academics, wellness, and student engagement: somewhat effective:

- Academic Achievement (ELA CAASPP): The distance from meeting ELA standards for all students improved from 137.9 points below standard in 2023 to 100.8 points below standard in 2024, a positive difference of +37.1 points.

- Academic Achievement (Math CAASPP): The distance from meeting Math standards for all students improved from 256.6 points below standard in 2023 to 196.7 points below standard in 2024, a positive difference of +59.9 points.
- Graduation Outcomes: MTHS saw an increase in graduation rates for all students (+10.5%), Hispanic students (+9.3%), and SED students (+10.1%) from baseline to Year 1. This suggests the action was effective in improving graduation outcomes for these groups. However, EL student graduation rates decreased by -3.6%.
- Student Well-being (Chronic Absenteeism): Chronic absenteeism for all students increased from 45.2% at baseline to 48.5% in Year 1, a difference of +3.3%.
- Student Well-being (Suspensions): The suspension rate at MTHS increased from 0.3% in 2023 to 6.1% in 2024. Suspensions for Hispanic and SED were 6.3% and 6.6%, respectively, in 2024, placing them in the lowest performance indicator.
- College and Career Readiness (CCI): The percentage of all, EL, Hispanic, and SED students prepared for College and Career declined from baseline to Year 1 (from 0.6% to 0% for All, Hispanic, and SED, and from 0% to 0% for EL). LTELs were added this year, which was 0%.
- English Learner Progress Indicator (ELPI): The percentage of students making progress increased significantly from 32.8% at baseline to 56.3% in Year 1, a positive difference of +23.6%. This indicates the action was effective in supporting English Learners' progress.

4.2 After-school Program literacy and math, 4.3 Increase Literacy, 4.6. Cultural Literacy and Interventions, 4.7 Self Professional Development- ELD, Action 4.8: Staff received professional development to deepen their understanding and implementation of the ELD standards across all content areas, 4.9 EL Clerk, 4.10 Elective Extra Periods, 4.11 After School Materials, 4.12 Increase graduation rates and post-secondary options, 4.13 Indirect Cost: somewhat effective:

- Academic Achievement (ELA CAASPP): The distance from meeting ELA standards for all students improved from 137.9 points below standard in 2023 to 100.8 points below standard in 2024, a positive difference of +37.1 points.
- Academic Achievement (Math CAASPP): The distance from meeting Math standards for all students improved from 256.6 points below standard in 2023 to 196.7 points below standard in 2024, a positive difference of +59.9 points.
- Graduation Outcomes: MTHS saw an increase in graduation rates for all students (+10.5%), Hispanic students (+9.3%), and SED students (+10.1%) from baseline to Year 1. This suggests the action was effective in improving graduation outcomes for these groups. However, EL student graduation rates decreased by -3.6%.
- College and Career Readiness (CCI): The percentage of all, EL, Hispanic, and SED students prepared for College and Career declined from baseline to Year 1 (from 0.6% to 0% for All, Hispanic, and SED, and from 0% to 0% for EL). LTELs were added this year, which was 0%.
- English Learner Progress Indicator (ELPI): The percentage of students making progress increased significantly from 32.8% at baseline to 56.3% in Year 1, a positive difference of +23.6%. This indicates the action was effective in supporting English Learners' progress.

4.4 Transportation for Chronic Absenteeism fieldtrips: somewhat effective

-Graduation Outcomes: MTHS saw an increase in graduation rates for all students (+10.5%), Hispanic students (+9.3%), and SED students (+10.1%) from baseline to Year 1. This suggests the action was effective in improving graduation outcomes for these groups. However, EL student graduation rates decreased by -3.6%.

- Student Well-being (Chronic Absenteeism): Chronic absenteeism for all students increased from 45.2% at baseline to 48.5% in Year 1, a difference of +3.3%. This indicates a decline in this aspect of student well-being.

- Student Well-being (Suspensions): The suspension rate at MTHS increased from 0.3% in 2023 to 6.1% in 2024. Suspensions for Hispanic and SED were 6.3% and 6.6%, respectively, in 2024, placing them in the lowest performance indicator.
- College and Career Readiness (CCI): The percentage of all, EL, Hispanic, and SED students prepared for College and Career declined from baseline to Year 1 (from 0.6% to 0% for All, Hispanic, and SED, and from 0% to 0% for EL). This suggests the action was not effective in this area.

State assessment data demonstrated notable academic gains. Students improved by 37.1 points in ELA and 59.9 points in Math on the CAASPP, significantly exceeding the three-year performance targets. These results suggest a strong alignment between the implemented actions and improved student outcomes.

Despite academic growth, College and Career Indicator (CCI) data revealed a slight decline in the percentage of students meeting CCI benchmarks. This indicates a continued need to strengthen actions that support college and career readiness, particularly for student subgroups.

Local data further supports the positive impact of Goal 4 actions. The percentage of students on track for graduation, defined as earning 60 or more credits, increased by 20%. Additionally, the number of students placed on attendance contracts decreased by 14%, reflecting the effectiveness of interventions aimed at improving student attendance.

Overall, the data indicate that LCAP Goal 4 actions have contributed to meaningful improvements in academic achievement and student engagement. Continued refinement of college and career readiness strategies will be essential to ensure growth in all priority areas. The staff at the school has taken steps to address the reported increase in the suspension rate.

Actions 4.1, 4.5, and 4.12 were not implemented during the 2024–25 school year due to factors such as a lack of qualified applicants, limited facility space, and unfilled positions. As a result, they cannot be evaluated for effectiveness in contributing to progress toward the goal.

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.

There are no current changes to the actions in Goal 4. However, based on the data, which showed a continued need to increase the number of students meeting College and Career Indicators (CCI). Therefore, MTHS will have a continued focus on CCI and will be working with their site intervention teams to monitor progress on this. One area the site will focus on to increase the number of students who meet the CCI is to increase the number of students receiving the Seal of Biliteracy. Additionally, MTHS will continue to work with MCOE on continuous improvement cycles to monitor students' academic progress. Metric 4.7 Suspensions was added because it appeared as Red for student groups on the 2024 Dashboard for Mount Toro

**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	Support for academics, wellness and student engagement	SUHSD will hire additional support staff in order for MTHS to implement a comprehensive support strategy to improve academic achievement, graduation outcomes, and student well-being, particularly for low-income, English Learner (EL), and Latino students.	\$426,319.00	No
4.2	After-school Program Literacy and Math	Offer an after-school program at Mount Toro High School for students who are below grade level in English Language Arts (ELA) and Math. This program will focus on enhancing math skills, literacy skills, and improving English language proficiency based on individual student requirements. It will prioritize assistance for low-income students, English Learners (EL/LTEs), and Latino. This action would include hiring academic tutors to support and providing classes and support before and after school, and on Saturdays.	\$30,000.00	No
4.3	Increase Literacy	SUHSD will develop a space dedicated for a student library/reading location/exchange to increase access and student engagement to support literacy for all students, specifically Long-term English Learners at Mount Toro High School.	\$85,396.00	No
4.4	Transportation for Chronic Absenteeism, field trips/college visits	Maintain the school van to support Mount Toro High School students in attending college visits, community events, and field trips. This vehicle will help reduce chronic absenteeism due to transportation issues, by allowing intervention and outreach staff to directly support regular attendance.	\$2,000.00	No
4.5	Extended Hours for ELD Support	Mount Toro High School will offer extended support hours, before and after school, specifically designed for EL and LTEL students, focusing on enhancing their English Language development and proficiency.	\$18,000.00	No
4.6	Culturally Diverse Experience and Interventions	To enhance access to culturally diverse experiences and develop career and community ready skills, Mount Toro High School will provide activities and speakers to students. This action reflects the intention to provide	\$10,758.00	No

Action #	Title	Description	Total Funds	Contributing
		culturally relevant intervention strategies to support and reflect the students served at the school.		
<b>4.7</b>	Student Recognition and Engagement	SUHSD will enhance the frequency and quality of student recognition at Mount Toro High School. This action will improve student engagement and academic performance by validating student participation, positive behavior, and academic achievements through the purchase of materials and equipment to support student recognition.	\$10,000.00	No
<b>4.8</b>	Staff Professional Development-ELD	Provide ongoing professional development to support staff in effectively implementing English Language Development (ELD) standards, with a focus on integration across all content areas and in the continuation school context. This includes supplemental site-based training in addition to districtwide ELD PD. Staff will also attend external conferences focused on innovative instructional practices, technology integration, and strategies tailored to continuation and alternative education settings.		No
<b>4.9</b>	Outreach, Engagement and Customer Service for students and families	To provide more direct support to English Learner/LTEL students and their families by increased and improved engagement strategies. Mount Toro funding will increase the current 0.5 FTE EL Clerk position to a 1.0 FTE position for outreach and improved customer service.	\$81,849.00	No
<b>4.10</b>	Electives and Extra Period Sections	SUHSD will fund three additional sections to enhance the core and elective offerings to increase graduation and college/career readiness by providing additional staffing at Mount Toro High School.	\$50,000.00	No
<b>4.11</b>	After School Credit Recovery Materials and Supplies	To enhance the capacity, quality, and frequency of after-school programs, addressing chronic absenteeism and providing opportunities for credit recovery, SUHSD will allocate funding to purchase additional materials and supplies, providing the supplemental resources.	\$9,673.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.12</b>	Increase College and Career Readiness programming	SUHSD will increase graduation rates and post-secondary options by expanding college and career readiness programming through the hourly support of a Job Placement Specialist.	\$3,772.00	No
<b>4.13</b>	Indirect Cost oversight of additional programs and extended learning	A percentage approved by the CDE to help cover management expenses that support the overall operation of the goals and actions as stated.	\$22,868.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Within three years, all students, particularly SED, EL, and Hispanic students at El Puente, will demonstrate growth in ELA and Math as measured by CAASPP test results and local benchmark assessments, as well as CCI: All students, EL, Hispanic, LTEL, SED and CHRO: All Students, Hispanic. El Puente School will also use Equity Multiplier funds to enhance the educational offerings at the school by increasing the instructional staff, support staff, and resources to better serve the academic and socio-emotional needs of its students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

An analysis of 2023 site data showed the need to build additional support structures for students at El Puente School. Utilizing input from various stakeholder surveys and meets, it has been determined that there is a need to increase academic interventions and transportation services. These increased interventions and services will be progress monitored using credit completion and attendance data, as well as CTE enrollment and graduation rates.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5: Student Engagement EPS Graduation Rate	2023 Cohort Graduation Rate: <ul style="list-style-type: none"> <li>• All 28.6%</li> <li>• EL 27.6%</li> <li>• LTEL 28.1%</li> <li>• HI 28%</li> <li>• SED 28.3%</li> </ul>	2024 Cohort Graduation Rate: <ul style="list-style-type: none"> <li>• All 30.7%</li> <li>• EL 25%</li> <li>• LTEL 28.1%</li> <li>• HI 31.3%</li> </ul>		2027 Cohort Graduation Rate: <ul style="list-style-type: none"> <li>• All 43.6%</li> <li>• EL 43.6%</li> <li>• LTEL 46.6%</li> <li>• HI 43.6%</li> <li>• SED 43.6%</li> </ul>	<ul style="list-style-type: none"> <li>• All +2.1%</li> <li>• EL -2.6%</li> <li>• LTEL: 2024 is baseline</li> <li>• HI +3.3%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<ul style="list-style-type: none"> <li>• SED 30.3%</li> </ul>			<ul style="list-style-type: none"> <li>• SED +2.0%</li> </ul>
5.2	Priority 4 Student Achievement: ELA DfM on SBAC	2023 ELA SBAC <ul style="list-style-type: none"> <li>• All 103.9 points below standard</li> <li>• HI 97.2 points below standard</li> <li>• SED 97.4 points below standard</li> </ul>	2024 ELA SBAC <ul style="list-style-type: none"> <li>• All 22.8 points below standard</li> <li>• HI 30.3 points below standard</li> <li>• SED 26.9 points below standard</li> </ul>		2027 ELA SBAC <ul style="list-style-type: none"> <li>• 73.9 points below standard</li> <li>• HI 70.9 points below standard</li> <li>• SED 70.9 points below standard</li> </ul>	All +81.1 HI +66.9 SED +70.5
5.3	Priority 4 Student Achievement: Math DfM on SBAC	2023 MATH SBAC <ul style="list-style-type: none"> <li>• All 198.1 points below standard</li> <li>• HI 197.2 points below standard</li> <li>• SED 194.9 points below standard</li> </ul>	2024 MATH SBAC <ul style="list-style-type: none"> <li>• All 145.4 points below standard</li> <li>• HI 153.1 points below standard</li> <li>• SED 140.9 points below standard</li> </ul>		2027 MATH SBAC <ul style="list-style-type: none"> <li>• All 168.1 points below standard</li> <li>• HI 168.1 points below standard</li> <li>• SED 168.1 points below standard</li> </ul>	All +52.7 HI +44.1 SED +54
5.4	Priority 8: Outcomes in a Broad Course of Study: CCI					<ul style="list-style-type: none"> <li>• All -2.7%</li> <li>• EL -0%</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>All 3.2% Prepared: Very low</li> <li>EL 0% Prepared: Very low</li> <li>Long Term English Learners 0%</li> <li>Hispanic 0.5%</li> <li>Socio-Economically Disadvantaged 0.5%</li> </ul>	<ul style="list-style-type: none"> <li>All 0.5% Prepared: Very low</li> <li>EL 0% Prepared: Very low</li> <li>Long Term English Learners 0%</li> <li>Hispanic 0.5%</li> <li>Socio Economic ally Disadvantaged 0.5%</li> </ul>		<ul style="list-style-type: none"> <li>All 12% Prepared: Very low</li> <li>EL 12.% Prepared: Very low</li> <li>Long Term English Learners 12%</li> <li>Hispanic 12%</li> <li>Socio Economic ally Disadvantaged 12%</li> </ul>	<ul style="list-style-type: none"> <li>Long Term English Learners 0%</li> <li>Hispanic 0%</li> <li>Socio Economic ally Disadvantaged 0%</li> </ul>
5.5	Priority 5: Student Engagement: Chronic Absenteeism	<ul style="list-style-type: none"> <li>All 45.2%</li> <li>HI 45.2%</li> </ul>	<ul style="list-style-type: none"> <li>All 56.7%</li> <li>HI 56.7%</li> </ul>		<ul style="list-style-type: none"> <li>All 30.2%</li> <li>HI 30.2%</li> </ul>	All +11.5% HI +11.5%

## Goal Analysis [2024-25]

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

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

Actions 5.7 through 5.10, planned actions for the 2024-2025 school year, were implemented during the 2024–2025 school year, and significantly enhanced academic and wellness support for El Puente students, including high school graduates and HiSET participants.

-Action 5.7 supported weekly credit recovery activities, which expanded from being led by one teacher to a robust team of ten educators actively supporting students. This increase allowed more students to recover credits efficiently and stay on track toward graduation or high school equivalency completion.

-Action 5.8 contributed to a rise in college-focused field trips and implementation of student recognition initiatives such as “Student of the Month,” reinforcing positive academic and behavioral engagement.

-Action 5.9 funded extended learning opportunities through both 0-period and X Period scheduling, which enabled students to enroll in additional electives, such as two Music Appreciation courses, that would not otherwise fit into their regular schedule. EPS will seek to add extended learning opportunities by adding exploratory elective opportunities outside of the school day to allow students more flexibility. This could include visual and performing arts and CTE course offerings.

-Action 5.10 Improve accessibility to intervention supports by adding staff to help coordinate services. This will include additional after-school tutoring, enrichment-based field trips, and PBIS recognition through school-wide interventions and systems. In addition, we plan to add a full-time wellness center clerk to provide clerical support in the wellness center, to monitor student services and supports to maintain an accurate data system to track student services being provided.

Actions 5.2, 5.4, 5.11, and 5.13 were partially implemented during the 2024–2025 school year at El Puente School. EPS was able to purchase a school van in the 2024-2025 school year that allowed for increased family and student engagement through home visits, college/career fieldtrips, and emergency rides for students.

5.14: The District implemented indirect cost oversight to support effective administration of all LCAP goals and actions. This line item reflects the CDE-approved indirect cost rate, used to help cover centralized management functions necessary for the overall operation of programs, including budgeting, data monitoring, compliance, and reporting  
In addition, El Puente provided targeted academic interventions during after-school and intersession periods for middle, high school, and HiSET students, expanding access to instructional support beyond the regular school day.

EPS worked to improve technology resources available to our students. Two classrooms were upgraded, and Chromebooks were purchased for student use. In addition, we added hands-on learning resources and materials to expand our current life skills and health education program.

The following actions were not fully implemented due to the lack of office and additional classroom space at the El Puente School site, and therefore, the following positions were either not filled or current positions increased hours, as intended.

- 1.0 FTE Math Teacher/Instructional Coach (Action 5.1)
- Van Driver to support student transportation and outreach (Action 5.2)
- Mental Health Clinician (Action 5.3)
- Extended hours for the Intervention Clerk (Action 5.4)
- English Learner (EL) Clerk (Action 5.5)
- Full-time Restorative Justice Facilitator (increase to 1.0 FTE, Action 5.6)
- Full-time Intervention Specialist (Action 5.12)

While some services were partially provided through existing staff (e.g., staff cleared to drive the van or limited counseling support), the lack of physical workspace significantly limited the district's ability to implement these actions at scale. This remains a barrier to expanding services that directly support unduplicated pupils in academic recovery, engagement, and social-emotional 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.

Due to the inability to hire several proposed positions—including those in Actions 5.1 through 5.6 and Action 5.12—most or all of the budgeted expenditures for these actions were not used during the 2024–2025 school year. Contributing factors included a lack of office or classroom space and staffing shortages.

The unexpended funds will be rolled over into the 2025–2026 school year. All actions will remain in place as part of the district's ongoing strategy to support the academic, social-emotional, and college/career readiness needs of El Puente students, particularly unduplicated pupils. The district will continue to address implementation barriers and prioritize filling these positions in the coming year.

Actions 5.7 and 5.8 were implemented successfully. Afterschool programs were funded with 52% of the equity multiplier funds and 48% with other site funds (Title I, CSI, and LCFF). Furthermore, we did not use the allocation for the after-school programming; 100% of the funds were unspent, and Prop 28 funds were used for the implementation of this action.

Action 5.11 was not implemented as planned, and the allocated \$150,000 was not spent. Classrooms were already equipped with digital projectors, eliminating the need to purchase additional ViewBoards.

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

El Puente used the following rating scale to determine the effectiveness of the actions in achieving 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 5.1 was not implemented and therefore could not be evaluated for its effectiveness in supporting math readiness and college/career preparedness for unduplicated pupils at El Puente School. However, the need for early math intervention continues to be a priority, especially for English Learners and low-income students.

Action 5.2 demonstrated partial effectiveness. While academic outcomes for all students, particularly in Math and ELA, showed substantial gains, and access improvements via EPS staff-led transportation contributed to increases in credit recovery and graduation rates overall, persistent or worsening outcomes for English Learners—especially in Graduation (-2.6%) and CCI (0%)—and an 11.5% increase in Chronic Absenteeism indicate that additional targeted supports are needed. Future refinements will include more differentiated interventions for EL students and strategies to reduce absenteeism. The following students performed in the lowest level: CCI (EL, LTEL 0%; SED and HIS 0.5%); Graduation (EL 25%, LTEL 28.1%, HI 31.3%, SED 30.3%); Chronic Absenteeism (HI 56.7%).

Action 5.3, 5.5, 5.9, 5.10, 5.11 partially effective. Data from the 2024 Dashboard indicated that the following students performed in the lowest level: CCI (EL, LTEL 0%; SED and HIS 0.5%); Graduation (EL 25%, LTEL 28.1%, HI 31.3%, SED 30.3%); Chronic Absenteeism (HI 56.7%).

Actions 5.1, 5.6 and 5.12 were not implemented due to the inability to hire the necessary staff. This staffing shortfall significantly impacted El Puente's capacity to deliver the planned services. Because these actions were not implemented, we were unable to measure their effectiveness or progress toward the related metrics. Their intended impact on student outcomes, particularly for unduplicated student groups, remains unassessed.

Actions 5.4, 5.7, and 5.8 have been demonstrated to be effective actions implemented. By providing extra learning opportunities, El Puente students recovered 1,319 credits, decreased the absenteeism rate by 11.5%, and our college acceptance rate increased by 216%. However, the site is continue to monitor and support the following groups that performed at the lowest level on the 2024 Dashboard: CCI (EL, LTEL 0%; SED and HIS 0.5%); Graduation (EL 25%, LTEL 28.1%, HI 31.3%, SED 30.3%); Chronic Absenteeism (HI 56.7%)..

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

Action 5.1 El Puente School plans to hire additional part-time certificated teachers to provide targeted instruction in the four core academic content areas. The part-time structure allows multiple educators to share classroom space aligned to the master schedule, optimizing limited facilities. To strengthen instructional quality and inclusive practices, the site will also retain an instructional coach who will deliver on-site professional development aligned with school needs. Staff will participate in external conferences designed to build capacity in fostering a socially inclusive, emotionally supportive, and academically rigorous learning environment. This action is principally directed to improve outcomes for English Learners (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and other at-risk student groups. The focus is on enhancing college and career readiness by improving instructional practices and providing more personalized academic support. The site will also focus on increasing college and career readiness opportunities through guided lessons, academic supports, college fieldtrips, and opportunities for college and career exploration. This will include opportunities for CTE exploration for various career pathways.

Action 5.2 El Puente will continue to increase the number of staff cleared to drive students in the school van. This will allow for an increase in communication with families that are struggling with chronic absenteeism and engaging in school.

Actions 5.3 and 5.4, El Puente will work to hire a full-time health clinician and social worker to provide needed social-emotional supports and services. In addition, the wellness center staff will be provided the opportunity to extend their working hours to provide more availability for students needing support.

Action 5.5 EPS will seek to hire additional counseling support to expand postsecondary planning, financial aid workshops, college application support, and monitor student academic progress towards graduation to increase college and career readiness indicators.

Action 5.6 will be eliminated due to the limited classroom and office space; however, similar services will be provided to our students with the support of the health clinician, social workers, and other certified staff.

Actions 5.7 through 5.12 will continue with minimal to no changes.

**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	Instructional coaching, professional development for differentiating learning and engaging students	El Puente School plans to hire additional staff and an instructional coach, as well as provide professional development opportunities to develop staff to support students with academics and develop social skills in an inclusive and emotionally supportive learning environment. These initiatives aim to strengthen instruction and support English Learners (EL), Long-Term English Learners (LTELs) Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), and at-risk students in achieving college and career readiness (CCI).	\$110,000.00	No
5.2	Support for Student and Parent Engagement, Extended Learning and Student Activities	An increase of 0.5 FTE Assistant Principal position will coordinate and support increased extended learning opportunities, college and career readiness, student and parent engagement, school programs and activities will include field trips, PBIS recognitions, student Link Crew activities, parent involvement opportunities, and home visits. El Puente School will fund additional intervention supports and activities through EWAs. These services and supports will increase graduation rates for all students, especially ELs, LTELs, Hispanic, SED.	\$223,932.00	No
5.3	Student Services for Wellness and Mental Health	To better support the mental health care needs of students at El Puente School, SUHSD will maintain a full-time Social Worker in order to address the social-emotional needs of all students.	\$171,137.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Extended Learning supports to increase credit completion and attendance	El Puente School will continue the availability of office staff to support extended learning and related activities to account for recouping attendance and credits for all students, especially students who are Hispanic, ELs, LTELs, and SED.	\$20,000.00	No
5.5	Career and College Awareness, Planning and Supports	To enhance postsecondary planning, provide financial aid workshops, monitor student academic progress, and improve college readiness rates, El Puente School will provide a dedicated counselor and provide additional hours for support staff to support all students, especially students who are EL, LTELs, Hispanic, and SED.	\$117,048.00	No
5.6	Restorative Practices to increase Attendance	In order to provide increased access for students to restorative healing practices, El Puente School will continue to have a 0.5 FTE restorative justice facilitator funded out of the district's LCAP goal 3.4	\$0.00	No
5.7	Extended Learning for credit recovery and student engagement	El Puente School will provide extended learning opportunities and school activities. These initiatives aim to enhance student and parent engagement, improve school culture, and offer academic supports and credit recovery to support students in meeting graduation and attendance requirements, especially students who are EL, LTELs, SED, Hispanic.	\$216,070.00	No
5.8	Additional sections for electives and credit recovery	In order to augment elective offerings and credit recovery opportunities at El Puente School, SUHSD will fund extra hours to staff to increase graduation rates for all students, especially EL, LTELs, SED and Hispanic.	\$25,000.00	No
5.9	Extended Learning and Activities Materials and Supplies	El Puente School will enhance the capacity and quality of extended learning opportunities, tutoring, PBIS recognitions and school activities by purchasing materials and supplies for students.	\$20,864.00	No
5.10	Wellness Clerk	El Puente School will hire a full-time clerk to track Tiered academic and health and wellness services for English Learners (EL), Youth in Transition	\$64,931.00	No

Action #	Title	Description	Total Funds	Contributing
		(YIT), Students with Disabilities (SWD), and identified students and their families.		
<b>5.11</b>	Educational Technology for Hybrid Learning	El Puente School will improve the quality of digital learning by purchasing technology, software licenses and upgrading the audio-visual set-up in each classroom to allow for seamless presentation, collaboration, and hybrid learning.	\$125,000.00	No
<b>5.12</b>	Intervention Specialist for Tiered Supports	To better support Tiered interventions with students, El Puente School will expand interventions specifically at Tier II provided by a designated intervention specialist to increase graduation rates for all students, especially students who are EL, LTEL, Hispanic, and/or SED.	\$120,000.00	No
<b>5.13</b>	Intervention and Supplemental Instructional Materials	El Puente School will provide Tiered instructional supports within classroom instruction using supplemental instructional materials to differentiate instruction.	\$20,000.00	No
<b>5.14</b>	Indirect Cost to Support the implementation and oversight of the goals/actions.	A percentage approved by the CDE to help cover management expenses that support the overall operation of the grant within the District.	\$43,930.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	Within three years, all students, and particularly low-income, Hispanic, and EL students, at Carr Lake CDS, will increase their graduation rate and college and career readiness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting graduation and college and career readiness throughout the District, but specifically for Hispanic, SED, and EL students, at Carr Lake CDS, one of our Equity Multiplier school sites. This need is echoed by feedback provided by educational partners, specifically the request for ongoing instructional support for ELA and ELD. We plan to improve ELA performance through the actions included in the goal and will measure progress using CAASPP ELA results and CA Dashboard Graduation and College and Career rates, differentiated by student group.

The 2024 Dashboard data indicates an increase of 11.16% in suspensions for the 2023-2024 school year, which represents 69 students. Note that students attending a Community Day School are often placed as an expulsion or suspended expulsion, and enrollment during the 2023-2024 school year averaged 30 students at any given time.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Semester Percent Grade Distribution	All: A: 35.9% B: 27.2% C: 9.8% D: 8.7% F: 10.9% NC: 5.4%  Demographic information not	2023-2024 Grades All: A:62.5% B:25.0% D: 12.5%		Percentage increase of A-C from 75% to 80%  Demographic information not reportable because of low numbers.	All A- +26.6% B- -2.2% C- 0 D- +3.8% F- 0 NC- 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reportable because of low numbers.				
6.2	STAR Reading: Average Distance from Meeting State Benchmark Standards	All: 128.8 below meeting standards  Demographic information not reportable because of low numbers.	2023-2024 All: -104.1 below meeting standards  Demographic information not reportable because of low numbers.		All: 100 below meeting standards  Demographic information not reportable because of low numbers.	All +24.7 points
6.3	Priority 5: School Climate: Suspension	2023 Dashboard Suspensions Blue-Declined 4.5% (66 students) with 0% suspended	2024 Dashboard Suspensions Red-11.6% with 69 students suspended HI 12.5% SED 11.3%		All 10.6% HI 11.5% SED 10.3%	

## 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.

In alignment with the Equity Multiplier goal for Carr Lake, we have successfully executed the outlined actions to progress towards our site goal that, within three years, all students, and particularly low-income, Hispanic, and EL students, at Carr Lake CDS, will increase their graduation rate and college and career readiness.

6.1 Ongoing support for ELA supplemental reading materials was fully implemented

The BrightBytes curriculum was purchased and implemented to support SED and EL. The curriculum provides targeted reading support aligned with the needs of these student groups, and it has been integrated into classroom instruction.

6.2 Extended hours ELD Support

This action was partially implemented. Although the district scheduled extended-hour sessions for ELD support, implementation was affected by staffing constraints and limited student participation. The small number of available staff and scheduling challenges resulted in reduced hours. Additionally, student attendance during extended sessions was inconsistent.

### 6.3 Student Incentives

This action was fully implemented in order to engage students in school, promote positive school behavior, and academic progress. Students at Carr Lake were monitored and recognized regularly.

### 6.4 College and Career Readiness, PBIS, Wellness and Safety

This action was fully implemented, with the purchase of a van assigned to Carr Lake, students had a variety of experiences to participate in college and career readiness field trips. Furthermore, students were also exposed to our surrounding community resources and the benefits they provide.

6.5: The District implemented indirect cost oversight to support effective administration of all LCAP goals and actions. This line item reflects the CDE-approved indirect cost rate, used to help cover centralized management functions necessary for the overall operation of programs, including budgeting, data monitoring, compliance, and reporting

## 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.

When comparing the budgeted expenditures to the estimated actual expenditures, there are a few material differences in 6.1, 6.2, 6.3. Actions 6.4 did not have any budget expenditure difference. Action 6.2 only 37% of the allocated funds for extra work agreements were used due to limited staffing and student engagement in outside of the school day interventions. 6.1: ongoing support and supplemental reading materials costs were much lower than anticipated. 6.3: Due to the positive feedback received, it was decided to spend more in student incentives to maintain positive outcomes.

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

Carr Lake analyzed multiple data sources to assess the effectiveness of actions implemented under LCAP Goal 6, which focuses on providing ongoing support for ELA, ELD, PBIS, college and career reading, and safety and wellness.

Based on the following data analysis for Carr Lake, it is determined that the implemented actions 6.1, 6.2, 6.4, and 6.5 were effective in making progress towards their goal. Educational partner input, along with an analysis of academic performance and engagement data, supports this conclusion. Specifically, the extended learning opportunities, fieldtrips, and student academic recognitions contributed to positive student growth. The data reflect that the percentage of students earning an A grade increased from 35.9% in 2023 to 62.5% in 2024, and the STAR Reading average distance from meeting standards improved from -128.8 to -104.1. These improvements demonstrate that the actions taken were well-aligned with student needs and resulted in meaningful academic and behavioral gains.

Action 6.3: However, in 2024, suspension rates at Carr Lake increased for Hispanic and SED students to 12.5% and 11.3%, respectively in 2024. The staff at the school has taken steps to address the reported increase in the suspension rate.

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

Based on reflections from prior practice, including stakeholder feedback and outcome data, action 6.4 will be modified in the 2025–2026 LCAP. The transportation van was successfully purchased during the 2024–25 school year, fulfilling the original objective. As a result, the funds previously allocated for van purchase will be redirected towards action 6.2, Enhanced academic intervention services to increase extended learning opportunities, and 6.4 expanded field trip opportunities to increase student engagement and exposure to enrichment experiences that support academic and social-emotional development

**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
6.1	Ongoing Support Academic, Student Safety and Operations	A 0.2 FTE administrator will be assigned and dedicated support staff will focus on reducing suspensions, increasing student safety, and school operations, with a targeted focus on low-income, English Learner (EL), and Latino students.	\$630.00	No
6.2	Extended hours ELD support	SUHSD will offer extended support hours at Carr Lake Community Day School specifically tailored for English Learner (EL/LTEs) students with the intention to enhance their English language development and proficiency.	\$30,000.00	No
6.3	Student Engagement	In order to enhance school engagement, reduce suspensions, and improve academic performance, SUHSD will provide student incentives, activities, fieldtrips to increase student engagement, positive behavior, and academic achievements. (Carr Lake Community Day)	\$15,000.00	No
6.4	College/Career Readiness and Reduce Absences	In order to provide students with opportunities to enhance college and career readiness, by organizing field trips, offering real-life career experiences, and informing them about community resources. Carr Lake	\$26,299.00	No

Action #	Title	Description	Total Funds	Contributing
		Community Day School will continue to maintain a van to facilitate these visits, and also to help reduce chronic absenteeism caused by transportation issues.		
<b>6.5</b>	Indirect Cost	A percentage approved by the CDE to help cover management expenses that support the overall operation of the grant within the District.	\$2,561.00	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
\$73,545,214	\$9,419,471

## 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
40.112%	6.623%	\$12,073,795.81	46.735%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Learning Communities</p> <p><b>Need:</b> (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p>	Professional Learning Communities are designed to provide time for teachers to unpack and identify essential standards, create formative assessments, and review formative assessment data disaggregated by student group to determine if students have met the standards or if they need additional intervention or enrichment. A district-wide focus on this will benefit first-time instruction in all content areas, specifically in ELA, Math, and	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> </ul>

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"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED: 105.5 points below standard</li> <li>• EL: 142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52%</li> <li>• SWD 2.5%</li> <li>• Homeless 17.42%</li> </ul>	<p>Science, as measured by CAASPP and CAST scores.</p> <p>Although this action is designed to support ELs, SED, and FY students, we recognize that time to identify essential standards, develop common assessments and lessons, and disaggregate student test results will also benefit all students.</p>	<ul style="list-style-type: none"> <li>• CAST Science Data</li> <li>• STAR Reading Data</li> <li>• STAR Math Data</li> </ul>

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><b>Scope:</b> LEA-wide</p>		
<p><b>1.2</b></p>	<p><b>Action:</b> Instruction</p> <p><b>Need:</b> (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 37.9 below standard</li> <li>• SED 41.9 below standard</li> <li>• EL 118.5 below standard</li> <li>• SWD 112.6 below standard</li> <li>• Homeless/Foster 78.1 below standard</li> </ul>	<p>High-quality instruction begins with a guaranteed and viable curriculum and clear expectations of essential standards. This action is principally directed towards unduplicated pupils (SED, ELs, FY) by ensuring that the guaranteed curriculum and supplemental software/materials are specifically designed with embedded scaffolds and differentiated supports that address their documented academic and linguistic needs (e.g., foundational literacy gaps for ELs, access to grade-level content for SWD, and engagement for FY). This action will support district work that starts with teacher teams during the summer, who meet to determine the curriculum guides and district assessments for the year. Additionally, teaching teams meet to plan support and accommodations for our newcomer ELs. This work will provide a guaranteed curriculum for teachers across the district. Furthermore, this action will fund software licenses to support students in mastering essential standards in their content areas. Lastly, this action provides specific materials to support students in hands-on, engaging lessons in science that foster collaboration and discussion.</p> <p>Although this action is designed to support SED, ELs, and FY students, we recognize that ensuring a guaranteed curriculum and providing classroom software and materials will benefit all students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• STAR Reading Data</li> <li>• STAR Math Data</li> <li>• CAASPP ELA and Math Data</li> <li>• CAST Science Data</li> </ul>

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>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED:105.5 points below standard</li> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 1.15) STAR Math data from 2023-2024 shows a need to increase students' mathematics proficiency. The STAR Math data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 80.9 below standards</li> <li>• SED 83.5 below standards</li> <li>• EL 149.2 below standards</li> <li>• SWD 168.5 below standards</li> <li>• Homeless/Foster 104.5 below standards</li> </ul> <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with</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>our student groups.</p> <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52%</li> <li>• SWD 2.5%</li> <li>• Homeless 17.42%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.3</b></p>	<p><b>Action:</b> Literacy</p> <p><b>Need:</b> (Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from the standard met with our</p>	<p>This action addresses a district-wide focus on literacy, specifically supporting ELs and SED students, who score significantly below standard in CAASPP and STAR Reading assessments. It funds reading intervention software for ELs and provides access to MyOn online libraries, enabling all students to access books on their computers at any time. Additionally, this action funds our Tier 2 reading intervention program licenses, which support students needing higher levels of reading intervention.</p> <p>Although this action is designed to support SED students and ELs, we recognize that supporting literacy across all content areas benefits all students as well.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• STAR Reading Data</li> <li>• CAASPP ELA</li> </ul>

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>student groups.</p> <ul style="list-style-type: none"> <li>• All 37.9 below standard</li> <li>• SED 41.9 below standard</li> <li>• EL 118.5 below standard</li> <li>• SWD 112.6 below standard</li> <li>• Homeless/Foster 78.1 below standard</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.4</b></p>	<p><b>Action:</b> English Learners</p> <p><b>Need:</b> Dashboard data showed the following:</p> <ul style="list-style-type: none"> <li>• EL: 89.7 points below in ELA</li> <li>• EL:142.6 points below in Math</li> <li>• EL: 60.6% graduation rate</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>The action is principally designed to meet the need by tailoring the curriculum to seamlessly blend language development with content learning, fostering both academic and linguistic competencies in the following ways:</p> <ul style="list-style-type: none"> <li>• Provide targeted support, intervention, and extended learning opportunities for newcomers and LTELs</li> <li>• Guarantee that ELs have meaningful access to grade-level curriculum, empowering them to achieve high levels of English proficiency and mastery of academic standards</li> <li>• Recognize bilingualism and biliteracy as valuable skills, preparing ELs for success in a global, diverse, and multilingual world</li> </ul> <p>Although this action is designed to support EL students, we recognize that supporting literacy across all content areas benefits all students as</p>	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> <li>• English Learner Proficiency Indicator (% of ELs making progress progress in English as measured by the English Language Proficiency Assessment for California (ELPAC)</li> <li>• Reclassification Rates of English Learners to English Proficient</li> </ul>

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
		well.	
<p><b>1.5</b></p>	<p><b>Action:</b> Red Indicator ELA (Technical Assistance)</p> <p><b>Need:</b> (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs meeting standard in ELA in the following schools: ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide</p> <p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of Hispanic, SED, and all students meeting standards in ELA at El Puente School.</p> <p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of Students with Disabilities meeting standards in ELA in the following schools: AHS, ESMS, EAHS, HMS, NSHS, RSJHS, and Districtwide.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>This action addresses the need for training on the ELD standards to ensure the intentional planning of specific scaffolds to meet the needs of ELs in English Language Arts.</p> <p>Additionally, the district collaboratives will provide specific information and training on scaffolds that support SWDs and students who are dually identified as ELs and SWDs.</p> <p>Lastly, additional funding for after-school literacy interventions will be provided to ALL students, and EPS to support the increased literacy needs of SED and Hispanic students. Though principally directed for EL students, offering this action LEA-wide ensures a system of shared responsibility and impact, helping to close persistent achievement gaps at scale.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA data at EPS for Hispanic, SED, and all students</li> <li>• CAASPP ELA data for EL student groups at ESMS, EAHS, HMS, LPMS, NSHS, RSJHS, and Districtwide</li> <li>• CAASPP ELA data for SWD student groups at AHS, ESMS, EAHS, HMS, NSHS, RSJHS, and Districtwide</li> </ul>
<p><b>1.6</b></p>	<p><b>Action:</b> Red Indicator Math</p> <p><b>Need:</b></p>	<p>For ELs to access content standards, specific strategies and supports are needed. The Math Common Core standards require not only knowledge of mathematics but also literacy and</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the</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>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of all students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of ELs meeting standards in the following schools: ESMS, EAHS, HMS, LPMS, RSJHS, WMS, and districtwide.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of Hispanic students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of SED students meeting standards in the following schools: EPS, EAHS, HMS, LPMS, and RSJHS.</p> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of SWDs meeting standards in the following schools: AHS, ESMS, EAHS, HMS, RSJHS, WMS, and Districtwide.</p> <p>(Metric 1.3)</p>	<p>academic language. By training all staff on the ELD standards, ELD scaffolds will be provided to help ELs understand their grade-level math standards. Additionally, many SWDs are dually identified as ELs, so these intentional scaffolds will also meet the needs of SWDs.</p> <p>Through the collaboratives, school site grade-level teams will disaggregate the data from district assessments, focusing on the specific areas of EL, SED, SWD, Hispanic, and AA students. This will allow educators to identify the specific needs of each student group and plan targeted interventions.</p> <p>Moreover, after-school mathematics tutorials will be provided at each site for all students to offer additional time and support, helping students to close the achievement gap in mathematics.</p>	<p>following:</p> <ul style="list-style-type: none"> <li>• CAASPP Math data for all students at EPS, EAHS, HMS, LPMS, and RSJHS.</li> <li>• CAASPP Math data for ELs at ESMS, EAHS, HMS, LPMS, RSJHS, WMS, and districtwide.</li> <li>• CAASPP Math data for Hispanic students at EPS, EAHS, HMS, LPMS, and RSJHS.</li> <li>• CAASPP Math data for SED students at EPS, EAHS, HMS, LPMS, and RSJHS.</li> <li>• CAASPP Math data for SWDs at AHS, ESMS, EAHS, HMS, RSJHS, WMS, and districtwide.</li> </ul>

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>CAASPP Math Data from 2022-2023 shows a need to increase the number of AA and HOM students meeting standards districtwide.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>		<ul style="list-style-type: none"> <li>CAASPP Math data for AA students districtwide.</li> </ul>
1.7	<p><b>Action:</b> Self-Contained Classes-Instructional Support</p> <p><b>Need:</b> Students in the Functional Academic and Life Skills programs are primarily taking the Alternative Assessment, but we hope to increase student skill level to take the CAASP and CAST. All metrics are used below because students are dually identified.</p> <p>(Metric 1.2) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>All 30.2 points below standard</li> <li>EL: 89.7 points below standard</li> <li>SED: 33.2 points below standard</li> <li>SWD: 112.1 points below</li> <li>Homeless: 68.3 points below</li> <li>African American (AA): 95.1 points below</li> </ul> <p>(Metric 1.3)</p>	<p>High-quality instruction begins with a guaranteed and viable curriculum and clear expectations of essential standards and modified curriculum. This action will provide a supplemental curriculum for program teachers across the district. Furthermore, this action will fund software licenses to support students in mastering essential standards in their content areas. Lastly, this action provides specific materials to support students in hands-on, engaging lessons, and field trips that foster collaboration and discussion.</p> <p>Although this action is designed to support Students with Disabilities who are also SED, ELs, and FY, we recognize that ensuring standards-aligned curriculum and providing classroom software, materials, and field trips will benefit all students in the Special Day Class.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>CAASPP ELA Data</li> <li>CAASPP Math Data</li> <li>CAST Science Data</li> </ul>

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>CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED:105.5 points below standard</li> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52 %</li> <li>• SPED 2.5%</li> <li>• Homeless 17.42%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
1.8	<p><b>Action:</b> Materials and Software Licenses for Students</p> <p><b>Need:</b></p>	<p>This action will fund and give access to specific assessments, materials, software, and hardware to support students with IEPs who may also be English learners, Foster Youth, and SED, and</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the</p>

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	<p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• EL: 89.7 points below</li> <li>• SED: 33.2 points below standard</li> <li>• SWD: 112.1 points below</li> <li>• Homeless: 68.3 points below</li> <li>• African American (AA): 95.1 points below</li> </ul> <p>(Metric 1.14) STAR Reading data from 2023-2024 shows a need to increase student reading proficiency. The STAR reading data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 37.9 below</li> <li>• EL 118.5 below</li> <li>• SPED 112.6 below</li> <li>• Homeless/Foster 78.1 below</li> </ul> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED:105.5 points below standard</li> </ul>	<p>available for all students. This access will allow students to continue to learn the state standards in a variety of ways using adaptations necessary for diverse learners. While the tools will be available to all students, they are principally directed toward unduplicated pupils, as they include embedded supports such as language scaffolds, visual aids, and accessibility features to eliminate learning barriers and promote academic equity. Providing these supports across all schools allows the district to deliver a consistent standard of instructional access and intervention.</p>	<p>following:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• CAST Science Data</li> <li>• STAR Reading Data</li> <li>• STAR Math Data</li> <li>• Staff Surveys</li> </ul>

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"> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 1.15) STAR Math data from 2023-2024 shows a need to increase students mathematics proficiency. The STAR Math data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 80.9 below</li> <li>• EL 149.2 below</li> <li>• SPED 168.5 below</li> <li>• Homeless/Foster 104.5below</li> </ul> <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52 %</li> <li>• SPED 2.5%</li> <li>• Homeless 17.42%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		

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<p><b>1.9</b></p>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> (Metric 1.1) SUHSD's 2023 graduation rate data indicates a need to increase the percentage of all students graduating, particularly EL and SED. SUHSD Cohort Graduation Rate:</p> <ul style="list-style-type: none"> <li>• All 82.4%</li> <li>• SED 81.9%</li> <li>• EL 60.6% EL- (Red)</li> <li>• SWD 59.7%</li> <li>• Homeless 70.8%</li> </ul> <p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> </ul>	<p>This action funds access to academic interventions, credit recovery programs, and targeted instructional support designed to improve graduation outcomes, particularly for English Learners (ELs), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Homeless Youth, and African American (AA) students, each of whom shows significant performance gaps in meeting academic standards, as evidenced by CAASPP Math data.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED: 105.5 points below standard</li> <li>• EL: 142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>While this action is principally directed toward unduplicated pupils (ELs, SED, FY, SWD, and AA students), it is provided on an LEA-wide basis to ensure equitable access to high-quality interventions and consistent academic recovery systems across all schools.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• SUHSD Cohort Graduation Rate</li> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• CAST Science Data</li> </ul>

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"> <li>• SED:105.5 points below standard</li> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 1.6) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting standards in Science. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52 %</li> <li>• SPED 2.5%</li> <li>• Homeless 17.42%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
1.10	<p><b>Action:</b> Data Informed and Decision Making</p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• Lowest Dashboard performance for the following student groups:</li> <li>• Homeless Youth: ELA and Math indicators</li> <li>• SWD: ELA, Math, and Graduation indicators</li> </ul>	<p>The ability to track data by student groups is vital for identifying individual students who are underperforming or struggling in different areas, allowing for the design and implementation of timely interventions. Collecting and monitoring data also enables the LEA to determine if the actions are achieving the desired outcomes for the identified student groups. Although the data system benefits all students, it is principally directed toward unduplicated pupils, specifically English Learners, low-income, and foster youth, by</p>	<ul style="list-style-type: none"> <li>• Lowest Dashboard performance for the following student groups:</li> <li>• Homeless Youth: ELA and Math indicators</li> </ul>

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"> <li>• English Learners: ELA, Math, and Graduation indicators</li> <li>• African Americans: ELA, Math, and Suspension indicators</li> <li>• Foster Youth: Suspension indicators</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>enabling early identification of learning gaps and effective allocation of targeted interventions.</p> <p>Although this action is designed to support low-income, EL, and foster students, we recognize that the ability to collect and monitor data will allow the LEA to more efficiently allocate its limited resources. This approach enhances coordination, maximizes resource efficiency, and supports monitoring progress on goals tied to state and local priorities. This will help not only close the outcome gaps but also assist all students and staff in meeting the district's goals</p>	<ul style="list-style-type: none"> <li>• SWD: ELA, Math, and Graduation indicators</li> <li>• English Learners: ELA, Math, and Graduation indicators</li> <li>• African Americans: ELA, Math, and Suspension indicators</li> <li>• Foster Youth: Suspension indicators</li> </ul>
1.11	<p><b>Action:</b> Assessments</p> <p><b>Need:</b> (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 1.14)</p> <ul style="list-style-type: none"> <li>• STAR Reading Data from 2023-24 end-of-year assessment</li> </ul>	<p>Common district assessments are designed to help ensure that all students, with a focus on ELs, SWDs, SED, AA, FY, have access to the curriculum and are reaching grade-level standards. The action is principally directed toward unduplicated pupils, as it enables teachers to identify gaps in learning and tailor interventions for ELs, SEDs, and FY students who are disproportionately behind in meeting grade-level standards according to recent CAASPP and STAR data.</p> <p>Although this action is designed to support SEDs, ELs, and FY, we recognize that the ability to monitor performance and growth on identified essential standards will benefit all students.</p>	<p>(Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <p>(Metric 1.14)</p> <ul style="list-style-type: none"> <li>• STAR Reading Data from 2023-24 end-of-year assessment</li> </ul> <p>(Metric 1.3)</p> <ul style="list-style-type: none"> <li>• 2022-23 Math Indicator</li> </ul>

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"> <li>• All 37.9 below standard</li> <li>• EL 118.5 below standard</li> <li>• SPED 112.6 below standard</li> <li>• Homeless/Foster 78.1 below standard</li> </ul> <p>(Metric 1.3) 2022-23 Math Indicator</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED:105.5 points below standard</li> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>2023-2024 end of year assessment</p> <ul style="list-style-type: none"> <li>• All 80.9 below standard</li> <li>• SED 83.5 below standard</li> <li>• EL 149.2 below standard</li> <li>• SWD 168.5 below standard</li> <li>• Homeless/Foster 104.5 below standard</li> <li>• AA 90.9 below standard</li> </ul> <p><b>Scope:</b> LEA-wide</p>		<p>(Metric 1.15)</p> <ul style="list-style-type: none"> <li>• STAR Reading Data from 2023-24 end-of-year assessment</li> </ul>
<p><b>1.12</b></p>	<p><b>Action:</b> Academic Interventions</p> <p><b>Need:</b> (Metric 1.2) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data</p>	<p>This action will support ELs through collaboratives where dedicated time is given to analyze district assessment data of essential grade-level standards and plan interventions and instructional support.</p> <p>This action also funds software licenses, such as Rosetta Stone and Listenwise, which help English</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> </ul>

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	<p>shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 1.3) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED:105.5 points below standard</li> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 1.1) SUHSD 2023 Cohort Graduation Rate shows a need to increase the percentage of students graduating. The need to increase graduation rates applies to students who are SED, English Learners, SWD, and Homeless and Foster Youth.</p> <ul style="list-style-type: none"> <li>• All 82.4%</li> <li>• SED 81.9%</li> <li>• EL 60.6% EL- (Red)</li> <li>• SWD 59.7%</li> </ul>	<p>learners acquire language skills and support the four literacy domains. Additionally, Socioeconomically Disadvantaged (SED) and EL students will receive academic intervention support during the fall and spring intersessions. Lastly, this goal will fund after-school buses to ensure students have access to transportation for after-school tutorials and intersessions.</p> <p>Moreover, this goal will fund additional mentoring support for African American students to ensure their progress towards graduation and monitor their grade data, especially in ELA and Math. This mentoring and support will ensure that students receive additional intervention support when needed.</p> <p>Although this action is designed to support SED students, ELs, and AA students, we recognize that ensuring students receive the necessary instructional support and interventions to graduate will benefit all students.</p>	<ul style="list-style-type: none"> <li>• Graduation rates of all students, SED, EL, SWD, AA, and Homeless</li> </ul>

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	<ul style="list-style-type: none"> <li>Homeless 70.8%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
1.13	<p><b>Action:</b> Graduation Red Indicator</p> <p><b>Need:</b> (Metric 1.1) SUHSD's 2023 graduation rate data indicates a need to increase the percentage of all students graduating, particularly at EPS and MTHS.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of SED students graduating at EPS and MTHS.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of EL students graduating at AHS, EAHS, EPS, MTHS, SHS, and Districtwide.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of SWDs graduating at EAHS and Districtwide.</p> <p>(Metric 1.1) SUHSD's 2023 graduation rates indicate a need to increase the percentage of Hispanic students graduating at EPs and MTHS.</p>	<p>This action addresses the district-wide need to graduate all our students, particularly our EL, SED, and SWDs. To prepare our students for graduation, the district will offer college and career workshops for students and parents covering graduation requirements, financial aid options, and the college application process. Both before (X) and after-school (Y) courses will be offered for all students, with a priority focus on supporting our SWD, SED, and EL students.</p> <p>Remediation and acceleration courses will be available during winter, spring, and summer intersessions for all students, with particular emphasis on our EL, SED, and SWD populations. Organizing college field trips for these targeted groups will also help increase engagement and expand our students' awareness of universities.</p> <p>Lastly, reducing counselor-to-student ratios at all district sites will improve our ability to monitor academic progress across student groups.</p> <p>Although this action is designed to support SED, EL, SWD, and Hispanic students, we recognize that parent training on graduation requirements, credit recovery classes for students, a reduced caseload for counselors will benefit all students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>Graduation rates for all students at EPS and MTHS.</li> <li>Graduation rates for SEDs at EPS and MTHS</li> <li>Graduation rates for ELs at EPS, MTHS, AHS, EAHS, SHS, and Districtwide</li> <li>Graduation rates for SWDs at EPS, MTHS, AHS, EAHS, SHS, and Districtwide</li> <li>Graduation rates for Hispanic at EPS and MTHS</li> </ul>

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><b>Scope:</b> LEA-wide Schoolwide</p>		
<p><b>1.14</b></p>	<p><b>Action:</b> College, Career and Community Ready</p> <p><b>Need:</b> (Metric 1.1) 2023 Cohort Graduation Rate:</p> <ul style="list-style-type: none"> <li>• All 82.4%</li> <li>• SED 81.9%</li> <li>• EL 60.6%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>Naviance and Community College Guidance Initiative (CCGI) will be implemented district-wide to ensure that English Learners have the tools and support to graduate and plan for postsecondary education. Although this action is primarily designed to meet the unique needs of ELs, who often face systemic barriers to college access, it is provided on an LEA-wide basis to ensure all students benefit from a coherent and consistent guidance system. This universal access promotes equity by embedding postsecondary planning across all schools and ensuring that counselors and educators are using aligned practices to support every student, including unduplicated groups such as SED and FY students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• Credit completion monitoring</li> <li>• A-G course completion</li> <li>• Naviance and Community College Guidance Initiative (CCGI) career/vocational assessment completion</li> <li>• Monitor 4 year plan completion</li> </ul>
<p><b>1.15</b></p>	<p><b>Action:</b> AP Assessment and Dual Enrollment</p> <p><b>Need:</b></p>	<p>Providing financial and academic support to all students will increase access to AP tests and Dual Enrollment classes. The focus will be on increasing AP and CCI passage rates between all students, SED, AAs, and ELs.</p>	<ul style="list-style-type: none"> <li>• Percent of Cohort Graduates passing 2 or more AP Exams</li> </ul>

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>(Metric 1.13) % of 2023 Cohort Graduates passing 2 or more AP Exams:</p> <ul style="list-style-type: none"> <li>• All 21.8%</li> <li>• EL 9.2 %</li> <li>• SPED 7.9%</li> <li>• Homeless 19%</li> </ul> <p>(Metric 1.9) % 2023 Cohort meeting CCI</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> <li>• SWD 12.9%</li> <li>• Homeless 27.9%</li> </ul> <p><b>Scope:</b> Schoolwide</p>		<ul style="list-style-type: none"> <li>• Percent Cohort meeting CCI</li> <li>• Dual Enrollment numbers</li> </ul>
<p><b>1.16</b></p>	<p><b>Action:</b> CTE Coordination</p> <p><b>Need:</b> (Metric 1.11) % of Graduates Completing a CTE Pathway</p> <p>2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 32.4%</li> <li>• SED 30.7%</li> <li>• EL 13.2 %</li> <li>• SPED 10.5%</li> <li>• Homeless 27.6%</li> </ul>	<p>The CTE Coordinator works LEA-wide to support career education programs by ensuring that students are enrolled in CTE courses that are industry-relevant, and prepare them to be career ready.</p> <p>Although this action is designed to support low income, EL, and Foster students, we recognize the CTE Coordinator will be instrumental in ensuring CTE programs in the SUHSD remain industry-relevant and will continue to expand access to CTE for all students.</p>	<ul style="list-style-type: none"> <li>• CTE Enrollment by subgroup</li> <li>• CTE Pathway completion data by subgroup</li> <li>• Student Certification completion</li> <li>• CTSO participation</li> </ul>

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><b>Scope:</b> LEA-wide</p>		
<p><b>1.17</b></p>	<p><b>Action:</b> College and Career Readiness Programs (AVID &amp; Puente)</p> <p><b>Need:</b> (Metric 1.10) Percent of graduates meeting UC, CSU requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9 %</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul> <p>(Metric 1.9) CCI Indicators 2023 Cohort</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> <li>• SPED12.9%</li> <li>• Homeless 27.9%</li> </ul> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>AVID and PUENTE are well-regarded educational programs that support underrepresented students in colleges and universities. Both programs focus on preparing students to be college-eligible and ensuring they graduate A-G-eligible.</p> <p>Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• College and career indicator</li> <li>• A-G Percentages</li> </ul>
<p><b>1.18</b></p>	<p><b>Action:</b> Transition to Career/ Partnership WBL Program</p>	<p>The TPP supports SED, FY, ELs, and/or Homeless students with IEPs in acquiring the necessary skills for a successful transition from</p>	<p>Metrics that will be used to monitor the effectiveness</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><b>Need:</b> (Metric 1.10) Percent of graduates meeting UC, CSU requirements 2023 Cohort Graduates 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9 %</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul> <p>(Metric 1.9) CCI Indicators 2023 Cohort</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> <li>• SPED12.9%</li> <li>• Homeless 27.9%</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>high school to post-secondary education or competitive employment. This action addresses the unique need for specialized transition services that build career readiness and independent living skills for students with disabilities who face additional barriers due to socioeconomic or linguistic challenges.</p> <p>Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>of this action are the following:</p> <ul style="list-style-type: none"> <li>• College and career indicator</li> <li>• A-G Percentages</li> </ul>
<p><b>1.19</b></p>	<p><b>Action:</b> Work Experience Coordination</p> <p><b>Need:</b> (Metric 1.9) College and Career Indicator: % of high school graduates who are prepared for college or a career.2023 Cohort</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> </ul>	<p>This initiative provides students who are SED, FY, ELs, SWDs, and/or Homeless with work-based learning experiences that support them in becoming better prepared for employment and future career opportunities. Although this action is primarily designed to support specific student subgroups, it is also accessible to all students to ensure access and increase outcomes for those who need it.</p>	<ul style="list-style-type: none"> <li>• College and Career Indicator: % of high school graduates who are prepared for college or a career.</li> <li>• WBL Student Experiences Data</li> </ul>

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"> <li>• SWD 12.9%</li> <li>• Homeless 27.9%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		<ul style="list-style-type: none"> <li>• Community Service Hours &amp; Work Permits Count</li> </ul>
1.20	<p><b>Action:</b> College/Career-Red Indicators</p> <p><b>Need:</b> (Metric 1.9) College and Career Indicator: % of high school graduates who are prepared for college or a career.2023 Cohort</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> <li>• SWD 12.9%</li> <li>• Homeless 27.9%</li> </ul> <p><b>Scope:</b> Schoolwide</p>	<p>This action addresses the focus on our College and Career Indicator for all of our students, specifically our English Learners (EL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD). To prepare our students for College and Career, the district will offer college and career workshops for students and parents regarding graduation requirements, financial aid options, and the college application process. To improve student College and Career awareness, we will promote in-class activities across all district sites. In the coming year, we will be increasing the number of core content and CTE Dual Enrollment courses offered in our district. Offering college field trips for all students and for these targeted groups will help increase engagement, and expand our student’s university awareness.</p> <p>Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• College and career indicator-% prepared</li> <li>• Number of students completing A-G</li> <li>• CAASPP ELA Data-met SBAC %</li> <li>• CAASPP Math Data-met SBAC %</li> <li>• Graduates completing a CTE pathway-% completers</li> <li>• Graduates passing one English or World Language AP exam</li> <li>• Number of students completing Dual</li> </ul>

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>Enrollment courses</p> <ul style="list-style-type: none"> <li>• Number of students with a 3.0 GPA or higher</li> <li>• Number of students meeting Seal of Biliteracy criteria</li> </ul>
<p><b>1.21</b></p>	<p><b>Action:</b> Site Allocations</p> <p><b>Need:</b> CAASPP Data from 2022-23 shows a need to increase the number of students meeting standards. The data shows the following distance from meeting with our student groups.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• African American (AA): 95.1 points below standard</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• EL: 142.6 points below standard</li> <li>• SED: 142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> </ul>	<p>All school sites will receive additional LCFF funds to enhance base programs, specifically targeting the needs of ELs, SWD, HY, and FY. Depending on the unique needs of each site, these funds will be used to:</p> <p>Fund personnel and activities, including:</p> <ul style="list-style-type: none"> <li>• Hiring an additional counselor to support homeless and foster youth.</li> <li>• Establishing extra work agreements to provide extended learning opportunities.</li> <li>• Promoting collaboration among all departments, with substitutes provided for department release days and field trips.</li> <li>• Offering additional professional development on key District initiatives.</li> <li>• Increasing opportunities for engaging and relevant educational experiences through materials and supplies.</li> <li>• Organizing college and career readiness field trips.</li> <li>• Offering summer university programs and extended learning opportunities throughout the school year.</li> </ul>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• 2023 SUHSD Cohort Graduation Rate</li> <li>• College and Career Indicator</li> <li>• % of graduates meeting University of California/California State University (UC/CSU) entrance requirements</li> </ul>

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"> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>2023 SUHSD Cohort Graduation Rate</p> <ul style="list-style-type: none"> <li>• 82.4% All</li> <li>• 81.9% SED</li> <li>• 60.6% EL</li> <li>• 59.7% SWD</li> <li>• 70.8% Homeless</li> </ul> <p>College and Career Indicator 2023 Cohort</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> <li>• SWD 12.9%</li> <li>• Homeless 27.9%</li> </ul> <p>% of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9 %</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul> <p><b>Scope:</b> Schoolwide</p>	<ul style="list-style-type: none"> <li>• Implementing intervention programs to support student success.</li> </ul> <p>Although this action is primarily designed to support the named subgroup learners, it is also accessible to all students who can benefit from these recognized programs.</p>	
2.1	<b>Action:</b> Recruit and Hire Diverse Staff	This action was developed to reduce staff turnover and improve student outcomes, especially for our ELs and SWDs. Increasing qualified teaching staff	Metrics that will be used to monitor the effectiveness of this action are the

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><b>Need:</b> (Metric 2.1) Clear credential and appropriately placed teachers. The data used to identify this need was the 2021-2022 Teacher Assignment Monitoring Outcome Data (last official data). This data showed that 81.4% of FTE with a clear credential and appropriately placed.</p> <p>(Metric 2.7) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED: 105.5 points below standard</li> <li>• EL: 142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>will provide improved direct instruction for all students.</p>	<p>following:</p> <ul style="list-style-type: none"> <li>• Appropriately placed and fully credentialed teachers.</li> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• Retention of Resident Teachers</li> </ul>

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><b>2.2</b></p>	<p><b>Action:</b> Retain and Develop Staff</p> <p><b>Need:</b> (Metric 2.7) CAASPP ELA Data from 2022-2023 shows a need to increase the number of students meeting standards in ELA.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED: 105.5 points below standard</li> <li>• EL: 142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p>(Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. Graduation Rate</p> <ul style="list-style-type: none"> <li>• 82.4% All</li> <li>• 81.9% SED</li> </ul>	<p>This action is crucial because it aims to ensure that ELs, SED, SWDs, Hispanic, and AA students receive high-quality instruction, which is fundamental to their academic success. Implementing these supports district-wide or schoolwide ensures that all students benefit from consistent and high standards of education across the district. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• Appropriately placed and fully credentialed teachers.</li> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• Cohort Graduating Data</li> </ul>

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"> <li>• 60.6% EL</li> <li>• 59.7% SWD</li> <li>• 70.8% Homeless</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
2.3	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs and SED students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of English Learners and SED students meeting standards in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED:105.5 points below standard</li> <li>• EL:142.6 points below standard</li> </ul>	<p>This action addresses the needs of ELs by providing training for teachers in all core content areas on the ELD standards and scaffolds to support student learning. This will allow staff to intentionally plan lessons to meet the needs of students at specific proficiency levels.</p> <p>In addition, the training will focus on supporting SED students through best instructional practices and by collaborating and sharing ideas around common interventions to support students who need additional resources to master standards.</p> <p>In addition, professional learning will be offered throughout the year that focuses on culturally responsive teaching. This will build understanding of ways to integrate our students' culture and community into the classroom to create effective learning environments. This action will specifically meet the needs of our African American students.</p> <p>Although this action is specifically designed to support ELs and SED students, we recognize that intentional lesson design and scaffolding, as well as targeted academic interventions will also support all students.</p>	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• English Learner Proficiency Indicator (% of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))</li> </ul>

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"> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
2.4	<p><b>Action:</b> Instructional Leadership (MTROP)</p> <p><b>Need:</b> Data shows there is a need to increase the number of ELs and SWDs who graduate ready to meet the UC/ CSU requirements.</p> <p>(Metric 2.9) % of Graduates Completing a CTE Pathway 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 32.4%</li> <li>• SED 30.7%</li> <li>• EL 13.2 %</li> <li>• SWD 10.5%</li> <li>• Homeless 27.6%</li> </ul> <p>(Metric 2.11) % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9%</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul>	<p>This initiative supports students who are ELs, SED, SWDs, AAs, and Homeless and FY by supporting teachers with instructional strategies that best serve these populations of students. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>The metrics that will be used to monitor are the following:</p> <ul style="list-style-type: none"> <li>• Percentage of Graduates Completing a CTE Pathway</li> <li>• College and Career Indicator: % of high school graduates who are prepared for college or a career.</li> <li>• The amount of professional development (PD) opportunities provided to MTROP teachers.</li> <li>• Percentage of staff members who participated</li> </ul>

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>(Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating.</p> <p>Graduation Rate</p> <ul style="list-style-type: none"> <li>• 82.4% All</li> <li>• 81.9% SED</li> <li>• 60.6% EL</li> <li>• 59.7% SWD</li> <li>• 70.8% Homeless</li> </ul> <p><b>Scope:</b> LEA-wide</p>		<p>in professional development.</p>
<p><b>2.5</b></p>	<p><b>Action:</b> AVID &amp; PUENTE PD</p> <p><b>Need:</b> (Metric 2.11) % of graduates meeting UC/CSU entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9 %</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul> <p>(Metric 2.12) Cohort Graduates Data from 2022-2023 shows the need to increase the number of EL, SED, and SWD students graduating. 2023 SUHSD Cohort Graduation Rate:</p> <ul style="list-style-type: none"> <li>• 82.4% All</li> </ul>	<p>AVID and PUENTE are well-regarded educational programs that support underrepresented students in colleges and universities. Both programs focus on preparing students to be college-eligible and ensuring they graduate A-G-eligible.</p> <p>Although this action is primarily designed to support underrepresented student groups, it is also accessible to all students who can benefit from these recognized programs.</p>	<ul style="list-style-type: none"> <li>• % of graduates meeting UC/CSU entrance requirements 2023 Cohort Graduates</li> <li>• Cohort Graduates Data from 2022-2023</li> <li>• Percentage of staff members who participated in AVID and PUENTE professional development.</li> <li>• Percentage of staff members who participate in</li> </ul>

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"> <li>• 81.9% SED</li> <li>• 60.6% EL</li> <li>• 59.7% SWD</li> <li>• 70.8% Homeless</li> </ul> <p><b>Scope:</b> Schoolwide</p>		cross-collaboration
2.6	<p><b>Action:</b> Foster and Homeless-Training all Staff</p> <p><b>Need:</b> (Metric 2.11) % of graduates meeting University of California/California State University (UC/CSU) entrance requirements 2023 Cohort Graduates</p> <ul style="list-style-type: none"> <li>• All 51.6%</li> <li>• SED 50.6%</li> <li>• EL 26.9 %</li> <li>• SWD 30.6%</li> <li>• Homeless 42.5%</li> </ul> <p>(Metric 2.13) 2023 Cohort College and Career Indicator: % of high school graduates who are prepared for college or a career. 2023 Cohort</p> <ul style="list-style-type: none"> <li>• All 42.8%</li> <li>• SED 41.9%</li> <li>• EL 27.9%</li> </ul>	Ongoing updates to laws for Homeless and FY support. Staff will be knowledgeable about the rights of FY and Homeless Youth. They will have resources to communicate and support with Homeless and FY students to ensure they have equal access to their educational opportunities and stable learning environments. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	The following metrics will be used to monitor: <ul style="list-style-type: none"> <li>• Percentage of staff that rate professional development training as a 3 or a 4</li> </ul>

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"> <li>• SWD 12.9%</li> <li>• Homeless 27.9%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
2.7	<p><b>Action:</b> Ed Services PD and Curriculum</p> <p><b>Need:</b> (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of ELs and SED students meeting standards in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of ELs and SED students meeting standards in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• SED: 105.5 points below standard</li> <li>• EL: 142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> </ul>	<p>The Ed Services staff will support teachers in increasing academic achievement for ELs and SED students by providing professional development aligned with ELD standards and effective instructional strategies.</p> <p>Additionally, time will be allocated for data analysis, allowing staff to review areas of growth for all student groups and identify their needs. Also, the Ed Services team will collaborate with site teachers to ensure that adopted textbooks include resources tailored to meet the needs of ELs, SED, SWDs, and AA students.</p> <p>In addition, professional learning will be offered throughout the year that focuses on culturally responsive teaching. This will build an understanding of ways to integrate our students' culture and community into the classroom to create effective learning environments. By implementing this action districtwide, SUHSD ensures coherence in instructional quality, professional development, and materials adoption. This approach maximizes the impact of limited resources, ensures equity of access across school sites, and fosters consistent improvement in academic outcomes for all student groups.</p>	<p>The following metrics will be used to monitor:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA Data</li> <li>• CAASPP Math Data</li> <li>• Healthy Kids Survey on School Connectedness and Caring Adult Relationship</li> </ul>

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"> <li>Homeless: 131.9 points below standard</li> <li>AA: 153.2 points below standard</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
2.9	<p><b>Action:</b> Special Education Coaches, Inclusive Practices-Supports</p> <p><b>Need:</b> (Metric 2.7) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>All 30.2 points below standard</li> <li>EL: 89.7 points below</li> <li>SED: 33.2 points below standard</li> <li>SWD: 112.1 points below</li> <li>Homeless: 68.3 points below</li> <li>African American (AA): 95.1 points below</li> </ul> <p>(Metric 2.8) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standard in Math. CAASPP data shows the following distance from met with our student groups.</p> <ul style="list-style-type: none"> <li>All 102.8 points below standard</li> <li>SED:105.5 points below standard</li> </ul>	<p>Students that are ELs, SED and FY that are serviced on an IEP will be supported by Special Education Personnel and Services. A district-wide focus on providing personnel and services will benefit first-time instruction in all content areas, specifically in ELA and Math as measured by CAASPP. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>CAASPP ELA Data</li> <li>CAASPP Math Data</li> <li>STAR Reading Data</li> <li>STAR Math Data</li> </ul>

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"> <li>• EL:142.6 points below standard</li> <li>• SWD: 167.8 points below standard</li> <li>• Homeless: 131.9 points below standard</li> <li>• AA: 153.2 points below standard</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
3.1	<p><b>Action:</b> School Climate: Behavior Supports and Interventions</p> <p><b>Need:</b> The low rates of students feeling connected and having a caring adult at their school have made improving the school climate a key target for the future. School staff will work to enhance the districtwide school climate. By improving the school climate, we expect to reduce behavior referrals and suspensions. PBIS systems will be used at all school sites, and the Tiered Fidelity Inventory will be used to measure schoolwide improvement efforts.</p> <p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> <li>• All 4.1%</li> <li>• SED 4.2%</li> <li>• EL 7.2%</li> <li>• SWD 6.4%</li> <li>• FY 20%</li> <li>• Homeless 6.8%</li> <li>• AA 9.6%</li> </ul>	<p>The PBIS teams will be trained to utilize data for determining trends in minor and major incidents. Based on these trends, interventions will be developed to reduce the number of suspensions.</p> <p>The PBIS teams will also receive training on assessing the effectiveness of Tier 2 and Tier 3 interventions to track and reduce recidivism. While this action is designed to support all students, it is principally directed toward English Learners, African American students, and Foster Youth, student groups identified through district data as experiencing disproportionately high rates of suspension.</p> <p>Providing this action on an LEA-wide basis ensures a consistent and equitable behavioral support framework across all sites, while allowing for targeted supports based on the needs of high-priority student groups.</p> <p>This will benefit all students, as many student groups need to reduce suspensions, as listed in the metrics. Additional support will be provided to ELs, AAs, and FY to decrease minor incidents and behaviors that could lead to suspension.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• Suspension rate data disaggregated by student group</li> <li>• California Healthy Kid Survey data</li> <li>• Tiered Fidelity Inventory</li> </ul>

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>(Metric 3.6) 2023-24 California Healthy Kids School Connectedness</p> <ul style="list-style-type: none"> <li>• 7th: 45%</li> <li>• 9th: 48%</li> <li>• 10th: 50%</li> <li>• 11th: 57%</li> </ul> <p>(Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>• 9th: 41%</li> <li>• 10th: 55%</li> <li>• 11th: 50%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.2</b></p>	<p><b>Action:</b> Safe Supportive School Campuses</p> <p><b>Need:</b> All stakeholder groups have expressed that there is a continued need to provide campus security to ensure that students feel safe while on campus.</p> <p>(Metric 3.2) LCAP Student Survey 10,247 Total Students Feel Physically Safe</p> <ul style="list-style-type: none"> <li>• 77% Safe</li> <li>• 15% Somewhat Safe</li> <li>• 8% Not Safe</li> </ul>	<p>Professional development opportunities will be provided to staff to enhance their skills in comprehensive safety, emergency response, and student de-escalation techniques. The goal is to improve student confidence in campus safety. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• LCAP Student Safety Responses</li> <li>• Student suspension data disaggregated by student group</li> </ul>

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>(Metric 3.2) LCAP Student Survey 10,247 Total Value of Probation</p> <ul style="list-style-type: none"> <li>• 69% Valuable</li> <li>• 3% Somewhat Valuable</li> <li>• 28% Don't Know</li> <li>• 0% Not Valuable</li> </ul> <p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> <li>• All 4.1%</li> <li>• SED 4.2%</li> <li>• EL 7.2%</li> <li>• SWD 6.4%</li> <li>• FY 20%</li> <li>• Homeless 6.8%</li> <li>• AA 9.6%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
3.3	<p><b>Action:</b> Intervention Programs (Red Indicator Suspensions)</p> <p><b>Need:</b> The district will provide support to all school sites to implement an LEA wide suspension matrix/rubric to reduce suspensions. Alternatives to suspension will be identified and available to schools to decrease the number of school suspensions. SUHSD will</p>	<p>The adoption of an LEA-wide suspension matrix/rubric enhances fidelity and promotes positive student outcomes. This approach promotes equity by identifying and utilizing alternatives to suspension, aiming to reduce suspension rates and improve student outcomes. It emphasizes the importance of establishing a transparent and uniform system that is consistent across schools in addressing major behavioral incidents. This ensures that staff adhere to their designated roles and responsibilities in</p>	<p>The metric that will be used to monitor the effectiveness of this action is:</p> <ul style="list-style-type: none"> <li>• Suspension rate data disaggregated by school sites and student groups of EL, SWD, AA,</li> </ul>

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>reduce suspension rates for all students by creating and ensuring that there is a clear, consistent system for responding to major behavior incidents, including alternatives to suspension that are understood by all staff and have clear roles and responsibilities around who implements each intervention.</p> <p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> <li>• All 4.1%</li> <li>• SED 4.2%</li> <li>• EL 7.2%</li> <li>• SWD 6.4%</li> <li>• FY 20%</li> <li>• Homeless 6.8%</li> <li>• AA 9.6%</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <p>ESMS</p> <ul style="list-style-type: none"> <li>• EL 14.8%</li> </ul> <p>HMS</p> <ul style="list-style-type: none"> <li>• All 10.7%</li> <li>• EL 14.8%</li> <li>• Hispanic 10.5%</li> <li>• SED 10.8%</li> <li>• SWD 15.3%</li> </ul> <p>SHS</p> <ul style="list-style-type: none"> <li>• EL 10 %</li> <li>• SWD 11%</li> </ul>	<p>implementing alternative interventions. Additionally this action will increase the number of administrators as essential personnel to support a consistent system in responding to student incidents. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Hispanic, SED, and FY</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><b>Scope:</b> LEA-wide Schoolwide</p>		
<p><b>3.4</b></p>	<p><b>Action:</b> Engaging, Inclusive, Equitable, Restorative Practices</p> <p><b>Need:</b> Reported data reflects a need to build stronger, more inclusive relationships on campus to improve the sense of belonging for students on campus.</p> <p>(Metric 3.6) 2023-24 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> <li>• 7th: 45%</li> <li>• 9th: 48%</li> <li>• 10th: 50%</li> <li>• 11th: 57%</li> </ul> <p>(Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>• 9th: 41%</li> <li>• 10th: 55%</li> <li>• 11th: 50%</li> </ul> <p>(Metric 3.5) 2022-23 Suspension</p> <ul style="list-style-type: none"> <li>• All 4.1%</li> <li>• SED 4.2%</li> <li>• EL 7.2%</li> <li>• SWD 6.4%</li> <li>• Foster 20%</li> </ul>	<p>Site based student affinity groups will build relationships, and connections for ELs, SEDs, FYs, and AA students.</p> <p>Professional development for staff will build capacity regarding culturally responsive pedagogy. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Suspension rate data disaggregated by student groups of EL, SWD, AA, Hispanic, SED, and FY.</p> <p>Professional Development survey data</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"> <li>• Homeless 6.8%</li> <li>• AA 9.6% (red)</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.5</b></p>	<p><b>Action:</b> Wellness Centers and Healthy Campuses</p> <p><b>Need:</b> The rising need for mental health care support is reflected in the declining levels of engagement and student reported connectedness on campus.</p> <p>(Metric 3.1) 2022-23 Attendance rates shows a need in our student groups.</p> <ul style="list-style-type: none"> <li>• 17.6% All</li> <li>• 17.7% SED</li> <li>• 20.6% EL</li> <li>• 29.3% SWD</li> <li>• 30.4% Homeless</li> </ul> <p>(Metric 3.6) 2023-24 California Healthy Kids Survey School Connectedness</p> <ul style="list-style-type: none"> <li>• 7th: 45%</li> <li>• 9th: 48%</li> <li>• 10th: 50%</li> <li>• 11th: 57%</li> </ul> <p>(Metric 3.6) 2023-24 California Healthy Kids Caring Adult Relationships</p>	<p>Each site will have two licensed school social workers to enhance access to direct mental health support on campus.</p> <p>Expanding site-based social, emotional, and mental health group therapy options will enhance school climate, foster connectedness, create a sense of purposeful belonging, and boost student motivation to attend. Therapeutic interventions with culturally and community responsive frameworks will be prioritized.</p> <p>Increasing preventive Wellness Center support programs will raise student awareness and develop coping skills to reduce thoughts of self-harm. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• Increased attendance rates</li> <li>• California Healthy Kids Survey</li> <li>• LCAP Student Survey</li> </ul>

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"> <li>• 9th: 41%</li> <li>• 10th: 55%</li> <li>• 11th: 50%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
3.6	<p><b>Action:</b> Health Services</p> <p><b>Need:</b> Difficulties in accessing healthcare and preventive medical support have a negative impact on student attendance, especially for our homeless student population. Providing on-site care and referral support will increase student attendance rates by removing barriers to access.</p> <p>(Metric 3.2) 2022-23 % Days Attended (ADA)</p> <ul style="list-style-type: none"> <li>• All 93.4</li> <li>• EL 91.6</li> <li>• SWD 90.4</li> <li>• Homeless 89.1</li> </ul> <p><b>Scope:</b> LEA-wide</p>	<p>To improve attendance among EL, SWD, FY, and homeless students, licensed healthcare staff will directly assist with vaccine and immunization compliance, which negatively affects these students' consistent attendance.</p> <p>Healthcare staff will also help EL, FY, SED, and homeless students access necessary healthcare services in the community, with an emphasis on preventive care. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>The metric that will be used to monitor the effectiveness of this action is the increase in attendance for EL, FY, SED, and Homeless students.</p> <p>Completion of hearing and vision screenings.</p> <p>Vaccine compliance.</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><b>3.7</b></p>	<p><b>Action:</b> Family Engagement &amp; Resources</p> <p><b>Need:</b> When parents are actively involved in their student's education, it significantly enhances their academic performance.</p> <p>(Metric 3.10) CAASPP ELA Data from 2022-23 shows a need to increase the number of students meeting standard in ELA. CAASPP data shows the following distance from the standard met with our student groups. 2022-2023</p> <ul style="list-style-type: none"> <li>• All 30.2 points below standard</li> <li>• SED: 33.2 points below standard</li> <li>• EL: 89.7 points below standard</li> <li>• SWD: 112.1 points below standard</li> <li>• Homeless: 68.3 points below standard</li> <li>• AA: 95.1 points below standard</li> </ul> <p>(Metric 3.11) CAASPP Math Data from 2022-2023 shows a need to increase the number of students meeting standards in Math. CAASPP data shows the following distance from the standard met with our student groups.</p> <ul style="list-style-type: none"> <li>• All 102.8 points below standard</li> <li>• EL:142.6 points below</li> <li>• SED:142.6 points below</li> <li>• SWD: 167.8 points below</li> <li>• Homeless: 131.9 points below</li> <li>• AA: 153.2 points below</li> </ul>	<p>Informing parents about district initiatives, events, instructional methods, and available resources enhances effective communication, feedback, and ultimately boosts student achievement. This action is principally directed to support SED, EL, Foster Youth, Homeless Youth, and Students with Disabilities by enhancing parent engagement through accessible information about district initiatives, instructional strategies, and available supports. Strengthening two-way communication and providing culturally responsive resources will empower families to partner effectively in their child's education. These efforts are shown to increase student achievement, particularly for historically underserved groups. While primarily benefiting these student groups, this action is provided LEA-wide because fostering strong family-school partnerships positively impacts academic outcomes and school climate for all students.</p> <p>Although this action is designed to support SED, EL, FY, Homeless Youth, and SWD, we recognize that including parents will positively benefit all students.</p>	<p>Metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA and Math disaggregated by student groups of EL, SWD, AA, Hispanic, SED, and Foster Youth</li> <li>• Strengthening Families Data</li> <li>• LCAP Survey Data</li> <li>• Socio-Emotional Parent Meeting Data</li> <li>• Inclusion Fair Data (SWD)</li> <li>• SWD Weekly Parent Workshop Data</li> </ul>

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>(Metric 3.12) California Science Test (CAST) data from 2022-2023 shows a need to increase the number of students meeting science standards. CAST data shows the percentage of students who meet or exceed standards with our student groups.</p> <ul style="list-style-type: none"> <li>• All 17.9%</li> <li>• SED 17.58%</li> <li>• EL 0.52 %</li> <li>• SWD 2.5%</li> <li>• Homeless 17.42%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
3.8	<p><b>Action:</b> Foster/Homeless Youth Engagement and Services</p> <p><b>Need:</b> Data reflects a need to eliminate barriers in accessing school and educational opportunities for FY and Homeless students.</p> <p>(Metric 3.1) 2022-23 Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>• All 17.6%</li> <li>• SED 17.7%</li> <li>• EL 20.6%</li> <li>• SWD 29.3%</li> <li>• Homeless 30.4%</li> </ul>	<p>This initiative will provide funding and access to comprehensive materials and supplies for Foster and Homeless students. It aims to equip them with the necessary tools to attend school daily and continue learning according to state standards. Although this action is primarily designed to support underrepresented students, it is also accessible to all students who can benefit from these recognized programs.</p>	<p>Metrics that will be used are the following:</p> <ul style="list-style-type: none"> <li>• Homeless and Foster Youth data for chronic absenteeism, ADA, and graduation rates</li> </ul>

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>(Metric 3.2) 2022-23 ADA</p> <ul style="list-style-type: none"> <li>• All 93.4</li> <li>• EL 91.6</li> <li>• SWD 90.4</li> <li>• Homeless 89.1</li> </ul> <p>(Metric 3.9) 2023 SUHSD Cohort Graduation Rate:</p> <ul style="list-style-type: none"> <li>• All 82.4%</li> <li>• SED 81.9%</li> <li>• EL 60.6%</li> <li>• SWD 59.7%</li> <li>• Homeless 70.8%</li> </ul> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.9</b></p>	<p><b>Action:</b> Chronic Absenteeism (Red Indicator)</p> <p><b>Need:</b> Chronic absenteeism data reveals a high rate of students consistently absent across various student groups and specific school sites (EPS, ESMS, and LPMS). This data underscores the need for targeted, tiered interventions to address chronic absenteeism and ensure equitable access to education for all students.</p> <p>(Metric 3.1) 2022-23 Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>• 17.6% All</li> <li>• 20.6% EL</li> </ul>	<p>Attendance data will be monitored by the CWA, intervention team, and attendance teams to enhance the timeliness and accuracy of intervention responses, thereby promoting improved attendance and student engagement. This action is principally directed toward improving attendance and engagement for unduplicated students, including English Learners, Foster Youth, and low-income students.</p> <p>This strategy includes expanding the progress monitoring system consistently across schools, providing training and support in data analysis, addressing student and family needs, and evaluating student progress.</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• Chronic absenteeism data disaggregated by student groups.</li> <li>• Chronic absenteeism data at EPS for all students and Hispanic</li> <li>• Chronic absenteeism data</li> </ul>

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"> <li>• 29.3% SWD</li> <li>• 30.4% Homeless</li> </ul> <p>Sites/Student Groups with 2023 Dashboard Red Performance levels:</p> <ul style="list-style-type: none"> <li>• El Puente</li> <li>• All 45.2%</li> <li>• Hispanic 45.2%</li> </ul> <p>ESMS</p> <ul style="list-style-type: none"> <li>• EL 22.2%</li> </ul> <p>LPMS</p> <ul style="list-style-type: none"> <li>• SWD 25.2%</li> </ul> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Additionally, there is a considerable need for a comprehensive and readily accessible tiered list of interventions district-wide. Although designed to meet the needs of unduplicated students, these improvements will benefit all students by promoting consistent attendance and early intervention.</p>	<ul style="list-style-type: none"> <li>• at LPMS for SWDs</li> <li>• Chronic absenteeism data at ESMS for ELs.</li> </ul>
<p><b>3.10</b></p>	<p><b>Action:</b> Community Schools Districtwide</p> <p><b>Need:</b> The Community Schools survey response data included a request from both parents and students to improve access to social services, health care, mental health, and community resources on campus. Increasing access will improve school attendance as an outcome.</p> <p>(Metric 3.1) 2022-23 Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>• All 17.6%</li> <li>• EL 20.6%</li> <li>• SWD 29.3%</li> </ul>	<p>Funding allocated to support staff attendance during the planning phase will enhance the district's capacity to establish comprehensive community school sites.</p> <p>Allocations for supporting family engagement and participation in conferences and professional development will strengthen community capacity to implement the community schools model.</p> <p>Consulting allocations will ensure fidelity in data collection, not only to meet Community School reporting expectations but also to promote transparency with all stakeholders regarding the funds allocated to the initiative. Although this action is primarily designed to support</p>	<p>The metrics that will be used to monitor the effectiveness of this action are the following:</p> <ul style="list-style-type: none"> <li>• Chronic Absenteeism Data disaggregated by student group</li> <li>• Community School Module, California Healthy Kids Survey</li> </ul>

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"> <li>Homeless 30.4%</li> </ul> <p><b>Scope:</b> Schoolwide</p>	underrepresented students, it is also accessible to all students who can benefit from these recognized programs.	<ul style="list-style-type: none"> <li>Community Schools Needs Assessment</li> <li>Community Schools Site Advisory Committee</li> </ul>

### 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
<b>2.8</b>	<p><b>Action:</b> EL Department Personnel and Resources</p> <p><b>Need:</b> Dashboard data showed:</p> <ul style="list-style-type: none"> <li>ELA CAASPP: ELs 142.6 points below standard</li> <li>2022-23: 21.3% of ELs reclassified to fluent English</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Action 2.9 will support the needs of our EL students by providing the following dedicated staff: EL Director, EL Administrative Secretary EL Specialist, EL Technicians, and EL Aides. This action is principally directed toward meeting the needs of LTELs, Newcomers, and dual-identified SWDs.	<p>The following metrics will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>English Learner Proficiency Indicator % of ELs making progress in English as measured by the English Language Proficiency Assessment for California (ELPAC))</li> </ul>

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"> <li>Reclassification Rates of ELs to English Proficient</li> </ul>

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.

This is not applicable as there are no actions in the plan with a planned percentage of improved services.

### 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.

SUHSD has a number of actions in the LCAP that are deigned to increase the number of staff providing direct services to students at schools with an unduplicated pupil enrollment above 55%. Both certificated and classified staff positions have been identified that will provide additional academic, behavioral, and social-emotional direct services to students.

- Literacy Specialist (Action 1.3)
- Sheltered Courses (Action 1.4)
- District Ed Tech (Action 1.9)
- Itinerant Teachers (Action 2.4)
- Social Studies Curriculum Specialist (Action 2.8)
- Math Curriculum Specialist (Action 2.8)
- English Learner Specialists (Action 2.9)
- Social Workers (Action 3.5 )
- Home Hospital Teachers (Action 3.6)
- Licensed Vocational Nurses (Action 3.6)
- Translator/Interpreter Mixteco (Action 3.7)
- Community Liaisons (Action 3.7)
- Parent Coordinators (Action 3.7)



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:28
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:18

# 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	\$183,347,371	73,545,214	40.112%	6.623%	46.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$89,471,864.00	\$20,991,281.00	\$0.00	\$0.00	\$110,463,145.00	\$84,389,138.00	\$26,074,007.00

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	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,170,695.00	\$175,000.00	\$4,345,695.00				\$4,345,695.00	
1	1.2	Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$980,828.00	\$1,366,854.00	\$2,347,682.00				\$2,347,682.00	
1	1.3	Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$520,316.00	\$492,136.00	\$247,279.00	\$765,173.00			\$1,012,452.00	
1	1.4	English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$5,854,536.00	\$149,520.00	\$4,322,782.00	\$1,681,274.00			\$6,004,056.00	
1	1.5	Red Indicator ELA (Technical Assistance)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EAHS, ESMS, EPS, HMS, LPMS, NSHS, RSJHS	Ongoing	\$342,784.00	\$123,784.00	\$169,337.00	\$297,231.00			\$466,568.00	
1	1.6	Red Indicator Math	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, ESMS, EAHS, HMS, LPMS, NSHS,	Ongoing	\$267,660.00	\$251,315.00	\$1,295.00	\$517,680.00			\$518,975.00	

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
							RSJHS, WMS									
1	1.7	Self-Contained Classes-Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$38,650.00	\$432,841.00	\$471,491.00				\$471,491.00	
1	1.8	Materials and Software Licenses for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$262,444.00	\$262,444.00				\$262,444.00	
1	1.9	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$1,458,661.00	\$3,134,247.00	\$4,592,908.00				\$4,592,908.00	
1	1.10	Data Informed and Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$118,395.00	\$132,800.00	\$251,195.00				\$251,195.00	
1	1.11	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$360,000.00	\$259,255.00	\$509,255.00	\$110,000.00			\$619,255.00	
1	1.12	Academic Interventions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$808,484.00	\$735,404.00	\$1,543,888.00				\$1,543,888.00	
1	1.13	Graduation Red Indicator	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, EAHS, MTHS, SHS, and Districtwide	Ongoing	\$12,344,220.00	\$0.00	\$31,328.00	\$12,312,892.00			\$12,344,220.00	
1	1.14	College, Career and Community Ready	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$2,950,549.00	\$478,500.00	\$3,429,049.00				\$3,429,049.00	
1	1.15	AP Assessment and Dual Enrollment	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Alisal High, North Salinas High, Everett	Ongoing	\$0.00	\$736,842.00	\$736,842.00				\$736,842.00	

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
							Alvarez High, Rancho San Juan High, Salinas High, El Puente 9-12									
1	1.16	CTE Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$235,035.00	\$40,000.00	\$275,035.00				\$275,035.00	
1	1.17	College and Career Readiness Programs (AVID & Puente)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: AVID-AHS, EAHS, NSHS, RSJHS, ESMS, HMS, LPMS, WMS Puente-EAHS and RSJHS AVID 7th-12th, Puente 9th-12th	Ongoing	\$2,909,626.00	\$299,906.00	\$3,209,532.00				\$3,209,532.00	
1	1.18	Transition to Career/ Partnership WBL Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$106,645.00	\$88,525.00	\$195,170.00				\$195,170.00	
1	1.19	Work Experience Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS, EAHS, NSHS, RSJHS, SHS	Ongoing	\$722,234.00	\$0.00	\$722,234.00				\$722,234.00	
1	1.20	College/Career-Red Indicators	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: El Puente, Mt. Toro HS, and Everett	Ongoing	\$24,560.00	\$0.00	\$24,560.00				\$24,560.00	

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
							Alvarez HS									
1	1.21	Site Allocations	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,580,450.00	\$1,580,450.00				\$1,580,450.00	
1	1.22	Monitoring Systems for Accountability-Supplemental & Concentration Funded	All	No			All Schools	Ongoing	\$0.00	\$2,876,092.00	\$2,226,786.00	\$649,306.00			\$2,876,092.00	
1	1.23	Learning Environments	All	No			All Schools	Ongoing	\$0.00	\$55,532.00	\$55,532.00				\$55,532.00	
2	2.1	Recruit and Hire Diverse Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$609,375.00	\$40,000.00	\$649,375.00				\$649,375.00	
2	2.2	Retain and Develop Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$3,494,835.00	\$145,000.00	\$3,639,835.00				\$3,639,835.00	
2	2.3	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$2,655,837.00	\$1,082,932.00	\$3,738,769.00				\$3,738,769.00	
2	2.4	Instructional Leadership (MTROP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$82,860.00	\$0.00	\$82,860.00				\$82,860.00	
2	2.5	AVID & PUENTE PD	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVID - AHS, EAHS, NSHS, RSJHS, SHS, ESMS, HMS, WMS PUENTE - EAHS & RSJHS AVID- 7th-12th PUENTE - 9th-12th	Ongoing	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
2	2.6	Foster and Homeless-Training all Staff	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$87,821.00	\$42,000.00	\$129,821.00				\$129,821.00	

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	2.7	Ed Services PD and Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$2,204,549.00	\$59,000.00	\$2,263,549.00				\$2,263,549.00	
2	2.8	EL Department Personnel and Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$3,204,275.00	\$50,000.00	\$3,254,275.00				\$3,254,275.00	
2	2.9	Special Education Coaches, Inclusive Practices-Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$3,957,015.00	\$157,136.00	\$4,114,151.00				\$4,114,151.00	
3	3.1	School Climate: Behavior Supports and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,269,494.00	\$627,520.00	\$1,897,014.00				\$1,897,014.00	
3	3.2	Safe Supportive School Campuses	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$12,942,111.00	\$1,673,311.00	\$14,615,422.00				\$14,615,422.00	
3	3.3	Intervention Programs (Red Indicator Suspensions)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: HMS, ESMS, SHS	Ongoing	\$3,474,042.00	\$139,404.00	\$3,613,446.00				\$3,613,446.00	
3	3.4	Engaging, Inclusive, Equitable, Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,476,647.00	\$420,565.00	\$920,483.00	\$1,976,729.00			\$2,897,212.00	
3	3.5	Wellness Centers and Healthy Campuses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,693,962.00	\$5,937,962.00	\$11,631,924.00				\$11,631,924.00	
3	3.6	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,560,532.00	\$176,000.00	\$2,736,532.00				\$2,736,532.00	
3	3.7	Family Engagement & Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,125,703.00	\$498,623.00	\$2,624,326.00				\$2,624,326.00	
3	3.8	Foster/Homeless Youth Engagement and Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	\$0.00	\$62,650.00	\$62,650.00				\$62,650.00	

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	3.9	Chronic Absenteeism (Red Indicator)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income	All Schools Specific Schools: EPS, ESMS, LPMS	Ongoing	\$1,802,880.00	\$394,400.00	\$1,619,321.00	\$577,959.00			\$2,197,280.00	
3	3.10	Community Schools Districtwide	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: EAHS, NSHS, ESMS	Ongoing	\$139,342.00	\$37,000.00	\$176,342.00				\$176,342.00	
4	4.1	Support for academics, wellness and student engagement	All ELs, SED, Hispanic	No			Specific Schools: MTHS	Ongoing	\$426,319.00	\$0.00		\$426,319.00			\$426,319.00	
4	4.2	After-school Program Literacy and Math	All EL/LTELS, Hispanic	No			Specific Schools: MTHS	Ongoing	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
4	4.3	Increase Literacy	All LTELS	No			Specific Schools: MTHS	Ongoing	\$0.00	\$85,396.00		\$85,396.00			\$85,396.00	
4	4.4	Transportation for Chronic Absenteeism, field trips/college visits	All EL/LTELS	No			Specific Schools: MTHS	Ongoing	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
4	4.5	Extended Hours for ELD Support	All English Learners and Long-term English Learners	No			Specific Schools: MTHS	Ongoing	\$18,000.00	\$0.00		\$18,000.00			\$18,000.00	
4	4.6	Culturally Diverse Experience and Interventions	All Hispanic	No			Specific Schools: MTHS	Ongoing	\$0.00	\$10,758.00		\$10,758.00			\$10,758.00	
4	4.7	Student Recognition and Engagement	All	No			Specific Schools: MTHS	Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
4	4.8	Staff Professional Development-ELD	All English Learner/LTELS	No			Specific Schools: MTHS	Ongoing								
4	4.9	Outreach, Engagement and Customer Service for students and families	All EL/LTELS	No			Specific Schools:	Ongoing	\$81,849.00	\$0.00		\$81,849.00			\$81,849.00	

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
							MTHS									
4	4.10	Electives and Extra Period Sections	All EL/LTEs	No			Specific Schools: MTHS	Ongoing	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
4	4.11	After School Credit Recovery Materials and Supplies	All Hispanic	No			Specific Schools: MTHS	Ongoing	\$0.00	\$9,673.00		\$9,673.00			\$9,673.00	
4	4.12	Increase College and Career Readiness programming	All EL/LTEs	No			Specific Schools: MTHS	Ongoing	\$3,772.00	\$0.00		\$3,772.00			\$3,772.00	
4	4.13	Indirect Cost oversight of additional programs and extended learning	All Hispanic, ELs	No			Specific Schools: MTHS	Ongoing	\$0.00	\$22,868.00		\$22,868.00			\$22,868.00	
5	5.1	Instructional coaching, professional development for differentiating learning and engaging students	All ELs, SWD, SED	No			Specific Schools: EPS	Ongoing	\$110,000.00	\$0.00		\$110,000.00			\$110,000.00	
5	5.2	Support for Student and Parent Engagement, Extended Learning and Student Activities	All EL/LTEs, SWD, SED	No			Specific Schools: EPS	Ongoing	\$125,924.00	\$98,008.00		\$223,932.00			\$223,932.00	
5	5.3	Student Services for Wellness and Mental Health	All LTEs, SWD, SED	No			Specific Schools: EPS	Ongoing	\$171,137.00	\$0.00		\$171,137.00			\$171,137.00	
5	5.4	Extended Learning supports to increase credit completion and attendance	All Hispanic, LTEs, SED	No			Specific Schools: EPS	Ongoing	\$20,000.00	\$0.00		\$20,000.00			\$20,000.00	
5	5.5	Career and College Awareness, Planning and Supports	All SED, Hispanic	No			Specific Schools: EPS	Ongoing	\$117,048.00	\$0.00		\$117,048.00			\$117,048.00	
5	5.6	Restorative Practices to increase Attendance	All Hispanic, SED	No				Ongoing	\$0.00	\$0.00		\$0.00			\$0.00	
5	5.7	Extended Learning for credit recovery and student engagement	All SED, Hispanic, EL, SWD	No			Specific Schools: EPS	Ongoing	\$0.00	\$216,070.00		\$216,070.00			\$216,070.00	
5	5.8	Additional sections for electives and credit recovery	All Hispanic, SED, SWD,	No			Specific Schools:	Ongoing	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	

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
			LTEs				EPS									
5	5.9	Extended Learning and Activities Materials and Supplies	All Hispanic, LTEs, SED	No			Specific Schools: EPS	Ongoing	\$0.00	\$20,864.00		\$20,864.00			\$20,864.00	
5	5.10	Wellness Clerk	All Hispanic, SED	No			Specific Schools: EPS	Ongoing	\$64,931.00	\$0.00		\$64,931.00			\$64,931.00	
5	5.11	Educational Technology for Hybrid Learning	All Hispanic, SED	No			Specific Schools: EPS	Ongoing	\$0.00	\$125,000.00		\$125,000.00			\$125,000.00	
5	5.12	Intervention Specialist for Tiered Supports	All Hispanic, SED, LTEs	No			Specific Schools: EPS	Ongoing	\$120,000.00	\$0.00		\$120,000.00			\$120,000.00	
5	5.13	Intervention and Supplemental Instructional Materials	All Hispanic, SED	No			Specific Schools: EPS	Ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
5	5.14	Indirect Cost to Support the implementation and oversight of the goals/actions.	All SED, Hispanic	No			Specific Schools: EPS	Ongoing	\$0.00	\$43,930.00		\$43,930.00			\$43,930.00	
6	6.1	Ongoing Support Academic, Student Safety and Operations	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$630.00		\$630.00			\$630.00	
6	6.2	Extended hours ELD support	All English Learners/LTEs	No			Specific Schools: CLCDS	Ongoing	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	
6	6.3	Student Engagement	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
6	6.4	College/Career Readiness and Reduce Absences	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$26,299.00		\$26,299.00			\$26,299.00	
6	6.5	Indirect Cost	All Hispanic, SED	No			Specific Schools: CLCDS	Ongoing	\$0.00	\$2,561.00		\$2,561.00			\$2,561.00	

# 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
\$183,347,371	73,545,214	40.112%	6.623%	46.735%	\$87,189,546.00	0.000%	47.554 %	<b>Total:</b>	\$87,189,546.00
								<b>LEA-wide Total:</b>	\$81,267,077.00
								<b>Limited Total:</b>	\$3,254,275.00
								<b>Schoolwide Total:</b>	\$11,312,453.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,345,695.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,347,682.00	
1	1.3	Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	\$247,279.00	
1	1.4	English Learners	Yes	LEA-wide	English Learners	All Schools	\$4,322,782.00	
1	1.5	Red Indicator ELA (Technical Assistance)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EAHS, ESMS, EPS, HMS, LPMS, NSHS, RSJHS	\$169,337.00	
1	1.6	Red Indicator Math	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, ESMS, EAHS, HMS,	\$1,295.00	

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 (%)
						LPMS, NSHS, RSJHS, WMS		
1	1.7	Self-Contained Classes-Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$471,491.00	
1	1.8	Materials and Software Licenses for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$262,444.00	
1	1.9	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$4,592,908.00	
1	1.10	Data Informed and Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$251,195.00	
1	1.11	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$509,255.00	
1	1.12	Academic Interventions	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,543,888.00	
1	1.13	Graduation Red Indicator	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: AHS, EPS, EAHS, MTHS, SHS, and Districtwide	\$31,328.00	
1	1.14	College, Career and Community Ready	Yes	LEA-wide	English Learners	All Schools	\$3,429,049.00	
1	1.15	AP Assessment and Dual Enrollment	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Alisal High, North Salinas High, Everett Alvarez High, Rancho San Juan High, Salinas High, El Puente 9-12	\$736,842.00	
1	1.16	CTE Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,035.00	
1	1.17	College and Career Readiness Programs (AVID & Puente)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: AVID- AHS,	\$3,209,532.00	

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 (%)
						EAHS, NSHS, RSJHS, ESMS, HMS, LPMS, WMS Puente-EAHS and RSJHS AVID 7th-12th, Puente 9th-12th		
1	1.18	Transition to Career/ Partnership WBL Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,170.00	
1	1.19	Work Experience Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS, EAHS, NSHS, RSJHS, SHS	\$722,234.00	
1	1.20	College/Career-Red Indicators	Yes	Schoolwide	English Learners Low Income	Specific Schools: El Puente, Mt. Toro HS, and Everett Alvarez HS	\$24,560.00	
1	1.21	Site Allocations	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,580,450.00	
2	2.1	Recruit and Hire Diverse Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$649,375.00	
2	2.2	Retain and Develop Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,639,835.00	
2	2.3	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,738,769.00	
2	2.4	Instructional Leadership (MTROP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,860.00	
2	2.5	AVID & PUENTE PD	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID - AHS, EAHS, NSHS, RSJHS, SHS, ESMS, HMS, WMS PUENTE- EAHS & RSJHS AVID- 7th-12th PUENTE- 9th-12th	\$150,000.00	

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	2.6	Foster and Homeless-Training all Staff	Yes	LEA-wide	Foster Youth	All Schools	\$129,821.00	
2	2.7	Ed Services PD and Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,263,549.00	
2	2.8	EL Department Personnel and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,254,275.00	
2	2.9	Special Education Coaches, Inclusive Practices-Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$4,114,151.00	
3	3.1	School Climate: Behavior Supports and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,897,014.00	
3	3.2	Safe Supportive School Campuses	Yes	LEA-wide	Low Income	All Schools	\$14,615,422.00	
3	3.3	Intervention Programs (Red Indicator Suspensions)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: HMS, ESMS, SHS	\$3,613,446.00	
3	3.4	Engaging, Inclusive, Equitable, Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$920,483.00	
3	3.5	Wellness Centers and Healthy Campuses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,631,924.00	
3	3.6	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,736,532.00	
3	3.7	Family Engagement & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,624,326.00	
3	3.8	Foster/Homeless Youth Engagement and Services	Yes	LEA-wide	Foster Youth	All Schools	\$62,650.00	
3	3.9	Chronic Absenteeism (Red Indicator)	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: EPS, ESMS, LPMS	\$1,619,321.00	
3	3.10	Community Schools Districtwide	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: EAHS, NSHS,	\$176,342.00	

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 (%)
						ESMS		

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$92,737,794.00	\$77,399,945.00

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	Professional Learning Communities	Yes	\$4,424,770.00	\$4,199,844.00
1	1.2	Instruction	Yes	\$1,910,421.00	\$1,539,061.00
1	1.3	Literacy	Yes	\$1,313,748.00	\$1,207,434.00
1	1.4	English Learners	Yes	\$5,366,651.00	\$4,364,795.00
1	1.5	Red Indicator ELA (Technical Assistance)	Yes	\$469,670.00	\$135,414.00
1	1.6	Red Indicator Math	Yes	\$359,449.00	\$72,979.00
1	1.7	Self-Contained Classes: Materials, Supplies and Field Trips	Yes	\$451,992.00	\$253,962.00
1	1.8	Materials and Software Licenses	Yes	\$144,508.00	\$177,658.00
1	1.9	Technology	Yes	\$3,752,103.00	\$4,009,709.00
1	1.10	Data Informed and Decision Making	Yes	\$187,800.00	\$137,955.00
1	1.11	Assessments	Yes	\$350,000.00	\$219,691.00

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	1.12	Academic Interventions	Yes	\$1,651,563.00	\$1,194,366.00
1	1.13	Graduation Red Indicator	Yes	\$945,565.00	\$385,166.00
1	1.14	Naviance, CCGI, College, Career, and Community Ready	Yes	\$3,206,244.00	\$2,958,997.00
1	1.15	AP Assessment	Yes	\$300,000.00	\$300,000.00
1	1.16	CTE Coordinator	Yes	\$184,266.00	\$283,350.00
1	1.17	College and Career Readiness (AVID & Puente)	Yes	\$2,359,893.00	\$2,645,801.00
1	1.18	Transition Partnership Program	Yes	\$194,924.00	\$161,933.00
1	1.19	Work Experience Coordinators	Yes	\$721,124.00	\$710,246.00
1	1.20	CCI Red Indicators	Yes	\$29,560.00	0
1	1.21	Site Allocations	Yes	\$2,428,475.00	\$2,795,586.00
1	1.22	Monitoring Supplemental Concentration Systems for Accountability	No	\$2,675,974.00	\$2,523,635.00
1	1.23	Portables	No	\$50,760.00	\$55,532.00
2	2.1	Recruit and Hire	Yes	\$1,360,000.00	\$1,057,709.00

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)
2	2.2	Recruit and Retain	Yes	\$796,235.00	\$478,403.00
2	2.3	Professional Development	Yes	\$6,053,173.00	\$4,641,186.00
2	2.4	MTROP ILT (PD)	Yes	\$66,514.00	\$80,450.00
2	2.5	AVID & PUENTE	Yes	\$116,554.00	\$152,554.00
2	2.6	Foster and Homeless	Yes	\$99,207.00	\$109,901.00
2	2.7	Ed Services Personnel	Yes	\$1,861,048.00	\$1,860,117.00
2	2.8	EL Department Personnel	Yes	\$3,181,115.00	\$2,982,662.00
2	2.9	Special Education Personnel and Services	Yes	\$9,810,522.00	\$3,540,837.00
3	3.1	School Climate (PBIS)	Yes	\$1,580,327.00	\$1,358,057.00
3	3.2	School Safety	Yes	\$13,785,542.00	\$13,572,705.00
3	3.3	Intervention Programs (Red Indicator Suspensions )	Yes	\$3,129,885.00	\$3,035,034.00
3	3.4	Justice, Equity, Diversity, and Inclusion	Yes	\$3,204,526.00	\$2,986,406.00
3	3.5	Wellness Centers	Yes	\$7,028,821.00	\$5,431,223.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	School Health	Yes	\$1,176,852.00	\$1,407,973.00
3	3.7	Family Engagement	Yes	\$2,692,041.00	\$2,206,099.00
3	3.8	Foster/Homeless Youth	Yes	\$53,300.00	\$73,000.00
3	3.9	Chronic Absenteeism (Red Indicator)	Yes	\$1,273,631.00	\$1,224,070.00
3	3.10	Community Schools	Yes	\$199,447.00	\$190,625.00
4	4.1	Ongoing Support for ELA	No	\$100,000.00	0
4	4.2	After-school Reading Program	No	\$85,000.00	0
4	4.3	Increase Literacy	No	\$70,000.00	0
4	4.4	Supplemental Transportation Services	No	\$70,000.00	\$48,700.00
4	4.5	Extended Hours of ELD Support	No	\$50,000.00	\$33,202.00
4	4.6	Supplemental Reading Materials	No	\$15,000.00	\$846.00
4	4.7	Student Recognition	No	\$50,000.00	\$79,298.00
4	4.8	Staff Professional Development	No	\$40,000.00	\$32,940.00
4	4.9	EL Clerk	No	\$30,000.00	\$9,394.00

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)
4	4.10	Elective Extra Periods	No	\$50,000.00	\$10,287.00
4	4.11	After School Materials and Supplies	No	\$3,672.00	\$132.00
4	4.12	Increase graduation rates and post-secondary options	No	\$40,000.00	0
5	5.1	Math Specialist/Teacher	No	\$85,000.00	0
5	5.2	Supplemental Transportation Services	No	\$115,000.00	\$68,673.00
5	5.3	Mental Health Therapist	No	\$100,000.00	0
5	5.4	Intervention Clerk	No	\$15,000.00	\$2,322.00
5	5.5	EL Clerk	No	\$40,000.00	0
5	5.6	Restorative Justice Facilitator	No	\$100,000.00	0
5	5.7	After School Programming	No	\$100,000.00	\$16,490.00
5	5.8	Elective Extra Periods	No	\$46,000.00	\$71,042.00
5	5.9	After-School Materials and Supplies	No	\$10,000.00	\$80,000.00
5	5.10	Wellness Clerk	No	\$60,000.00	\$64,413.00

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)
5	5.11	Supplemental Classroom Technology Upgrades	No	\$250,000.00	\$22,384.00
5	5.12	Intervention Specialist	No	\$100,000.00	0
5	5.13	Supplemental Classroom Supplies	No	\$36,399.00	\$16,177.00
6	6.1	Ongoing Support for ELA Supplemental Reading Materials	No	\$40,000.00	\$8,423.00
6	6.2	Extended hours ELD support	No	\$15,000.00	\$5,583.00
6	6.3	Student Incentives	No	\$15,000.00	\$59,014.00
6	6.4	College and Career Readiness, PBIS, Wellness, Safety	No	\$58,523.00	\$48,500.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$76,502,113	\$88,221,466.00	\$74,142,958.00	\$14,078,508.00	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	Professional Learning Communities	Yes	\$4,424,770.00	\$4,199,844.00		
1	1.2	Instruction	Yes	\$1,910,421.00	\$1,539,061.00		
1	1.3	Literacy	Yes	\$1,313,748.00	\$1,207,434.00		
1	1.4	English Learners	Yes	\$5,366,651.00	\$4,364,795.00		
1	1.5	Red Indicator ELA (Technical Assistance)	Yes	\$469,670.00	\$135,414.00		
1	1.6	Red Indicator Math	Yes	\$359,449.00	\$72,979.00		
1	1.7	Self-Contained Classes: Materials, Supplies and Field Trips	Yes	\$451,992.00	\$253,962.00		
1	1.8	Materials and Software Licenses	Yes	\$144,508.00	\$177,658.00		
1	1.9	Technology	Yes	\$3,752,103.00	\$4,009,709.00		
1	1.10	Data Informed and Decision Making	Yes	\$187,800.00	\$137,955.00		
1	1.11	Assessments	Yes	\$350,000.00	\$219,691.00		
1	1.12	Academic Interventions	Yes	\$1,651,563.00	\$1,194,366.00		
1	1.13	Graduation Red Indicator	Yes	\$945,565.00	\$385,166.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Naviance, CCGI, College, Career, and Community Ready	Yes	\$3,206,244.00	\$2,958,997.00		
1	1.15	AP Assessment	Yes	\$300,000.00	\$300,000.00		
1	1.16	CTE Coordinator	Yes	\$184,266.00	\$283,350.00		
1	1.17	College and Career Readiness (AVID & Puente)	Yes	\$2,359,893.00	\$2,645,801.00		
1	1.18	Transition Partnership Program	Yes	\$194,924.00	\$161,933.00		
1	1.19	Work Experience Coordinators	Yes	\$721,124.00	\$710,246.00		
1	1.20	CCI Red Indicators	Yes	\$29,560.00	0		
1	1.21	Site Allocations	Yes	\$2,428,475.00	\$2,795,586.00		
2	2.1	Recruit and Hire	Yes	\$1,360,000.00	\$1,057,709.00		
2	2.2	Recruit and Retain	Yes	\$796,235.00	\$478,403.00		
2	2.3	Professional Development	Yes	\$6,053,173.00	\$4,641,186.00		
2	2.4	MTROP ILT (PD)	Yes	\$66,514.00	\$80,450.00		
2	2.5	AVID & PUENTE	Yes	\$116,554.00	\$152,554.00		
2	2.6	Foster and Homeless	Yes	\$99,207.00	\$109,901.00		
2	2.7	Ed Services Personnel	Yes	\$1,861,048.00	\$1,860,117.00		
2	2.8	EL Department Personnel	Yes	\$3,181,115.00	\$2,982,662.00		
2	2.9	Special Education Personnel and Services	Yes	\$9,810,522.00	\$3,540,837.00		
3	3.1	School Climate (PBIS)	Yes	\$1,580,327.00	\$1,358,057.00		
3	3.2	School Safety	Yes	\$13,785,542.00	\$13,572,705.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Intervention Programs (Red Indicator Suspensions )	Yes	\$3,129,885.00	\$3,035,034.00		
3	3.4	Justice, Equity, Diversity, and Inclusion	Yes	\$3,204,526.00	\$2,986,406.00		
3	3.5	Wellness Centers	Yes	\$7,028,821.00	\$5,431,223.00		
3	3.6	School Health	Yes	\$1,176,852.00	\$1,407,973.00		
3	3.7	Family Engagement	Yes	\$2,692,041.00	\$2,206,099.00		
3	3.8	Foster/Homeless Youth	Yes	\$53,300.00	\$73,000.00		
3	3.9	Chronic Absenteeism (Red Indicator)	Yes	\$1,273,631.00	\$1,224,070.00		
3	3.10	Community Schools	Yes	\$199,447.00	\$190,625.00		

# 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)
\$182,297,632	\$76,502,113	5.329%	47.295%	\$74,142,958.00	0.000%	40.671%	\$12,073,795.81	6.623%

# 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](mailto: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"> <li>• Enter the metric number.</li> </ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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