

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Luis Coastal Unified School District

CDS Code: 40-68809-0000000

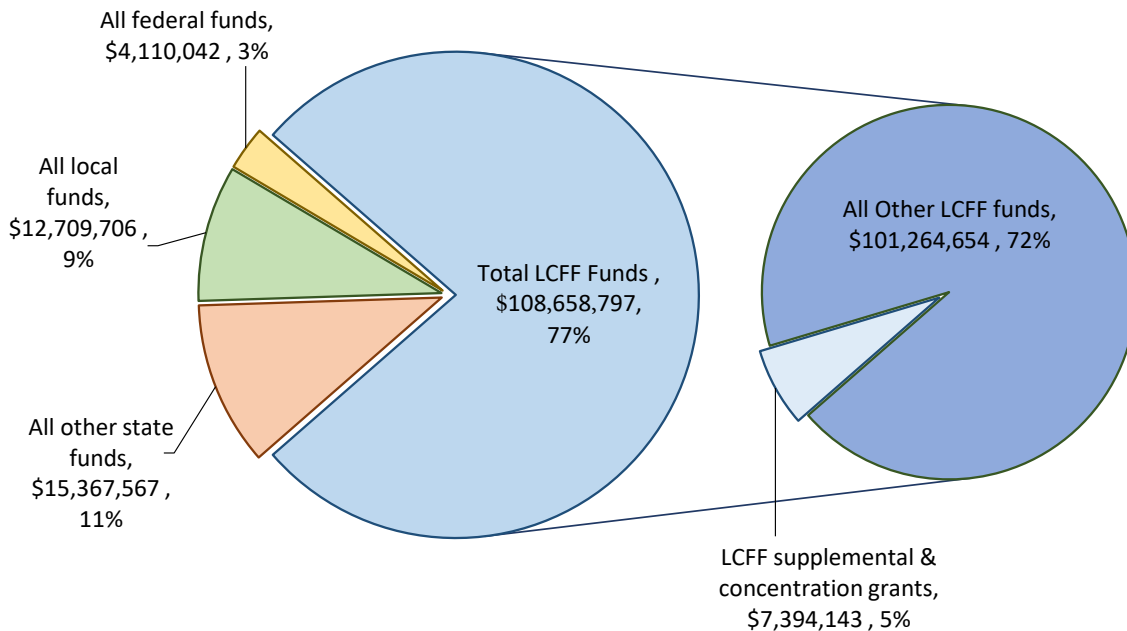
School Year: 2025-26

LEA contact information: Caty Ecklund

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

Projected Revenue by Fund Source

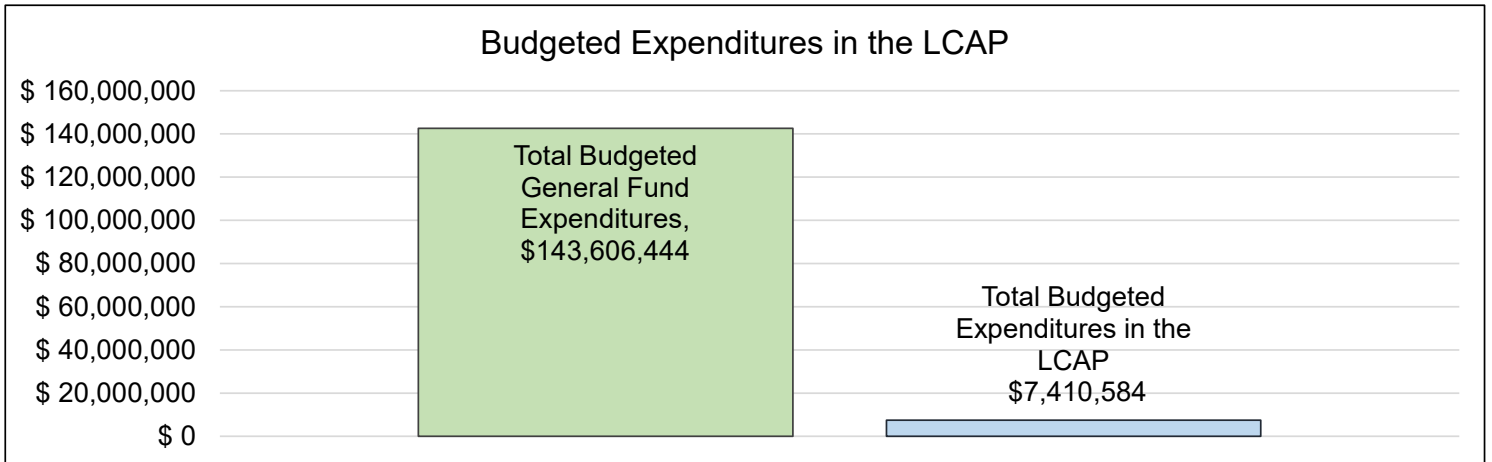


This chart shows the total general purpose revenue San Luis Coastal Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Luis Coastal Unified School District is \$140,846,112.00, of which \$108,658,797.00 is Local Control Funding Formula (LCFF), \$15,367,567.00 is other state funds, \$12,709,706.00 is local funds, and \$4,110,042.00 is federal funds. Of the \$108,658,797.00 in LCFF Funds, \$7,394,143.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much San Luis Coastal Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Luis Coastal Unified School District plans to spend \$143,606,443.76 for the 2025-26 school year. Of that amount, \$7,410,584.00 is tied to actions/services in the LCAP and \$136,195,859.76 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

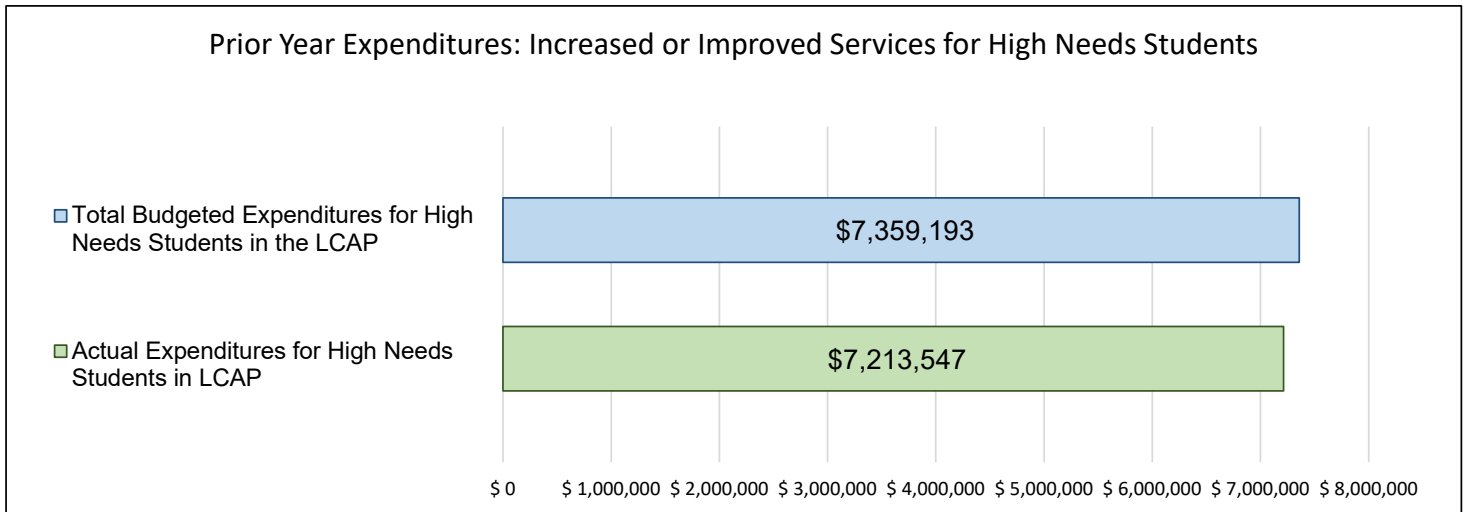
The LCAP is a small portion of the overall SLCUSD budget, roughly 7-8%. Most of the funds outside of the LCAP are used for personnel costs, roughly 83 to 85% of the overall budget. The other funds are used to pay for materials and supplies, purchasing equipment, utilities, facilities and maintenance, transportation, and a variety of other expenditures to assist us in running the school district and addressing districtwide needs.

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

In 2025-26, San Luis Coastal Unified School District is projecting it will receive \$7,394,143.00 based on the enrollment of foster youth, English learner, and low-income students. San Luis Coastal Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Luis Coastal Unified School District plans to spend \$7,410,584.00 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 San Luis Coastal Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Luis Coastal Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, San Luis Coastal Unified School District's LCAP budgeted \$7,359,193.00 for planned actions to increase or improve services for high needs students. San Luis Coastal Unified School District actually spent \$7,213,547.30 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$145,645.70 had the following impact on San Luis Coastal Unified School District's ability to increase or improve services for high needs students:

The LCAP requirement for improved services for 2024-25 is \$6,617,513. The district is currently providing services above and beyond the requirement and will continue to do so for the 2025-2026 school year.

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
San Luis Coastal Unified	Stephanie Shepherd Elementary Director Instructional Services: Learning and Achievement	sshepherd@slcusd.org 805-549-1225

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.

San Luis Coastal Unified School District (SLCUSD) is located on the scenic Central Coast of California, approximately midway between San Francisco and Los Angeles. Our district operates ten elementary schools, including three choice schools, two middle schools, two comprehensive high schools, and one alternative high school. Our alternative high school, Pacific Beach High School, receives Equity Multiplier funding. Maintaining small schools reflects our educational philosophy of knowing students on a personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential.

Our Students: SLCUSD’s Fall 2024 CALPADS data shows our student enrollment at 7,654. Of this total approximately 8.4% (643) are English learners (EL), 43% (3,257) come from socio-economically disadvantaged (SED) households, 7% (536) are students who meet the qualifications for homelessness or are in foster care (FHY). Through the three “Rs” of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. “Success for All” requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district.

Our Staff: San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. We currently employ 893 staff of which 474 are certificated, and 419 are classified. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, our district Parent Leader group, Booster organizations, DELAC (District English Learner Advisory Committee), the LCAP PAC (Parent Advisory Committee), and other parent organizations.

Our Community: SLCUSD shares the broader community with the postsecondary learning institutions of Cuesta Community College and California Polytechnic State University. We have established strong partnerships with both schools. We have also partnered with several nonprofit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school system. We also have developed

strong relationships with the City of Morro Bay, City of San Luis Obispo and the County of San Luis Obispo. The City and the YMCA play instrumental roles in providing before and after school care for our students.

San Luis Coastal Unified School District is a “Basic Aid” or “Community Funded School District,” meaning that property taxes are higher than the funding amount we would otherwise receive from the state. We are facing structural budget deficits of approximately five million dollars over the next few years. This is due in part to increasing enrollment and classrooms of UTK (Universal Transitional Kindergarten) students without more funding resources from the state. Additional budget impacts include the ending of PG&E Diablo Canyon tax revenues as well as the cessation of ESSER COVID funding that was expended on increasing employees.

Reflections: Annual Performance

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

CAASPP Successes:

Results demonstrated overall district wide growth of 1% in ELA and Math, and 4% in Science from the 22-23 school year.

Districtwide socio-economically disadvantaged (SED), Students with Disabilities (SWD), and English Learners (EL) students made statistically more growth compared to non-SED students in ELA and Math. Districtwide Reclassified Fluent English Proficient (RFEP) statistically outgrew non-SED students in ELA.

Growth over the majority of our school sites: 9/15 in ELA, 9/15 in math, 10/15 in science.

Significant growth (4%+) by school site: 6/15 in ELA, 9/15 in math, 9/15 in science.

CAASPP Identified Needs and Areas of Focus:

Instructional coherence between curriculum programs and the state assessment system.

Accelerate student learning to reach pre-COVID performance levels at the school sites with a focus on first best instruction. Implementation of a new Benchmark TK-6 ELA curriculum.

Continued interventions at elementary, middle and high schools.

Address achievement gaps between non-SED and all other subgroup populations.

Culture of Achievement at all levels related to CAASPP.

State Dashboard Successes:

SLCUSD maintained the status of “High” in both ELA and math.

Chronic absenteeism showed a 6.9% reduction in grades K-8.

English Learner Progress increased 3.6%, moving us from “Low” performance status to “High”.

Maintained “High” performance status with Suspension rates (decline of 0.8%).

The college and career category is rated as “High” with 64.2% of graduates who are “ready”.

Graduation Rate “Very High” performance status with 96.3% rate (an increase of 1.9%).

State Dashboard Identified Needs and Areas of Focus:

2024 Red Dashboard indicators for student groups: ELA and Math (Long Term English Learners (LTELs)), Chronic Absenteeism (African American).

2024 Red Dashboard indicators for a school (all students): Baywood-EL progress, Pacific Beach High-School College/Career Placement.

2024 Red Dashboard indicators for sites: Baywood (Math - SWD), Del Mar (Suspension - Homeless, SED, SWD, White), Hawthorne (Chronic Absenteeism - EL, Homeless, 2+ races), Pacheco (Chronic Absenteeism - Homeless), Sinsheimer (Suspension - SWD), Laguna Middle School (ELA - LTEL+EL; Chronic Absenteeism - SWD; Math - LTEL), Los Osos Middle School (Math - EL, Homeless), San Luis Obispo High School (ELA - SWD; Math - SWD; Suspensions - Homeless).

2023 Red Dashboard indicators for schools: Pacheco Elementary (English Learner Progress), Laguna Middle School (Chronic Absenteeism) & Pacific Beach (College/Career).

2023 Red Dashboard indicators for student groups: Math (FHY), Suspension Rate (African American)

2023 Red Dashboard indicators for sites: Bishop’s Peak (CA - Hispanic), CL Smith (Suspension - Hispanic), Hawthorne (Suspension - Hispanic, SED, SWD), Los Ranchos (Chronic Absenteeism - 2+ races), Sinsheimer (Chronic Absenteeism - Hispanic, SED), Laguna Middle School (Chronic Absenteeism - Homeless, SED, SWD, White; Suspension - Homeless, SED, SWD), Los Osos Middle School (Chronic Absenteeism - 2+ races; Suspension - 2+ races, SWD), Pacific Beach (College/Career - SED), San Luis Obispo High School (Suspension - Homeless, SWD).

Local Indicators Successes:

In each area our district was at the “standard met” rating.

Learning Recovery Emergency Block Grants (LREBG) funds:

SLCUSD does not have unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The 2025-26 Governor’s Budget proposes additional LREBG funding for LEAs. Because the details of the proposal, including dollar amount, were not finalized in time for the 2025-26 LCAP development process, we will include any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026-27 LCAP. This approach ensures that Educational Partners will have the opportunity to provide feedback on the use of these proposed additional funds.

Reflections: Technical Assistance

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

Our district is not eligible for or receiving technical assistance. Although SLCUSD is no longer eligible for Differentiated Assistance (DA), we still consider this an area of focus and growth.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Timeline of Engagement Plan	<p>SEPTEMBER-OCTOBER</p> <p>9/30-10/25/24 YouthTruth survey window with embedded LCAP family survey</p> <p>9/30-10/25/24 Community survey/QR code on SLCUSD webpage with pop-up</p> <p>10/10/24 DELAC Meeting Presentation - LCAP Roadshow and survey completion</p> <p>10/15/24 Board Meeting Presentation - LCAP Update #1</p> <p>10/21-10/23/24 Elementary employees complete Staff LCAP survey</p> <p>10/22/24 LCAP Parent Advisory Committee (PAC) Meeting #1 - LCAP Roadshow and survey completion</p> <p>NOVEMBER-DECEMBER</p> <p>11/1/24 Secondary employees complete Staff LCAP survey</p> <p>12/3-12/12/24 Secondary students complete LCAP Survey using Parsec Real (Student Senate, Student Congress, AVID students (middle and high schools), high school English Learner students and Newcomers</p> <p>JANUARY</p> <p>1/23/25 LCAP PAC Meeting #2 - review data and goal/action feedback</p> <p>FEBRUARY</p> <p>2/20/25 Board Meeting Presentation - LCAP Midyear Report 24-25</p> <p>MARCH</p> <p>3/4/25 Board Meeting Presentation - LCAP Educational Partner Feedback</p>

	<p>3/10/25 Consultation Meeting with SELPA</p> <p>APRIL</p> <p>4/1/25 Board Meeting Presentation - Additional LCAP Educational Partner Feedback</p> <p>4/29/25 Equity Multiplier Consultation Meeting with Pacific Beach High School stakeholders</p> <p>MAY</p> <p>5/6/25 Board Meeting Presentation - LCAP Goals, Actions and Budget Proposal and LCAP Overview</p> <p>5/13/25 LCAP PAC Meeting #3 - Overview of LCAP draft and gathering feedback</p> <p>5/14/25 DELAC Meeting - Overview of LCAP draft and gathering feedback</p> <p>5/20/25 Board Meeting Presentation - First reading and public hearing</p> <p>5/20-5/30/25 Public Comment period</p> <p>JUNE</p> <p>6/3/25 Board Meeting Presentation - LCAP second reading and adoption, budget adoption and local indicator report</p>
<p>Overview of Engagement Plan</p>	<p>SLCUSD surveys and meets with parents, teachers, school staff, and students throughout the school year to determine the needs and action steps that we must implement to better serve our students and school communities.</p> <p>The district’s LCAP engagement plan includes gathering input from the following groups:</p> <ul style="list-style-type: none"> ● Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) ● Student Senate ● Parent Leader Group ● District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) ● Common Ground Advisory Task Force ● Staff ● Students ● Board Meetings and Board Study Sessions ● CTE & industry leaders <p>These groups participate in specific presentations and/or activities that elicit authentic feedback on district initiatives and the use of LCAP funds. Following the presentation and/or activity, members of these groups are asked to complete our LCAP survey. The data collected through the survey allows us to quantify and prioritize the feedback shared by these educational partners. The LCAP Overview and</p>

	<p>educational stakeholder feedback are shared with the Board of Trustees in both March and April. The Student Senate and Common Ground Advisory Task Force present their recommendations to the Board of Education in May. These recommendations influence and help finalize the LCAP. The SELPA administrator is consulted in the LCAP process, along with continual support and guidance from the San Luis Obispo County Office of Education (SLOCOE).</p> <p>Common Ground Advisory Task Force recommendations:</p> <ol style="list-style-type: none"> 1. Find sustainable solutions to maintain the current variety of social and emotional supports and programs available to all K-12 students that prioritizes connections and engagement with students on campus (e.g., adequate support staffing, wellness centers, and appropriate use and integration of social and emotional learning curriculum). 2. Strengthen student-led transition activities between elementary to middle school, and middle to high school by emphasizing orientation activities, peer mentorship programs, and intentional efforts to connect students and parents to the school community. 3. Ensure that everyone knows they have a right to attend a welcoming and safe school by providing education, support, and resource access to immigrant families and staff.
<p>Local Control Accountability Plan Parent Advisory Committee: parents/community members, teachers, principals, administrators, union leaders, students</p>	<p>A range of efforts have been made to solicit ongoing educational partner feedback. One of the prominent outreach initiatives rests with our Local Control Accountability Plans (LCAP) Parent Advisory Committee (PAC). This group includes over 55 representatives, including: parents, community members, teachers, principals, administrators, union leaders, and students. Parent representatives include an individual whose child has an IEP, and other parents who have at least one child who qualifies for English Learner services, Foster/Homeless Youth, and/or as socio-economically disadvantaged.</p> <p>The role of this group extends beyond the compulsory actions of consultation and feedback on the LCAP. The PAC provides input on the surveys, reviews data, refines the outreach plan, analyzes the survey feedback, and identifies suggested modifications to the goals and actions of the LCAP.</p> <p>The initial LCAP draft is shared with the PAC for comment. Our Superintendent, Dr. Prater then provides a written response to the PAC’s comments or questions.</p> <p>During 2024, our PAC met on the following dates: 10/22, 01/23 and 05/13.</p> <p>This year our survey window was open from 9/30 to 10/25.</p> <p>Following the 5/13 meeting, Dr. Prater’s responses were sent to the LCAP PAC representatives.</p>
<p>Principals/Administrators</p>	<p>Our principals and administrators are invited to participate in our LCAP PAC. This provides them with the opportunity to both listen and share feedback alongside other educational partners. Principals and administrators are also encouraged to complete our LCAP survey.</p>

	<p>During 2024 and 2025, our PAC met on the following dates: 10/22, 01/23 and 5/13.</p> <p>This year our survey window was open from 9/30 to 10/25.</p>
Parents/Community	<p>We strive to engage our parents and community members to encourage LCAP survey completion by taking the following steps:</p> <ul style="list-style-type: none"> ● Year-round updates to our district’s LCAP website. ● Public announcements of upcoming PAC meetings via multiple communication modalities. ● Availability of a translated LCAP survey for the top 5 reported home languages. ● Hard copies of the survey (including translated versions) as well as online access (via a chromebook) in every school site’s front office made available throughout the LCAP survey window. ● Increased visibility on our district website by highlighting the LCAP survey in the photo scroll section of the homepage. ● Including a QR code in all forms of communication for easy accessibility. ● Reminders to take the survey shared through: Parent Square messages from the district office and within school-wide communications, hard copy flyers, announcements at school events (parent-teacher conferences, performances, meetings such as ELAC, SSC, PTA, etc.).
DELAC	<p>Our DELAC representatives have an opportunity to share feedback and comment on the LCAP throughout its development, as outlined below. DELAC representatives take the LCAP survey annually, following a presentation as well as a question and answer session with our Assistant Superintendents. During the May meeting, DELAC representatives provide initial thoughts on the draft LCAP and their feedback is responded to in writing by Dr. Prater.</p> <p>October 10, 2024 - DELAC Meeting, review of LCAP</p> <p>December 11, 2024 - DELAC Meeting, LCAP Federal Addendum</p> <p>February 25, 2025 - DELAC Meeting, family engagement policy and input</p> <p>March 13, 2025 - DELAC Meeting, LCAP survey results</p> <p>May 14, 2025 - DELAC Meeting, LCAP draft presentation, collection of comments/feedback for Dr. Prater</p> <p>Following the meeting on 5/14, Dr. Prater’s responses were sent to the DELAC representatives in English and Spanish.</p>
SELPA	<p>On March 10, 2025 SELPA (Special Education Local Plan Area) met with district and SLOCOE (San Luis Obispo County Office of Education) representatives to conduct a consultation on the LCAP.</p>

Students	<p>Secondary school sites focused on specific groups of students completing the survey in December of 2024: Student Senate, Student Congress, AVID students, NextGEN students, and high school English Learners, Newcomer English Learner Students.</p> <p>This year our LCAP student survey window was open from 12/3-12/12/25.</p>
Staff, including: principals, teachers, administrators, union and school personnel	<p>Principals, teachers, administrators, union leaders and school personnel have representation on the LCAP PAC. In addition to this, each year our Assistant Superintendent of Educational Services, Lisa Yamashita, shares a LCAP Roadshow presentation with staff. This presentation is also conducted at an LCAP PAC meeting, a DELAC / EL PAC meeting, and it is made available to the general public via our LCAP website. The purpose of the LCAP Roadshow is to reflect on the previous year's LCAP feedback process, demonstrate how that feedback was utilized to inform the action items and spending of the current year's LCAP, then solicit feedback via the LCAP Survey that will contribute to the creation of the next year's LCAP. Each presentation concludes with a link/QR code that allows participants to immediately access the LCAP Survey. All staff, including principals, teachers, administrators, union leaders and school personnel are encouraged to complete the LCAP survey and share their feedback.</p>
Pacific Beach High School - Equity Multiplier School Consultation	<p>On Tuesday April 29th, Secondary Director Dan Neff and Principal Chris Dowler met with Pacific Beach High School (PBHS) educational partners. The purpose of this meeting was to provide the LEA and PBHS with an opportunity to consult as the LCAP was drafted, specifically, on the development of the required focus goals for PBHS. The meeting time was spent revising Goal 4 and the action items within this goal. The conversation focused on ways to increase access to college and career opportunities for students and ensuring that every action contributed to this area of focus while increasing student outcomes on the "Red" college/career readiness indicator from the California Dashboard. This meeting resulted in the revision of Goal 4 and the action items within this goal for year two of this LCAP cycle.</p>

Insert or delete rows, as necessary.

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

The [LCAP Overview](#) is a visual representation of the LCAP survey results and priorities. Many of the common elements of survey feedback have been included in the LCAP plan for 2024-27. The SLCUSD LCAP has 3 strategic goals:

1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.
3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

Based upon feedback from our LCAP PAC and Board of Trustees, we modified our survey approach this year, diversifying our survey platform and methodology for collection of feedback across the partner groups. Student groups engaged in a Parsec Real survey; embedded within the annual YouthTruth survey were questions about the LCAP; staff and community were asked to complete a Google survey. The

result of our efforts saw an increase in our response rate from 852 in Spring 2024 to 2,518 individual responses in this most recent round of survey administration in Fall 2024.

For each goal area, educational stakeholders were asked the following question: which of these areas need improvement or continued focus to eliminate educational barriers and address the needs of our identified subgroups?

In Goal 1 feedback, the following were top-rated responses: enhance hands-on instruction (49%), professional development for multicultural education, equity and diversity (15%), and use of assessment and data (11%).

In Goal 2 feedback, the following were top-rated responses: strengthen district-wide MTSS (32%), strengthen ELD academic supports and interventions (25%), implementation and continued AVID expansion (19%).

In Goal 3 feedback, the following were top-rated responses: continue to align systems TK-12 to support student behavior (24%), ensure safe and nurturing campuses (22%), strengthen district-wide MTSS SEL (14%), and engage and educate parents (14%).

LCAP PAC, DELAC and the Board of Trustees received detailed presentations on the survey results. Following the presentations, each group was asked to share suggestions for goal and action modification for the 2025-26 LCAP. These groups wished to maintain our goals and actions for the upcoming year, and shared specific suggestions for additional action steps. Based upon the sum of this information and feedback, the goals and action will be maintained within the 2025-26 LCAP. However, amidst budget reductions, SLCUSD's district staff have worked to prioritize LCAP actions using LCAP, federal title dollars, and other funding sources. Readers of this document will note that new funding sources are listed within this year's LCAP; this has been done to maintain or increase the focus on the LCAP priorities as we navigate financial impacts of transitional kindergarten expansion, increases in personnel costs, and the fading of other one-time funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Based on educational partner and student feedback, SLCUSD will engage teachers in professional development to enhance best first instruction. This includes a focus on hands-on learning, safe and supportive schools, and using data to inform instruction; these were the top three priorities within LCAP survey feedback. Feedback from our Student Senators identified four themes. Number two aligns with goals one and two of our LCAP: 1). inclusion and belonging for all, 2). academic engagement and support, 3). safe and supportive classrooms, 4). mental health and wellness.

Additionally, the results from the California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner LCAP survey results were used to identify the current needs in instruction, curriculum, and student achievement.

Currently, the California School Dashboard performance level places us at “green/high” overall for mathematics. The CAASPP results for mathematics in 2024 showed 58% of all students met or exceeded standard, which was a 1% increase from 2023 and an 8% increase from 2021 CAASPP scores. The Dashboard also places us at the “green/high” performance level for English Language Arts. The 2024 CAASPP results for English Language Arts showed 67% of all students met or exceeded standard. This was also an increase from previous years; 1% increase from 2023 and 8% increase from 2021.

Educational partner feedback, including the Superintendent’s Student Senate, indicates a need to stay focused on academic achievement as our “mission critical”. There is also strong interest in focusing on effective instruction that is engaging and challenging for our students.

First best instruction is our number one goal for a good reason: research has shown that, “... first best instruction has tremendous impact on student learning— equivalent to months or years of additional learning while closing achievement gaps.” (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). We finalized the adoption process for English Language Arts (ELA) materials at our non-Dual Language Immersion (DLI) elementary sites in Spring of 2025 and implemented the newly-adopted Benchmark materials in August of the current school year. To ensure teachers continue to feel supported in using these new materials, the adoption necessitates an ongoing, large scale professional development plan that spans multiple years. This will greatly strengthen our first best instruction, including

English Language Development (ELD). Professional development will emphasize how to best meet the needs of students who qualify as EL, SED, Homeless and Foster Youth within the general education classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 1 required metric)</i>	Appropriately assigned and fully credentialed teachers	100% Data Year: 2023-24 Data Source: Fall 2023 Dashboard	100% Data Year: 2024-25 Data Source: Fall 2024 Dashboard		Maintain 100% Data Year: 2026-27 Data Source: Fall 2025 Dashboard	0
2 <i>(State priority 1 required metric)</i>	Student access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report	100% Data Year: 2024-25 Data Source: Local Indicator Report		Maintain 100% Data Year: 2026-27 Data Source: Local Indicator Report	0
3 <i>(State priority 1 required metric)</i>	Facilities properly maintained according to FIT (Facilities Inspection Tool) Report	100% good/exemplary Data Year: 2023-24 Data Source: Local Indicator Report	99.47% good/exemplary Data Year: 2024-25 Data Source: Local Indicator Report		Maintain 100% good/exemplary Data Year: 2026-27 Data Source: Local Indicator Report	- 0.53%
4 <i>(State priority 2 required metric)</i>	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	All standards = Full Implementation ELD: Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	All standards = Full Implementation ELD = Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation in all standards and ELD Data Year: 2026-27 Data Source: Local Indicator Report	0 +1
5 <i>(State priority 4 required metric)</i>	Percentage of all students meeting or exceeding standards in ELA on the	All Student = 65% Data Year: 2022-23 Data Source:	All Student = 67% Data Year: 2023-24 Data Source:		3% annual increase All Students = 74%	+ 2%

	CAASPP	caaspp-elpac.ets.org	caaspp-elpac.ets.org		Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
6 <i>(State priority 4 required metric)</i>	Percentage of students meeting or exceeding standards in Math on the CAASPP	All Students = 57% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Students = 58% Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		3% annual increase All Students = 66% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	+ 1%
7 <i>(State priority 4 required metric)</i>	California Science Test (CAST) Met or Exceeded Standard	All Students = 51% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Students = 52% Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		3% annual increase All Students = 60% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	+ 1%
8 <i>(State priority 4 required metric)</i>	A-G Completion Rate	62% Data Year: 2022-23 Data Source: Dashboard Additional Reports	66% Data Year: 2023-24 Data Source: Dashboard Additional Reports		2% annual increase 68% Data Year: 2025-26 Data Source: Dashboard Additional Reports	+ 4%
9 <i>(State priority 4 required metric)</i>	CTE Pathway Completion Rate	44.5% Data Year: 2022-23 Data Source: Dashboard Additional Reports	42% Data Year: 2023-24 Data Source: Dashboard Additional Reports		3% annual increase 53.5% Data Year: 2025-26 Data Source: Dashboard Additional Reports	- 2.5%
10 <i>(State priority 4 required metric)</i>	A-G Completion and CTE Pathway Completion	32% Data Year: 2022-23	34% Data Year: 2023-24		3% annual increase 41%	+ 2%

	Combined Rate	Data Source: Dashboard Additional Reports	Data Source: Dashboard Additional Reports		Data Year: 2025-26 Data Source: Dashboard Additional Reports	
11 <i>(State priority 4 required metric)</i>	AP Passage Rate	District wide: 85% MBHS: <ul style="list-style-type: none"> ● All = 61% ● EL = N/A ● LTEL = N/A ● SED = 70% ● FY = N/A ● Hom = 100% SLOHS: <ul style="list-style-type: none"> ● All = 89% ● EL = 80% ● LTEL = N/A ● RFEP = 86% ● SED = 79% ● FY = N/A ● Hom = 75% Data Year: 2022-23 Data Source: CollegeBoard	District wide: 88% MBHS: <ul style="list-style-type: none"> ● All = 78% ● EL = 100% ● LTEL = 100% ● RFEP = 67% ● SED = 75% ● FY = N/A ● Hom = 64% SLOHS: <ul style="list-style-type: none"> ● All = 93% ● EL = 86% ● LTEL = 74% ● RFEP = 91% ● SED = 82% ● FY = N/A ● Hom = 66% Data Year: 2023-24 Data Source: CollegeBoard		3% annual increase in passage rate (scoring 3+) District wide: 94% MBHS: <ul style="list-style-type: none"> ● All = 81% ● EL = 100% ● LTEL = 100% ● RFEP = 73% ● SED = 79% ● FY = TBD ● Hom = 100% SLOHS: <ul style="list-style-type: none"> ● All = 98% ● EL = 89% ● LTEL = 80% ● RFEP = 95% ● SED = 88% ● FY = TBD ● Hom = 84% Data Year: 2025-26 Data Source: CollegeBoard	District wide: + 3% MBHS: <ul style="list-style-type: none"> ● All = + 17% ● EL = TBD ● LTEL = TBD ● RFEP = TBD ● SED = + 5% ● FY = N/A ● Hom = - 36% SLOHS: <ul style="list-style-type: none"> ● All = + 4% ● EL = + 6% ● LTEL = TBD ● RFEP = TBD ● SED = + 3% ● FY = N/A ● Hom = - 9%
12	Percentage of students district wide recognized for the AP Scholar Award (scoring 3+ on 3 or more AP exams while in high school)	District Wide: 25% 181 AP Scholars / 727 AP students Data year 2023-24 Data Source: CollegeBoard	District Wide: 24% 248 AP Scholars / 1043 AP students Data year 2024-25 Data Source: CollegeBoard		5% annual increase District Wide: 40%, 208 AP Scholars Data year 2027-28 Data Source:	- 1%

					CollegeBoard	
13 <i>(State priority 4 required metric)</i>	EAP ELA <i>EAP = Early Assessment Program</i>	76% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	68% college ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		3% annual increase 85% college-ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	- 8%
14 <i>(State priority 4 required metric)</i>	EAP MATH <i>EAP = Early Assessment Program</i>	50% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	43% college ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		3% annual increase 59% college ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	- 7%
15 <i>(State priority 7 required metric)</i>	Broad course of study	Students served in VAPA courses MBHS: <ul style="list-style-type: none"> ● All = 53% ● EL = 37% ● LTEL = 38% ● SED = 53% ● FY = 49% SLOHS: <ul style="list-style-type: none"> ● All = 43% ● EL = 36% ● LTEL = 40% ● SED = 41% ● FY = 39% Data Year: 2023-24 Data Source: CALPADS Fall 2 enrollment data	Students served in VAPA courses MBHS: <ul style="list-style-type: none"> ● All = 55% ● EL = 43% ● LTEL = 45% ● SED = 53% ● FY = 59% SLOHS: <ul style="list-style-type: none"> ● All = 45% ● EL = 39% ● LTEL = 26% ● SED = 43% ● FY = 43% Data Year: 2024-25 Data Source: CALPADS Fall 2 enrollment data		2% annual increase overall and for subgroups Students served in VAPA courses MBHS: <ul style="list-style-type: none"> ● All = 59% ● EL = 45% ● LTEL = 47% ● SED = 59% ● FY = 61% SLOHS: <ul style="list-style-type: none"> ● All = 49% ● EL = 42% ● LTEL = 46% ● SED = 47% ● FY = 45% 	MBHS: <ul style="list-style-type: none"> ● All = + 2% ● EL = + 6% ● LTEL = + 7% ● SED = 0% ● FY = + 10% SLOHS: <ul style="list-style-type: none"> ● All = + 2% ● EL = + 3% ● LTEL = - 14% ● SED = + 2% ● FY = + 4%

					Data Year: 2026-27 Data Source: CALPADS Fall 2 enrollment data	
16 <i>(State priority 8 required metric)</i>	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	All Students = 807/2628, 31% SLOHS = 499/1697, 29% MBHS = 284/826, 34% PBHS = 24/105, 23% Data Year: 2022-23 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	All Students = 723/2413, 30% SLOHS = 534/1557, 34% MBHS = 160/747, 21% PBHS = 29/109, 27% Data Year: 2023-24 Data Source: Local Data, Cuesta's CCAP Office, CALPADS		3% annual increase All Students = 40% SLOHS = 38% MBHS = 43% PBHS = 32% Data Year: 2025-26 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	All Students = - 1% SLOHS = + 5% MBHS = - 13% PBHS = + 4%

Goal Analysis for 2024-25

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

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

The implementation of goal 1 in the LCAP was completed, as follows:

- Summer planning to work on scope and sequence of ELA Curriculum Implementation.
- Following the elementary adoption of Benchmark English Language Arts (ELA) and English Language Development (ELD) materials in Spring 2024, professional development was offered over the summer. New teacher academy occurred in August with additional after school dates for ongoing professional development throughout the year.
- Secondary teachers attended formal new teacher training.
- Secondary leaders participated in The University of Washington's Center for Educational Leadership training throughout the year.
- Middle school leaders participated in Leaders to Watch Academy.
- The Human Resources department began work on an interview protocol and hiring panel guide.
- iINNOVATE programming continued with work by our Teachers On Special Assignment (TOSAs). To support implementation, 2 Instructional Aides are utilized for instructional support. Materials were replenished for lessons in robotics and other innovative areas aligned to NGSS standards.

- Elementary grade level professional development and planning days took place throughout the year, as did teacher release time in primary grades to administer assessments.

All planned actions within Goal 1 were implemented as described above and as outlined in the Board-adopted LCAP.

Overall challenges: limited substitute availability to cover the full scope of needs, delayed onboarding of Secondary Curriculum TOSA who supports professional development, multiple assessment tools and platforms being used across TK-12.

Overall successes: updated materials and resources, high-quality professional development opportunities at all levels, continued recruitment of iINNOVATE Learning Experience Design (LED) teachers.

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.

There were no material differences between budgeted and actual expenditures. In some cases, an alternative funding source was utilized to pay for the action item. As a district we have opted to proactively cap the number of release spots each day to prevent a substitute shortage across the district. This restricts us from delivering professional development (PD) on a broader scale, and requires us to provide any training in smaller groups. Even with this challenge, we were able to complete all of the planned PD. We budgeted \$738,895 and have spent \$653,935 as of the end of May.

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

Student performance in mathematics, as measured by the CAASPP, indicated an increase from 57% to 58% from the 2023 to the 2024 assessment administration year. We saw a 4% increase in performance from our English Learner subgroup, while our socio-economically disadvantaged subgroup grew by 4%. The dashboard indicated a level of “green/high” overall performance in math.

Student performance in English Language Arts (ELA), as measured by the CAASPP, indicated an increase of 1% between 2023 and 2024, growing from 66% to 67%. Our English Learner subgroup showed greater growth, increasing by 3%, from 12% to 15% proficiency. Our socio-economically disadvantaged subgroup also demonstrated growth, increasing by 5%, from 46% to 51% proficiency. The Dashboard indicated an ELA performance level of “green/high” performance in 2024.

Based upon the steady and incremental growth that our students are demonstrating over time, both overall and at the subgroup level, we can conclude that these positive results correlate to all of our goal 1 action items in the 2024-25 LCAP: core academics, staff development, innovation, assessment and data.

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.

A notable change moving into next year is an alignment of our elementary and secondary screener assessment tools in math and reading. This shift is grounded in educational partner feedback around improving our data and assessment systems. Making this adjustment will allow

us to monitor students using the same tools, STAR Reading and STAR Math, as they matriculate through our school system as the tests span from kindergarten through 12th grade. STAR assessments are currently being used by our Dual Language Immersion sites as they offer their screener assessments in both English and Spanish reading. Another advantage of STAR is that it offers a correlation and predictor to CAASPP, empowering school staff to ensure students are progressing toward meeting standards prior to CAASPP administration in late Spring. We plan to utilize LCAP dollars to purchase this tool as it will allow us to better monitor our overall student population, but also because we can use it as a progress monitoring tool for students participating in intervention, or within specific subgroups.

Another change is the addition of our Elementary and Secondary Curriculum Teachers On Special Assignment (TOSA) to the LCAP. Our TOSAs will organize and deliver ongoing support and professional development (PD) in place of higher cost consultants and presenters that the district typically contracts with for PD. The TOSAs will also help to carry out goals around using data to drive instructional decisions.

During the 2023-24 school year, the district partnered with Hanover Research to conduct an analysis of the current hiring practices. The district’s Equity Team reviewed Hanover’s report and made the recommendation to the Board of Trustees that SLCUSD continue to focus on clearly defining inclusive hiring practices. To that end, the district outlined LCAP actions around the creation of an interview protocol and hiring panel guide that would assist interviewers and district leadership in conducting interviews, guiding panel discussions, and recording interview data. The work began this year, but the protocol and guide need to be refined and vetted. As such, this work will continue during the 2025-26 school year and is included once more in the LCAP as a focused action item.

Another adjustment worth noting is the district’s strategic use of federal title dollars in alignment with LCAP priorities, as well as our San Luis Coastal Education Foundation’s enhancement of programming with additional funding. LCAP supplemental dollars, Schools Foundation funds, and Title I, II, III and IV dollars are braided together to ensure uninterrupted supplemental and enhanced services for students.

Metrics within Goal 1 will remain the same in this year’s LCAP as will target outcomes as the year 3 outcomes have not yet been achieved. Maintaining the metrics across multiple years will allow the district to better track and monitor the effectiveness of our LCAP actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tier 1 Professional Development; first, best instruction.	Strengthen teachers’ depth of knowledge and support implementation of standards and curriculum in core academic areas. <ul style="list-style-type: none"> Elementary Tier 1 professional development, New Teacher Academy, and ongoing training; costs include substitutes, teacher hourly and materials. 	\$294,293.38	Y

		<ul style="list-style-type: none"> • Secondary Tier 1 professional development & formal new teacher training; costs include substitutes, teacher hourly and materials. • Elementary and Secondary Teachers On Special Assignment (TOSAs) 		
2	Educational Leadership	<p>Staff professional development around providing safe and supportive schools.</p> <ul style="list-style-type: none"> • University of Washington CEL (Center for Educational Leadership); A deep dive with our site administrators (along with select teacher leaders) utilizing the University of Washington’s leadership framework. 	\$60,000.00 (Title II)	Y
3	Inclusive Hiring Practices	<p>Refinement of an interview protocol and hiring panel guide, based upon best practices.</p> <ul style="list-style-type: none"> • Refine and finalize an interview protocol. • Refine and finalize a hiring panel guide. 	\$0.00 (Alternate funding source)	N
4	Innovation	<p>Enhance hands-on, integrated and innovative curriculum, programs, and strategies</p> <ul style="list-style-type: none"> • iINNOVATE implementation including a 1.0 FTE teacher, teacher hourly and/or per diem for lesson and curriculum development, classified hourly and/or per diem rate for lesson and curriculum development, as well as materials for innovation lab consumable supplies and Learning Experience Design (LED) unit materials. 	\$210,901.00 (Schools Foundation)	Y
5	Assessment and Data	<p>Use assessment and data to drive instructional decision making.</p> <ul style="list-style-type: none"> • Refine and implement districtwide K-12 common assessments including assessment tools and professional development on using data to inform instruction • Providing teachers in K-2 with release time and testing supplies to administer common assessments. 	\$349,202.00	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4

An explanation of why the LEA has developed this goal.

A focus on unduplicated student subgroups and English Learner, SED, and Homeless/Foster Youth is a primary focus of the LCAP. Additional emphasis is placed on Students with Disabilities (SWD) and Long Term English Learner (LTEL) populations, although these groups are not formally a part of the Local Control Funding Formula (LCFF) that determines the apportionment of LCAP dollars annually. Even so, each of these subgroups is monitored within the LCAP for progress and performance.

Feedback from our Student Senators identified four themes. Number two aligns with goals one and two of our LCAP: 1). inclusion and belonging for all, 2). academic engagement and support, 3). safe and supportive classrooms, 4). mental health and wellness.

The results from the 2024 California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The CAASPP results for mathematics showed 58% of all students met or exceeded standard, while 43% of socioeconomically disadvantaged (SED) students met or exceeded standard; a 7% increase for our SED subgroup from 2023. All students increased from 57% to 58% (1% growth) while our English Learners (ELs) demonstrated growth from 13% to 14% (1% increase). Within our RFEP subgroup, 38% met or exceeded standard, versus 42% in 2023, while 28% of Students with Disabilities (SWD) met or exceeded standard, a 4% increase from 2023.

The CAASPP results for English Language Arts showed 67% of all students met or exceeded standard, while only 53% of socioeconomically disadvantaged students met or exceeded standard, and 10% of English learners met or exceeded standard. Our EL, LTEL and RFEP populations saw a 1-5% decrease when compared to 2023 data. SWD increased by 1% from 2023 to 2024.

Goal 2 is highlighted by a comprehensive MTSS system to support all students to be successful, but especially these groups. Year 2 of this 3-year LCAP cycle continues to outline a MTSS model with substantial resources dedicated to shrinking the achievement gap for our most vulnerable students. Feedback from educational partner groups highlighted a desire to “strengthen district-wide MTSS academics” as the top priority. In addition, our Board of Trustees’ number one goal is to focus efforts to close the achievement gap. With this in mind, we will continue to devote LCAP funding to our MTSS programming in SLCUSD.

Additional feedback from educational partners demonstrated a need to “strengthen ELD academic supports and interventions” as a second priority, followed closely by “implementation and continued expansion of AVID.”

After reviewing the data from the CAASPP, district common assessments and LCAP survey results, we confirmed the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified student subgroups. This data and educational partner feedback supports our continued focus on academic intervention and staff to support our MTSS (Multi-tiered Systems of Support) model, providing additional programs, staff support and materials for English Learners, as well as an ongoing focus to expand AVID.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 4 required metric)</i>	Percentage of students meeting or exceeding standards in ELA on the CAASPP for LCAP-identified subgroups	All Students = 65% SED = 46% EL = 12% LTEL = 8% RFEP = 52% SWD = 28% FY = 23% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Students = 67% SED = 53% EL = 10% LTEL = 3% RFEP = 51% SWD = 29% FY = N/A (<11) Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		3% annual all student increase; 5% annual subgroup increase All Students = 74% SED = 61% EL = 27% LTEL = 23% RFEP = 67% SWD = 43% FY = 38% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	All Students = + 2% SED = + 7% EL = - 2% LTEL = - 5% RFEP = - 1% SWD = + 1% FY = N/A
2	Student performance in ELA will increase, as measured by District Common Assessments, for LCAP-identified student groups.	Elementary (2-6): All Students = 86% SED = 52% EL = 17% LTEL = 17% RFEP = 62% SWD = 37% FY = 33% Middle School: All Students = 71% SED = 55%	*Elementary NON-DLI (2-6): All Students = 82% SED = 70% EL = 29% LTEL = 0% RFEP = 71% SWD = 54% FY = 75%		3% annual all student increase; 5% annual subgroup increase *Elementary NON-DLI (2-6): All Students = 88% SED = 80% EL = 39% LTEL = 10% RFEP = 81% SWD = 64%	Elementary NON-DLI (2-6) is new for 2025-26, no comparison can be made. Elementary DLI (2-6) is new for 2025-26, no comparison can be made.

		<p>EL = 4% LTEL = 0% RFEP = 57% SWD = 43% FY = 40%</p> <p>High School: All Students = 66% SED = 51% EL = 4% LTEL = 2% RFEP = 46% SWD = 26% FY = 17%</p> <p>Data Year: 2023-24 Data Source: SLCUSD Common Assessments, T2</p>	<p>*Elementary DLI (2-6): All Students = 54% SED = 33% EL = 13% LTEL = N/A (<i>no data</i>) RFEP = 41% SWD = 31% FY = N/A</p> <p>*Middle School (Grades 7-8): All Students = 72% SED = 56% EL = 10% LTEL = 10% RFEP = 45% SWD = 38% FY = 67%</p> <p>*High School (Grades 9-12): All Students = 60% SED = 47% EL = 2% LTEL = 0% RFEP = 37% SWD = 29% FY = 25%</p> <p><i>*metrics were changed in 2024-25</i></p> <p>Data Year: 2024-25 Data Source: SLCUSD Common Assessments, T2</p>		<p>FY = 85%</p> <p>*Elementary DLI (2-6): All Students = 60% SED = 43% EL = 23% LTEL = TBD RFEP = 51% SWD = 41% FY = 10%</p> <p>Middle School (Grades 7-8): All Students = 80% SED = 70% EL = 19% LTEL = 15% RFEP = 72% SWD = 58% FY = 55%</p> <p>High School (Grades 9-12): All Students = 75% SED = 66% EL = 19% LTEL = 17% RFEP = 61% SWD = 41% FY = 32%</p> <p><i>*based on new baseline metrics from 2024-25</i></p> <p>Data Year: 2026-27 Data Source: SLCUSD Common Assessments, T2</p>	<p>Middle School (Grades 7-8): All Students = + 1% SED = + 1% EL = + 6% LTEL = + 10% RFEP = - 12% SWD = - 5% FY = + 27%</p> <p>High School (Grades 9-12): All Students = - 6% SED = - 4% EL = - 2% LTEL = - 2% RFEP = - 9% SWD = + 3% FY = + 8%</p>
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<p>3 <i>(State priority 4 required metric)</i></p>	<p>Percentage of students meeting or exceeding standards in Math on the CAASPP</p> <p>“Red” Dashboard Subgroup for LEA in Math: FY</p>	<p>All Student = 57% SED = 36% EL = 13% LTEL = 2% RFEP = 42% SWD = 24% FY = 25%</p> <p>Data Year: 2022-23 Data Source: caaspp-elpac.ets.org</p>	<p>All Student = 58% SED = 43% EL = 14% LTEL = 3% RFEP = 38% SWD = 28% FY = N/A (<11)</p> <p>Data Year: 2023-24 Data Source: caaspp-elpac.ets.org</p>		<p>3% annual all student increase; 5% annual subgroup increase</p> <p>All Students = 67% SED = 51% EL = 28% LTEL = 17% RFEP = 57% SWD = 39% FY = 40%</p> <p>Data Year: 2025-26 Data Source: caaspp-elpac.ets.org</p>	<p>All Students = + 1% SED = + 7% EL = + 1% LTEL = + 1% RFEP = - 4% SWD = + 4% FY = N/A</p>
<p>4</p>	<p>Student performance in mathematics will increase, as measured by District Common Assessments, for LCAP-identified student groups</p>	<p>Elementary (K-5): All Students = 75% SED = 62% EL = 48% LTEL = 9% RFEP = 57% FY = 56%</p> <p>Middle School: All Students = 55% SED = 37% EL = 9% LTEL = 5% RFEP = 46% FY = 50%</p> <p>High School: All Students = 31% SED = 20% EL = 5% LTEL = 0% RFEP = 19% FY = 0%</p> <p>Data Year: 2023-24</p>	<p>Elementary (K-5): All Students = 76% SED = 64% EL = 50% LTEL = 20% RFEP = 75% FY = 90%</p> <p>Middle School (Grades 6-8): All Students = 45% SED = 26% EL = 12% LTEL = 6% RFEP = 37% FY = 0%</p> <p>High School (Grades 9-12): All Students = 34% SED = 20% EL = 3% LTEL = 0% RFEP = 20% FY = 33%</p>		<p>3% annual all student increase; 5% annual subgroup increase</p> <p>Elementary (K-5): All Students = 84% SED = 77% EL = 63% LTEL = 18% RFEP = 85% FY = 100%</p> <p>Middle: (Grades 6-8): All Students = 64% SED = 52% EL = 24% LTEL = 20% RFEP = 61% FY = 65%</p> <p>High: (Grades 9-12): All Students = 40% SED = 35%</p>	<p>Elementary (K-5): All Students = + 1% SED = + 2% EL = + 2 % LTEL = + 11% RFEP = + 18% FY = + 34%</p> <p>Middle School (Grades 6-8): All Students = -10% SED = - 11% EL = + 3% LTEL = + 1% RFEP = - 9% FY = - 50%</p> <p>High School (Grades 9-12): All Students = + 3% SED = 0% EL = - 2% LTEL = 0% RFEP = + 1% FY = + 33%</p>

		Data Source: SLCUSD Common Assessments, T2	Data Year: 2024-25 Data Source: SLCUSD Common Assessments, T2		EL = 20% LTEL = 15% RFEP = 34% FY = 15%	
					Data Year: 2026-27 Data Source: SLCUSD Common Assessments, T2	
5 <i>(State priority 4 required metric)</i>	California Science Test (CAST) Met or Exceeded Standard for LCAP identified student groups	All Students = 51% SED = 31% EL = 3% LTEL = 4% RFEP = 33% SWD = 20% FY = N/A (<11)	All Students = 52% SED = 35% EL = 7% LTEL = 0% RFEP = 28% SWD = 16% FY = N/A (<11)		3% annual all student increase; 5% annual increase for subgroups All Students = 60% SED = 46% EL = 18% LTEL = 19% RFEP = 48% SWD = 35% FY = TBD	All Students = + 1% SED = + 4% EL = + 4% LTEL = - 4% RFEP = - 5% SWD = - 4% FY = N/A
		Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
6 <i>(State priority 4 required metric)</i>	EL students making progress toward English Proficiency as measured by the ELPAC assessment	20%	19%		3% annual increase 29%	- 1%
		Data Year: 2022-23 Data Source: Summative ELPAC caaspp-elpac.ets.org	Data Year: 2023-24 Data Source: Summative ELPAC caaspp-elpac.ets.org		Data Year: 2025-26 Data Source: Summative ELPAC caaspp-elpac.ets.org	
7	English Learner Progress Indicator "Red" Dashboard Schools and Subgroups	PA = red	PA = green BA = red		improve to orange or better	Improved to green but added Baywood as red
		Data Year: 2022-23 Data Source: Dashboard	Data Year: 2023-24		Data Year: 2025-26	

			Data Source: Dashboard		Data Source: Dashboard	
8 <i>(State priority 4 required metric)</i>	EL Reclassification Rate	20% Data Year: 2022-23 Data Source: CALPADS	15% Data Year: 2023-24 Data Source: CALPADS		1% annual increase in redesignation rate 23% Data Year: 2025-26 Data Source: CALPADS	- 5%
9	District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.	≤ 40% Regular Ed. = 13.13% ≥ 80% Regular Ed. = 63.05% Data Year: 2023-24 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE	≤ 40% Regular Ed. = 11.37% ≥ 80% Regular Ed. = 67.40% Data Year: 2024-25 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE		1.5% annual decrease, 3% annual increase ≤ 40% Regular Ed. = 8.63% ≥ 80% Regular Ed. = 72.05% Data Year: 2026-27 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE	≤ 40% Regular Ed. = - 1.76% ≥ 80% Regular Ed. = + 4.35%

Goal Analysis for 2024-25

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

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

The implementation of goal 2 in the LCAP was completed, as follows:
 - Student Success Specialist (S³) Teachers hired at each comprehensive elementary site (9.0 FTE).

- Intervention classes at secondary schools: additional class sections for San Luis Obispo High School (SLOHS), Morro Bay High School (MBHS), Los Osos Middle School (LOMS) and Laguna Middle School (LAMS).
- Professional Development to enhance and expand MTSS systems and supports.
- Reading intervention and Tier 2 materials purchased for elementary sites.
- Part-time staff allocation for Spanish Intervention at DLI sites.
- Elementary Academic Intervention Teachers (AITs) to support Tier 2 intervention.
- Online courses provided for credit/grade recovery.
- “Raising a Reader” annual program fees.
- Provided elementary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs (long-term English learners); elementary salary and benefits for 4.8 FTE of EL Specialist positions.
- Provided secondary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs; secondary salary and benefits totaling 2.0 FTE.
- Implemented a Secondary “Newcomer/Sheltered ELD” Program; salary and benefits totaling 2.0 FTE of teaching staff at LAMS and SLOHS; curriculum materials; contract; teacher hourly and/or substitutes for release time.
- Provided supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress by funding EL Aides/Instructional Aides.
- Purchased High School supplemental ELD materials.
- ELD monitoring system purchased and utilized.
- Salary and benefits for 1.0 FTE EL/Intervention TOSA to coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered systems of support, including equitable practices.
- Consulting and training through Cultural Creations occurred at both elementary and secondary levels.
- AVID programming in grades 7-12 was supported and strengthened.

All planned actions within Goal 2 were implemented as described above and as outlined in the Board-adopted LCAP.

Overall challenges: pending budget reductions impacting supplemental positions (i.e. positions not funded through the state or federal government), Academic Intervention Teacher (AIT) turnover at some sites, EL Specialist staffing allocation was not sufficient to cover the full scope of needs at some sites.

Overall successes: our MTSS intervention model is showing progress towards closing the achievement gap, fully staffed for all allocated positions supporting English learners (ELs), newly-hired EL/Intervention TOSA successfully transitioned, implementation of Benchmark *Express* for English Language Development (ELD) at elementary, updated materials and resources purchased for middle and high school ELD, implementation of “Newcomer” programs at Laguna Middle and SLO High.

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.

There were no material differences between budgeted and actual expenditures. Salaries came in slightly over budget, but this was not a substantial difference from what was originally allocated. In some cases, an alternative funding source was utilized to pay for the action item.

For example, AVID expenses (particularly college trips) ended up costing more than was originally budgeted so other funding sources had to be utilized. We budgeted \$4,562,538 for goal 2 expenditures and have spent \$4,580,312 as of the end of May.

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

CAASPP English Language Arts (ELA) data showed increases or decreases in aggregate subgroup performance as follows:
SED +7%, EL -2%, LTEL -5%, RFEP -1%, SWD +1%, FY N/A.

CAASPP Math data showed increases or decreases in aggregate subgroup performance as follows:
SED +7%, EL +1%, LTEL +1%, RFEP -4%, SWD +4%, FY N/A.

This year marks a new baseline level of performance as we begin to disaggregate our reading data by Dual Language Immersion (DLI) and non-DLI, or English only sites. Our trimester 2 district common assessment data for reading shows that 82% of elementary students are on track with their reading skills, which is an indicator of strong Tier I instruction; at DLI sites this number was 54%. While we expect some difference in performance between DLI and English only sites since DLI students are exposed to English later in their education, this is a gap that we will monitor closely as we move forward.

Pacheco's "Red" for English Learner progress on the CA Dashboard in 2023 improved to "Green" in 2024. Baywood's English Learner progress moved into the "Red" category in 2024, which is a decrease from their "Yellow" level performance from 2023.

Performance of our English Learners on ELPAC declined by 1% from 2023 to 2024.

Diving further into English only sites, we can see that our subgroups performed as follows on our district common assessment for reading: SED students 70%, EL students 29%, LTEls 0%, and RFEP students 71%. Since our subgroups are prioritized for Tier II reading intervention placement, any subgroup student falling outside the range of proficiency typically receives additional pull-out support with teachers including additional progress monitored for improvement. This means that academic proficiency gains in reading made by SED elementary students can be attributed to the increased support received via MTSS staff such as Student Success Specialists (S³s) and AITs who provide targeted intervention.

In order to provide high-quality support to our English Learners (ELs), the district employed EL Teachers at elementary sites who served Level 1 and Level 2 ELs. These personnel provided supplemental English Language Development (ELD) to this population of students. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Our ELPAC proficiency percentage has remained at 19-20% for the past three school years (2021-22 to 2023-24). The results from the current 2025 ELPAC will help district personnel to reflect on the effectiveness of programming implemented in 2024-25, such as Benchmark *Express* curriculum, redesigned English Language Development (ELD) for students, and a formulaic approach to staff allocation of EL Specialists at elementary. At the secondary level co-taught English Language Arts (ELA) and Math classes (2 general education teachers) were added as an intervention. We will need to review upcoming assessment data (CAASPP and common assessments) to evaluate effectiveness and appropriate next steps.

Based upon the incremental growth of our SED population we can conclude that our action steps are working for SED students. Having begun implementation on many new programs and initiatives for our English Learners during the 2024-25 school year, we need to reflect

upon our 2025 ELPAC scores to make a better determination of action step effectiveness. This data should be released within the coming months and will be shared publicly near the start of next school year during a School Board presentation.

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.

In order to accelerate the rate of growth amongst subgroups and achieve the district’s goal of shrinking the achievement gap, while simultaneously making budget reductions within our general fund, we plan to make the following adjustments to next year’s LCAP:

- Increase English Learner (EL) Specialist allocation at some sites to better serve our EL students achieving level 1 or 2 on the ELPAC.
- AITs staffed according to the population of SED students at elementary sites, with additional allocation at Title I sites using Title I funds.
- Student Success Specialists (S³s) staffed at .7 FTE for elementary sites (excluding Teach), with Title I sites braiding Title I funds to increase their S³ to 1.0 FTE.
- Due to rising costs and inconsistent implementation across the district, sunset our participation in the Raising A Reader program for TK.
- Addition of co-taught secondary classrooms within the LCAP as we aim to provide robust support for Students with Disabilities (SWD).

Metrics within Goal 2 will mostly remain the same in this year’s LCAP as will target outcomes as the year 3 outcomes have not yet been achieved. One adjustment will be made to shift from FastBridge to STAR Reading as our district reading screener in grades K-12. Moving forward, the district will look to maintain the reading and math metrics across multiple years which will enable better tracking and monitoring of the effectiveness of our LCAP actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered systems of support	<p>Strengthen district-wide multi-tiered system of support to meet students’ academic needs, particularly students within identified subgroups.</p> <ul style="list-style-type: none"> ● Student Success Specialist (S³) Teachers: 9.0 FTE at elementary. Braiding Title I funding to enhance .7 FTE to 1.0 at Title I sites. ● Provide intervention classes at secondary schools: additional class sections for San Luis Obispo High School (SLOHS), 	<p>\$1,575,641.85</p> <p>\$676,229.10 (Title 1)</p>	Y

		<p>Morro Bay High School (MBHS), Los Osos Middle School (LOMS) and Laguna Middle School (LAMS).</p> <ul style="list-style-type: none"> ● Professional Development to enhance and expand MTSS systems and supports. ● Provide reading intervention and Tier 2 materials for elementary sites, including materials and curriculum. ● Support for Spanish Intervention at DLI sites. ● Elementary Academic Intervention Teachers (AITs) to support Tier 2 intervention. Staffing of AITs according to SED numbers and enhancing services with additional AITs at Title I sites. ● Provide online courses for credit/grade recovery. ● To address the LEA-wide “Red” on the 2023 Dashboard in Math for Foster Youth the district will begin utilizing a math screening assessment (STAR Math) that will be monitored by our Student Success Specialists to ensure timely teacher communication and prioritization of instructional time, with an emphasis on early and just-in-time intervention. We will also conduct quarterly check-ins with Jessica Thomas, Homeless and Foster Youth Program Coordinator with SLOCOE. 		
2	Support and services for English Learners and Long Term English Learners	<p>Strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on students who qualify as SED, EL, LTEL and/or FHY.</p> <ul style="list-style-type: none"> ● Provide elementary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs (long-term English learners); elementary salary and benefits for 6.3 FTE of EL Specialist positions. ● Provide secondary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs; secondary salary and benefits totaling 2.0 FTE. ● Implement a Secondary Newcomer Program; salary and 	<p>\$2,069,005.20</p> <p>\$84,966.00 (Title III)</p>	Y

		<p>benefits totaling 2.0 FTE of teaching staff at LAMS and SLOHS; curriculum materials; contract; teacher hourly and/or substitutes for release time.</p> <ul style="list-style-type: none"> ● Provide supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs' academic progress by funding EL Aides/Instructional Aides. ● Purchase High School Supplemental ELD materials. ● ELD monitoring system; purchase supplemental materials and progress monitoring tools to support English Learners and students attending Dual Language Immersion (DLI) sites. ● Salary and benefits for 1.0 FTE EL/Intervention TOSA to coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered systems of support, including equitable practices; co-funded with Title III funds. ● Translation and interpretation services for TK-12. ● To address the school-level ELPI "Red" on the 2023 Dashboard, Pacheco Elementary will receive additional staffing in comparison to other sites. 		
3	Safe and Supportive Schools	<p>Through local partnerships and staff training, continue to expand and strengthen district work focused on safe and supportive schools.</p> <ul style="list-style-type: none"> ● Cultural Creations - with the support of Cultural Creations (Sandra Sarrouf and Pedro Arroyo) each of our schools will identify a specific school goal focused on safe and supportive schools. To achieve success in the coming year; we will continue our partnership with the San Luis Obispo County Office of Education and participating districts throughout the county. And they will provide professional learning opportunities for classified and certified staff in creating safe and nurturing schools. 	\$30,000.00 (Title II)	Y
4	AVID	<p>Implementation and continued expansion of AVID programming.</p> <ul style="list-style-type: none"> ● Support and strengthen the 7-12 AVID program through AVID 	\$407,000.00	Y

		membership, student college trips (hotel, mileage, food, teacher hourly), staff professional development/conference attendance, funding a total of 3.0 FTE to teach AVID class sections, substitutes and/or teacher hourly to support collaboration and recruitment.		
5	Support for secondary subgroups and students who are dual identified.	<p>Provide robust support from highly-qualified teachers for students who qualify as SED, EL, LTEL, FHY, and/or students who are dual identified.</p> <ul style="list-style-type: none"> • Salary and benefits totaling 8.4 FTE of co-taught secondary classrooms. 	\$945,847.00	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 3, 5, 6, 7

An explanation of why the LEA has developed this goal.

In Goal 3, the focus will be on intentional culture of care through social emotional learning and parent connectedness. Feedback from educational partners indicated a strong desire to maintain the counseling support that has been increased in recent years. LCAP survey data underscored the importance of the district’s focus on: 1. aligning systems TK-12 to support student behavior; 2. ensure safe and nurturing campuses; 3. strengthening district-MTSS for social emotional learning (SEL); 4. refinement of chronic absenteeism response systems.

In 2024 School Connectedness, as measured by the California Healthy Kids Survey, decreased for 7th graders by 5% and decreased for 11th graders by 4% when compared to 2022 data. Conversely, 9th graders’ School Connectedness increased by 2% and PBHS scores increased by 1% from 2022 to 2024.

In 2024 perceived safety at school, as measured by the California Healthy Kids Survey, increased by 3% for 7th graders and 4% for 9th graders. In contrast, perceived safety decreased by 6% with 11th graders and 5% for students of PBHS.

YouthTruth survey results around positive student engagement indicated a similar perception from previous years, with elementary and middle ratings coming in at the exact same rating, while high school increased by 0.11 points. YouthTruth survey results on the percentage of students answering “no” to a question on being bullied provided a mixed set of results across our levels: elementary declined by 3%, middle increased by 6% and high declined by 1%. YouthTruth’s relationship measure highlighted improvements of +0.05 at middle and +0.10 at high, with an almost imperceptible change in elementary of -0.01 points.

Feedback from our Student Senators identified four themes, three of which are related to culture of care: 1). inclusion and belonging for all, 2). academic engagement and support, 3). safe and supportive classrooms, 4). mental health and wellness.

Social emotional health is an important part of students' overall success. Our data and feedback demonstrates that this should continue to be an area of focus. This goal is designed to monitor and measure the impact of our selected actions on student well being. The action items focus on systems of support, staff professional development, parent engagement, equitable and inclusive practices, as well as systems to support chronic absenteeism and behavior.

The Average Daily Attendance (ADA) for 2022-23 was 92.8%; 2023-24 was 93.8%; 2024-25 is 93.4% as of 4/30/25.

Expulsion rates for 2020-21 and 2021-22 were 0.0%; 2022-23 was 0.1%; 2023-24 was 0.2%.

Final chronic absenteeism and ADA data will be available after June 15, 2025. At that time, data will be reexamined to pinpoint specific school and student needs for the 2025-26 school year.

Suspension data on the California Dashboard in 2023 indicated that as a LEA, we had a “Red/Very Low” rating for our African American (AA) student subgroup. In 2024 this indicator had improved to “Blue/Very High”.

Certain schools had areas of concern within Suspension in 2023 and/or 2024 for either the entire site, or specific subgroups, where a “Red/Very Low” rating was provided:

- Del Mar (2024 Suspension - Homeless, SED, SWD, White)
- Sinsheimer (2024 - SWD)
- Laguna Middle School (2024 - Homeless, SED, SWD)
- Los Osos Middle School (2024 - 2+ races, SWD)
- San Luis Obispo High (2023 - Homeless, SWD; 2024 - Homeless)

Chronic absenteeism data on the California Dashboard in 2023 indicated that as a LEA, we had a “Yellow/Medium” rating for our African American (AA) student subgroup. In 2024 this indicator regressed to “Red/Very Low”.

Certain schools had areas of concern within Chronic Absenteeism in 2023 and/or 2024 for either the entire site, or specific subgroups, where a “Red/Very Low” rating was provided:

- Bishop’s Peak (2023 - Hispanic; 2024 - no subgroups in “Red”)
- C.L. Smith (2023 - Hispanic; 2024 - no subgroups in “Red”)
- Hawthorne (2023 - Hispanic, SED, SWD; 2024 - EL, Homeless, 2+ races)
- Los Ranchos (2023 - 2+ races; 2024 - no subgroups in “Red”)
- Pacheco (2024 - Homeless)
- Sinsheimer (2023 - Hispanic, SED)
- Laguna Middle (2023 - school site “Red”, Homeless, SED, SWD, White; 2024 - SWD)
- Los Osos Middle (2024 - 2+ races)
- San Luis Obispo High (2023 - Homeless, SWD; 2024 - no subgroups in “Red”).

Ongoing monitoring of student attendance, chronic absenteeism, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools. Our data supports the need for ongoing improvement and support in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 3 required metric)</i>	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation and Sustainability Data Year: 2024-25 Data Source: Local Indicator Report		maintain status Full Implementation and Sustainability Data Year: 2026-27 Data Source: Local Indicator Report	none
2 <i>(State priority 5 required metric)</i>	Attendance Rate	93.8% as of 5/6/24 Data Year: 2023-24 Data Source: P-2	93.4% as of 4/30/25 Data Year: 2024-25 Data Source: P-2		1% annual increase 96.8% Data Year: 2026-27 Data Source: P-2	- 0.4%
3 <i>(State priority 5 required metric)</i>	Chronic Absenteeism	All Students = 22.3% SED = 31.2% EL = 25.4% LTEL = N/A SWD = 31.3% FY = 25.7% Data Year: 2022-23 Data Source: Dashboard	All Students = 15.4% SED = 22.6% EL = 16.9% LTEL = 18.0% SWD = 24.1% FY = 23.3% Data Year: 2023-24 Data Source: Dashboard		1% annual decrease All Students = 19.3% SED = 28.2% EL = 22.4% LTEL = TBD SWD = 28.3% FY = 22.7% Data Year: 2025-26 Data Source: Dashboard	All Students = - 6.9% SED = - 8.6% EL = - 8.5% LTEL = TBD SWD = - 7.2% FY = - 2.4%
4	Chronic Absenteeism "Red" Dashboard Schools and Subgroups	BP (Hispanic) = red LR (2+ races) = red SI (Hispanic, SED) = red LAMS (school) = red Homeless = red SED = red	BP (Hispanic) = orange LR (2+ races) = yellow SI (Hispanic) = yellow SI (SED) = orange		improve to orange or better Groups for 22-23: BP (Hispanic) = orange LR (2+ races) =	Improved all groups to orange or better from 2022-23 data Added three red groups from HA and one from PA

		<p>SWD = red White = red LOMS (2+ races) = red</p> <p>Data Year: 2022-23 Data Source: Dashboard</p>	<p>LAMS (school) = orange Homeless = orange SED = yellow SWD = red White = yellow LOMS (2+ races) = orange</p> <p>New groups for 23-24: HA EL = red Homeless = red 2+ races = red PA (Homeless) = red</p> <p>Data Year: 2023-24 Data Source: Dashboard</p>		<p>orange SI (Hispanic, SED) = orange LAMS (school) = orange Homeless = orange SED = orange SWD = orange White = orange LOMS (2+ races) = orange</p> <p>Groups for 23-24: HA EL = orange Homeless = orange 2+ races = orange PA (Homeless) = orange</p> <p>Data Year: 2025-26 Data Source: Dashboard</p>	
5 <i>(State priority 5 required metric)</i>	Middle School Dropout Rate	<p>0 students</p> <p>Data Year: 2022-23 Data Source: CALPADS Fall 1</p>	<p>1 student</p> <p>Data Year: 2023-24 Data Source: CALPADS, Form 1.14 Dropouts Count - State View</p>		<p>annual decrease</p> <p>Data Year: 2025-26 Data Source: CALPADS Fall 1</p>	+ 1 student
6 <i>(State priority 5 required metric)</i>	High School Dropout Rate	<p>2.97%</p> <p>Data Year: 2022-23 Data Source: CALPADS, Form 15.1 Cohort Outcome Count and Rates</p>	<p>2.76%</p> <p>Data Year: 2023-24 Data Source: CALPADS, Form 15.1 Cohort Outcome Count and Rates</p>		<p>annual decrease</p> <p>Data Year: 2025-26 Data Source: CALPADS</p>	- 0.21%
7 <i>(State priority 5)</i>	High School	All Students = 94.4%	All Students = 96.3%		1% annual increase	All Students = + 1.9%

<i>required metric)</i>	Graduation Rate	SED = 89.3% EL = 79.2% LTEL = TBD SWD = 84.3% FY = N/A (<11) Data Year: 2022-23 Data Source: Dashboard	SED = 94.4% EL = 100% LTEL = 100% SWD = 80.2% FY = N/A (<11) Data Year: 2023-24 Data Source: Dashboard		All Students = 97.4% SED = 96.4% EL = 100% LTEL = 100% SWD = 87.3% FY = TBD% Data Year: 2025-26 Data Source: Dashboard	SED = + 5.1% EL = + 20.8% LTEL = TBD SWD = - 4.1% FY = N/A
8 <i>(State priority 6 required metric)</i>	Suspension Rate “Red” Dashboard Subgroup for LEA in Suspension: African American	All Students = 3.3% SED = 5.7% EL = 3.0% LTEL = TBD SWD = 7.6% FY = 16.7% African American = 10.9% Data Year: 2022-23 Data Source: Dashboard	All Students = 2.5% SED = 3.9% EL = 2.5% LTEL = 6.5% SWD = 6.1% FY = 7.8% African American = 0.0% (“Blue”) Data Year: 2023-24 Data Source: Dashboard		0.3% annual decrease All = 2.4% SED = 3.3% EL = 2.1% LTEL = 5.9% SWD = 8.5% FY = 7.2% African American = 0.0% Data Year: 2025-26 Data Source: Dashboard	All = - 0.8% SED = - 1.8% EL = - 0.5% LTEL = TBD SWD = - 1.5% FY = - 8.9% African American = - 10.9%
9	Suspension Rate “Red” Dashboard Schools and Subgroups	HA: Hispanic = red SED = red SWD = red SM (Hispanic) = red LAMS: Homeless = red SED = red SWD = red LOMS: 2+ races = red SWD = red SLOHS:	HA: Hispanic = yellow SED = yellow SWD = orange SM (Hispanic) = green LAMS: Homeless = orange SED = green SWD = yellow LOMS: 2+ races = green SWD = yellow		improve to orange or better Groups for 22-23: HA: Hispanic = orange SED = orange SWD = orange SM (Hispanic) = orange LAMS: Homeless = orange SED = orange	Improved all groups to orange or better from 2022-23 data except SLOHS - Homeless Added four red groups from DM and one from SI

		<p>Homeless = red SWD = red</p> <p>Data Year: 2022-23 Data Source: Dashboard</p>	<p>SLOHS: Homeless = red SWD = yellow</p> <p>New groups for 23-24 DM Homeless = red SED = red SWD = red White = red SI (SWD) = red</p> <p>Data Year: 2023-24 Data Source: Dashboard</p>		<p>SWD = orange LOMS: 2+ races = orange SWD = orange SLOHS: Homeless = orange SWD = orange</p> <p>Groups for 23-24: DM Homeless = orange SED = orange SWD = orange White = orange SI (SWD) = orange</p> <p>Data Year: 2025-26 Data Source: Dashboard</p>	
<p>10 <i>(State priority 6 required metric)</i></p>	Expulsion Rate	<p>0.1%</p> <p>Data Year: 2022-23 Data Source: DataQuest</p>	<p>0.2%</p> <p>Data Year: 2023-24 Data Source: DataQuest</p>		<p>maintain or reduce from 0.1%</p> <p>Data Year: 2025-26 Data Source: DataQuest</p>	+ 0.1%
<p>11 <i>(State priority 6 required metric)</i></p>	Sense of safety and school connectedness	<p>Perceived safety at school: Grade 7 = 57% Grade 9 = 67% Grade 11 = 79% PBHS = 85%</p> <p>School connectedness: Grade 7 = 59% Grade 9 = 61% Grade 11 = 65% PBHS = 73%</p>	<p>Perceived safety at school: Grade 7 = 60% Grade 9 = 71% Grade 11 = 73% PBHS = 80%</p> <p>School connectedness: Grade 7 = 54% Grade 9 = 63% Grade 11 = 61% PBHS = 74%</p>		<p>3% annual increase</p> <p>Perceived safety at school: Grade 7 = 66% Grade 9 = 76% Grade 11 = 88% PBHS = 94%</p> <p>School connectedness: Grade 7 = 68% Grade 9 = 70% Grade 11 = 74%</p>	<p>Perceived safety at school: Grade 7 = + 3% Grade 9 = + 4% Grade 11 = - 6% PBHS = - 5%</p> <p>School connectedness: Grade 7 = - 5% Grade 9 = + 2% Grade 11 = - 4% PBHS = + 1%</p>

		Data Year: 2021-22 Data Source: CHKS	Data Year: 2023-24 Data Source: CHKS		PBHS = 82% Data Year: 2025-26 Data Source: CHKS	
12	Student perceptions around relationships with peers (bullying)	Elementary = 39% Middle = 58% High = 75% Data Year: 2023-24 Data Source: YouthTruth - percentage of students answering “no” to question on being bullied	Elementary = 36% Middle = 64% High = 74% Data Year: 2024-25 Data Source: YouthTruth - percentage of students answering “no” to question on being bullied		3% annual increase Elementary = 48% Middle = 67% High = 84% Data Year: 2026-27 Data Source: YouthTruth - percentage of students answering “no” to question on being bullied	Elementary = - 3% Middle = + 6% High = - 1%
13	Students' positive perception around student engagement	Elementary = 2.78 Middle = 3.28 High = 3.49 Data Year: 2023-24 Data Source: YouthTruth - overall “engagement” rating	Elementary = 2.78 Middle = 3.28 High = 3.60 Data Year: 2024-25 Data Source: YouthTruth - overall “engagement” rating		0.1 point annual increase Elementary = 3.08 Middle = 3.58 High = 3.79 Data Year: 2026-27 Data Source: YouthTruth - overall “engagement” rating	Elementary = 0 Middle = 0 High = + 0.11
14	Students' positive perception having strong, supportive relationships with their teachers	Elementary = 2.70 Middle = 3.35 High = 3.29 Data Year: 2023-24 Data Source: YouthTruth - overall “relationships” summary measure	Elementary = 2.69 Middle = 3.40 High = 3.39 Data Year: 2024-25 Data Source: YouthTruth - overall “relationships” summary measure		0.1 point annual increase Elementary = 3.0 Middle = 3.65 High = 3.59 Data Year: 2026-27 Data Source:	Elementary = - 0.01 Middle = + 0.05 High = + 0.10

					YouthTruth - overall "relationships" summary measure	
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Goal Analysis for 2024-25

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

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

The implementation of goal 3 in the LCAP was completed, as follows:

- Family Advocates from The Link Family Resource Center
- Full-time Elementary Counselors
- Maintenance of increased counseling support at middle schools and addition of a bilingual counselor at SLO High
- Wellness Center staff
- Professional membership fees for School Counselors
- Professional development for School Counselors
- Second Step Social Emotional Learning (SEL) curriculum for elementary
- District Leader in Me membership
- Contracted for professional development from Kristin Souers
- Youth Athletics for Achievement stipends, materials, supplies, and fingerprinting fees
- Parent outreach and engagement with consultant Michael Boyer
- Parent education opportunities including conference attendance, presenters and materials
- Common Ground Advisory Task Force and Student Senate
- Implementation of PBIS systems and training on Alternative Means of Correction (AMC)
- Refinement of responses to chronic absenteeism

The implementation of all Goal 3 actions/services developed in the LCAP were completed. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need. We expanded our systems work to proactively respond to behaviors and absenteeism. Investing in the ongoing work that it takes to create and maintain campuses that feel safe and nurturing was a focus as well.

Overall challenges: students continue to require increased SEL support, proactive systemic response to student behaviors/Tier 2 interventions are not yet solidly in place, the costs associated with the unfunded TK mandate have caused financial strain.

Overall successes: Wellness Centers open from the start of school at both comprehensive high schools, community partnerships, continued work in MTSS, training and monitoring to increase safe and nurturing campus environments, year three staffing full-time elementary counselors to every elementary school, increased secondary counseling time.

All planned actions within Goal 3 were implemented as described above and as outlined in the Board-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.

In goal 3 we budgeted \$1,765,985.77 and have spent approximately \$1,652,901 as of May. There were no material differences between what was budgeted and expended. One challenge that was broached this year, and can anticipate in the future, is supporting the ongoing cost of additional counseling staff. A grant funded the Wellness Center positions as these facilities opened, but there is not an ongoing funding source nor allocation.

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

There have been several initiatives that demonstrate the positive impact on our students. The 2024 Dashboard showed a 6.9% decrease in Chronic Absenteeism, allowing the district to maintain status in the “Yellow/Medium” range. Elementary and secondary leaders continued implementation of a tiered response to absenteeism this school year, including the frequent monitoring of attendance data and outreach to families. These efforts have resulted in the decrease of the overall number “Red” subgroups by site, however, new subgroups appeared in “Red” on the 2024 dashboard, indicating that we need to continue this work.

In 2023, CA Dashboard data showed the district’s Suspension Rate as “Yellow/Medium”, with a slight decline of 0.1% from 2022. In 2024, the district made gains and achieved the rating of “Green/High”. Notably, all Suspension Rate data on the dashboard improved to “Orange/Low” or better in 2024. Both high schools continued to implement a program for alternative means of correction to address infractions, and over half of the elementary sites engaged in PBIS (Positive Behavioral Interventions and Supports). This contributed to the 0.8% decrease in overall suspensions from 2023 to 2024, as well as the significant drops we saw SED (-1.8%), EL (-0.5%), SWD (-1.5%), FY (-8.9%), and African Americans (-10.9%).

Elementary and secondary counselors increased the amount of students served with the support of contracted MFTI services.

In the area of Graduation Rate, 2024 data demonstrated a 1.9% increase, placing the district in the “Blue/Very High” category. Specific subgroups achieved substantial gains in this area, including 5.1% increase in SED and 20.8% increase in EL graduation rates.

The district conducted a “pilot” of a data system to collect information on office referrals and to better understand behavioral needs across the district. In the Fall of 2024, three elementary schools implemented School-wide Information Systems, or SWIS. The trial run proved successful, and we have 5 additional elementary sites as well as 1 middle school rolling out the tool in Fall of 2025.

We can conclude that these effective results correlate to all of our goal 3 action items in the 2024-25 LCAP: multi-tiered SEL support, additional support for identified groups, safe and nurturing campuses, engage and educate parents, systems to proactively address chronic absenteeism.

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

Based upon feedback from the Board of Trustees and LCAP Parent Advisory Committee (PAC), the district researched new and different options for the annual LCAP survey platform. As outlined in the “Engaging Educational Partners” section of this document, the district utilized a variety of survey tools and saw a dramatic increase in survey participation. Moving into next year, the district will ensure that the tool is collecting information so that data can be disaggregated and better analyzed to inform future survey results.

Increased counseling services will be maintained at each elementary and middle school site. At the high school level, the district will maintain counseling services at San Luis Obispo High including this year’s addition of a bilingual counselor. Two full-time counselors at each comprehensive high school will be funded through the LCAP to staff the Wellness Centers at MBHS and SLOHS.

Following this year’s success with increased attendance at parent engagement opportunities, the district plans to continue its focus on parent education opportunities, with specific offerings for our families who have students in the identified subgroups.

Metrics within Goal 3 will remain the same in this year’s LCAP as will target outcomes since many of the year 3 outcomes have not yet been achieved. Maintaining the metrics across multiple years will allow the district to better track and monitor the effectiveness of our LCAP actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered systems of support	<p>Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups.</p> <ul style="list-style-type: none"> • Coordinate Family Resource Centers in SLO and Coast to support families in accessing community-based services with outreach to SED families via Family Advocates from The Link Family Resource Center (contract for 2.0 FTE); funded through Title I and Medi-Cal dollars. • Continue to provide counseling supports at all elementary schools (salary and benefits for 9.5 FTE) to support students, staff, and families. • Maintain increased counseling support at both middle schools (salary and benefits for 0.5 FTE LAMS/0.5 FTE 	<p>\$1,651,824.50</p> <p>\$10,000 (Title I)</p> <p>\$25,000 (Medi-Cal)</p>	Y

		<p>LOMS) that were added in 2023-24; maintain an additional SLOHS bilingual counselor (salary and benefits for 1.0 FTE).</p> <ul style="list-style-type: none"> Wellness Center Staff (salary and benefits for 1.0 FTE MBHS/1.0 FTE SLOHS). 		
2	Professional development, programs and processes to support identified subgroups	<p>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</p> <ul style="list-style-type: none"> District Leader in Me Membership; Title I sites' Leader in Me contracts using Title I dollars. Continuation of the Youth Athletics for Achievement program, including coach stipends, materials, supplies, and part-time salary and benefits; funded through our Schools Foundation. Continue the Common Ground Advisory Task Force to lead staff in ensuring safe and nurturing practices in SLCUSD; consultant fees, food, teacher hourly, and materials funded through the Superintendent's Office. Continue the Superintendent's Student Senate; materials, food, transportation, and field trip experience funded through the Superintendent's Office. 	<p>\$8,000</p> <p>\$43,227.00 (Title I)</p> <p>\$95,000 (Schools Foundation)</p> <p>\$20,000 (Superintendent's Office)</p>	Y
3	Parent outreach, engagement and education	<p>Engage and educate parents regarding SLCUSD academic and social-emotional programs.</p> <ul style="list-style-type: none"> Provide parent education opportunities. Provide additional outreach to families of English Learners (ELs) and those qualifying as Socioeconomically Disadvantaged (SED) families. Costs to include: presenter fees, DELAC conference costs, staff hourly (prep and presentation), materials. 	<p>\$20,000.00</p> <p>\$25,000 (Title I)</p>	Y
4	Positive Behavioral Interventions and Supports (PBIS) Systems and Alternative Means of Correction	<p>Continue to align systems TK-12 around response to student behavior, including positive behavioral interventions and supports.</p> <ul style="list-style-type: none"> Social Emotional Behavior (SEB) cohort registration with San Luis Obispo County Office of Education (SLOCOE) for 8 elementary sites and 2 middle school sites; substitute costs and registration co-funded using LCAP and Title IV dollars under the "Safe and Healthy Students" category. 	<p>\$77,771.00</p> <p>\$15,829.00 (Title I)</p>	N

		<ul style="list-style-type: none"> • School-wide Information Systems (SWIS), an electronic resource tool to monitor student referrals and repetitive misbehaviors for 8 elementary sites and 1 middle school site in partnership with SLOCOE. • To address the “Red” indicator for suspension on the 2023 Dashboard, LEA-wide (African American - AA), CL Smith Elementary (Hispanic), Hawthorne Elementary (Hispanic, SED, SWD), Laguna Middle (Homeless, SED, SWD), Los Osos Middle (2+ races, SWD), and San Luis Obispo High (Homeless, SWD) administrators receive district-level support with monthly monitoring of the subgroups as well as the LEA-wide AA subgroup. Our team is dedicated to reducing the suspension rate for Students with Disabilities (SWD) and all students, as outlined in the Compliance and Improvement Monitoring Process (CIM) plan, by developing, reviewing, and revising site and district-level discipline practices, policies, and procedures. These efforts focus on age-appropriate and culturally responsive expectations, routines, and procedures within a tiered framework to proactively address student needs. Initiated during the 2023-24 school year and continuing for the next two years, the team is educating administrators on the disproportionate impact of exclusionary punishment and fostering a collective vision for preventative and responsive disciplinary practices. Ultimately, all school sites will communicate and implement a comprehensive tiered system of support, addressing students' social, emotional, and behavioral needs with proactive and responsive strategies. 		
5	Chronic Absenteeism System Refinement	<p>Refine systems surrounding response to chronic absenteeism, including increased monitoring and outreach.</p> <ul style="list-style-type: none"> • Implement a refined tiered response to chronic absenteeism that provides progressive outreach and support, with additional emphasis placed on monitoring the “Red” 	<p>\$12,000.00</p> <p>\$5,000.00 (Title II)</p>	N

		<p>subgroups and schools below. This will include prioritized outreach from school personnel to the identified “Red” subgroups.</p> <ul style="list-style-type: none"> ● Provide Professional Development for School Counselors to support a comprehensive school counseling program, including a focus prevention of chronic absenteeism; funded with Title II dollars. ● Increase student engagement and attendance by offering lunchtime and afterschool clubs at Laguna Middle and Los Osos Middle; funding of staff stipends. ● To address the school-level and subgroup-level “Red” on the 2023 Dashboard, Laguna Middle (site-wide), as well as Bishop’s Peak (Hispanic), Los Ranchos (2+ races), Sinsheimer (Hispanic, SED), Los Osos Middle (2+ races) will engage in increased monitoring, at minimum monthly, if not more frequent, of “Red” student subgroups, then reach out to families prior to the child(ren) reaching the status of chronically absent. 		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the LCAP 3-year cycle, Pacific Beach High School’s (PBHS) students will engage in expanded STEAM/CTE courses and show improvement in college/career preparedness as measured by the CA Dashboard College/Career Readiness indicator improving from the 2023 “Red” status and increasing their dual course enrollment participation numbers.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

State Priorities: 4, 8

An explanation of why the LEA has developed this goal.

PBHS is our district’s only site that receives Equity Multiplier Funding. This goal has been developed in partnership with the school site and PBHS’ educational partners, to strategically address the use of these funds while simultaneously targeting the “Red” CA Dashboard indicators around College/Career Readiness.

Site staff have longevity and are committed to the success of the students, including their success following graduation. The staff is looking to expand course offerings and thereby increase students’ opportunities to secure a job post-graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 4 required metric)</i>	PBHS College/Career “Red” Dashboard Subgroups	PBHS: All Students = red Homeless = red SED = red Data Year: 2022-23 Data Source: Dashboard	PBHS: All Students = red Homeless = N/A (<11) SED = red No new groups Data Year: 2023-24 Data Source: Dashboard		improve to orange or better PBHS: All Students = orange Homeless = orange SED = orange Data Year: 2025-26 Data Source: Dashboard	All groups remained at red, homeless data not available, no added red groups

2 <i>(State priority 8 required metric)</i>	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	PBHS = 24/105, 23% Data Year: 2022-23 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	PBHS = 29/109, 27% Data Year: 2023-24 Data Source: Local Data, Cuesta's CCAP Office, CALPADS		3% annual increase PBHS = 32% Data Year: 2025-26 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	+ 4%
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The implementation of goal 4 in the LCAP was completed, as follows:

- CTE course in construction.
- Classes by an artist in residence.
- Dual Enrollment Coursework completion.
- EL Student Liaison Advocate.
- .2 FTE counselor to support students taking Dual Enrollment (DE) courses.

Most of the planned actions within Goal 1 were implemented as described above and as outlined in the Board-adopted LCAP. Three action items were not implemented; a medical workplace course (.2 FTE teacher), and a cosmetology workplace course (.2 FTE teacher), and a drivers education course.

Overall challenges: Inability to develop program, including not finding appropriate staff for the medical workplace and cosmetology courses. Lack of student interest prevented the Driver's Education course from being implemented.

Overall successes: Students earning DE and CTE coursework credit and skills, student participation in Art classes, enhanced communication and education support for English Learner students and parents.

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.

We have budgeted \$94,714 and have spent \$51,914 as of April 2025 due to the fact that PBHS was unable to secure the staff needed for the programs that did not get implemented (medical workplace and cosmetology workplace courses).

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

The implemented actions items were effective in providing expanded opportunities for students to be job ready and or continue with post secondary education upon graduation. Action items that were not implemented were not able to be measured for effectiveness.

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

The site will continue with the goal of providing opportunities to support students being job ready and or continue with post secondary education by continuing with the action items of adding a medical workplace course/program as well as adding a .8 FTE Therapist to support students' mental health needs.

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	Increase STEAM/CTE and counseling Personnel	<p>Expand integrated STEAM/CTE opportunities for Pacific Beach High School students.</p> <ul style="list-style-type: none"> Staffing the increased CTE-related course offerings, including a .25 of a .5 FTE construction course. Increased therapist support with .8 FTE. Create a medical workplace course and staff a 0.2 FTE teacher for this course. Offer a Driver's Education course and prepare students for their driver's test. Utilize these funds to pay for the cost of the course; teacher hourly to supervise the in-class time. Supplement Prop 28 dollars to staff a .2 FTE Digital Media Arts teacher. Fund a PBHS EL Student Advocate to liaise with families and provide direct support to students. To address the school-level "Red" college/career indicator on the 2023 Dashboard, PBHS will focus their equity multiplier funding on increasing students' college/career readiness. 	\$159,580 Equity Multiplier Funds	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,410,584	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.51%	0%	\$0	8.51%

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 #(s)	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
Goal 1, Action 1	<p>According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see increased performance on local and state academic assessments.</p> <p>Feedback from educational partners indicates professional development is a priority.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> Strengthen teachers’ depth of knowledge and support implementation of standards and curriculum in core academic areas. <p>First best instruction is our number one goal. Research has shown that, “... first best instruction has a tremendous impact on student learning— equivalent to months or years of additional learning while closing achievement gaps.” (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). To strengthen teachers’ depth of knowledge and</p>	<p>CAASPP - math, ELA, science</p> <p>A-G completion</p> <p>EAP conditional/ready categories</p> <p>We will also seek feedback from staff about the professional learning opportunities.</p>

		<p>support implementation of standards and curriculum in core academic areas, SLCUSD will implement professional development through elementary and secondary Teachers On Special Assignment (TOSAs) to support low income, foster youth, and English learner students by updating educators on effective, research-based practices. This action focuses on improving teacher capacity to better support the specific needs of EL, SED, and FY students. This action is designed to meet the needs most associated with low-income, foster youth, and English learner students. Because the District feels this action will be beneficial for all students, it will be available on a district-wide basis.</p>	
<p>Goal 1, Action 2</p> <p>Goal 3, Action 2</p> <p>Goal 3, Action 3</p>	<p>Survey data revealed inconsistencies across sites in student perceptions around safety, connectedness, engagement and relationships.</p> <p>According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see decreased rates of suspension and chronic absenteeism.</p> <p>Feedback from educational partners indicated a desire for diversity and equity training and multicultural education.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> • Through professional development, strengthen staff knowledge of safe and supportive schools. • Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. • Engage and educate parents regarding SLCUSD academic and social-emotional programs. <p>Through local partnerships, parent education, and staff training, we will continue to expand and strengthen district work around safe and nurturing campuses. The Common Ground Advisory Task Force will consider strategies for closing the achievement gap, addressing underlying barriers that impact student success, and developing long-term relationships with our typically marginalized parent community. Additionally, the district plans to continue expanding its current parent education opportunities, with specific offerings for families</p>	<p>CHKS</p> <p>YouthTruth Survey</p> <p>Attendance data</p> <p>Suspension rates</p> <p>We will monitor survey results around school climate and inclusivity as reported in student and parent surveys.</p>

		<p>who have students in the identified subgroups. The actions are designed to address the unique needs of EL, FY, and LI students by providing targeted professional development focused on student-needs informed teaching practices, safe and nurturing campuses, and inclusive learning environments. This professional development aims to equip educators with the skills to create safer and more inclusive classrooms.</p> <p>Research supports the efficacy of professional development focused on creating safe, inclusive, supportive and fair school environments. According to Darling-Hammond et al. (2017), targeted professional development that includes student-needs informed teaching practices significantly improves student outcomes, particularly for marginalized student groups. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. Because we expect all students to benefit, this action is provided on a district-wide basis.</p>	
<p>Goal 1, Action 4</p>	<p>According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see increased performance on local and state academic assessments.</p> <p>Offering hands-on learning was a top priority within survey feedback across all educational partner subgroups.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> ● Enhance hands-on, integrated and innovative curriculum, programs, and strategies. <p>To enhance hands-on, integrated and innovative curriculum, programs and strategies, we will continue the iINNOVATE Initiative. Research by Darling-Hammond et al. (2019) highlights that active learning strategies, including hands-on activities, lead to better academic outcomes for all students, with an even more pronounced impact on students from disadvantaged backgrounds. The iINNOVATE program allows our students who are LI, EL and FY access to cutting-edge technology and systems. The</p>	<p>CAASPP - math, ELA, science</p> <p>A-G completion within a CTE pathway</p> <p>We will also seek feedback from educational partners about the initiative.</p>

		<p>exposure to the critical thinking processes and learning impacts all students, but our EL, FY, and SED students benefit to a greater extent. Although this is tailored to address the needs of EL, FY, and SED students, this action is being implemented on an LEA-wide basis, as hands-on learning that will benefit all students.</p>	
<p>Goal 1, Action 5</p>	<p>EL, SED students, and FY often face significant academic challenges, which are exacerbated by a lack of targeted instructional strategies informed by data. Data from the LCAP indicates that these students have lower proficiency rates on standardized tests.</p> <p>Educational partner feedback indicated a need to focus on individualizing instruction.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> ● Use of assessment and data to drive instructional decision making. <p>The District will enhance instructional decision-making by using assessment and data. Research supports the efficacy of using data to drive instructional decision-making. According to Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009), teachers who receive professional development in data use are more effective at identifying student needs and tailoring their instruction accordingly, leading to significant improvements in student outcomes, especially for marginalized student groups. Teachers administering assessments 1:1 to our youngest learners allows our educators to gain a deeper understanding of knowledge gaps and strengths, then plan to respond to those findings. This is crucial work that will help us to shrink the achievement gap as teachers can make informed instructional decisions based upon their students' data. The action will benefit all students, but is intended to have a greater emphasis and impact on our SED, EL and FY student subgroups. Because we expect all students will benefit, this action is provided on a district-wide basis.</p>	<p>CAASPP - math, ELA, science</p> <p>We will also seek positive feedback from teachers regarding the effectiveness of data-driven instruction in professional development surveys.</p>
<p>Goal 2, Action 1</p>	<p>As noted in the baseline metric section, the graduation rate and college career data for EL,</p>	<ul style="list-style-type: none"> ● Strengthen district-wide multi-tiered system of support to meet students' 	<p>CAASPP - math, ELA, science</p>

<p>Goal 2, Action 5</p>	<p>FY, SWD/dual identified students, & SED students is below the rate of all students in SLCUSD. Based on this data, the district has decided to improve services for EL, FY, SWD/dual identified students, & SED students to help increase graduation rates and enhance the motivation for students to become college and career-ready.</p> <p>Educational partner feedback indicated that a focus on a multi-tiered system of support to help students was a priority.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>academic needs, particularly students within identified subgroups.</p> <ul style="list-style-type: none"> ● Provide robust support from highly-qualified teachers for students who qualify as SED, EL, LTEL, FHY, and/or students who are dual identified. <p>SLCUSD will strengthen its district-wide MTSS to better address the academic needs of students, particularly EL, FY, SWD/dual identified students, and SED students. This comprehensive approach involves maintaining S³ (Student Success Specialists) staffing put into place during year 1 of this 3-year LCAP cycle, providing targeted intervention classes, and offering professional development for teachers. In addition, secondary class sections will be strategically identified where co-teaching would be of benefit to these subgroups. The district will refine and expand its MTSS model, incorporating both academic and behavioral supports, and will implement new programs and materials to support student learning and recovery. The MTSS model will be refined to include both academic and social-emotional/behavioral supports, with efforts to analyze needs, explore model programs, and pilot initial programs. To address the LEA-wide “Red” on the 2023 Dashboard in Math for Foster Youth, the district will develop and refine a monitoring system that will be led by our S³ to ensure timely teacher communication and prioritization of instructional time, with an emphasis on early and just-in-time intervention. Providing targeted professional development to the teachers of the programs will allow maximum benefit to our student subgroups. This action is designed to meet the needs most associated with English learners,</p>	<p>District Common Assessments</p> <p>ELPAC</p> <p>EL reclassification rate</p> <p>IRC data</p> <p>Graduation rates</p> <p>We will also seek feedback from educational partners regarding the interventions and services.</p>
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		low-income, students with disabilities/dual identified students, and foster youth. Because we expect all students struggling academically will benefit, the actions and services are provided on a district-wide basis. The site-specific services are noted above will be provided exclusively to those mentioned sites.	
Goal 2, Action 4	<p>A review of data indicates there is a need to increase the graduation rate of foster youth, socioeconomically disadvantaged, and English learner students as compared to all students.</p> <p>Educational partner feedback indicated the need to offer AVID classes.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> Implementation and continued expansion of AVID programming. <p>We will implement the AVID program to provide additional instructional time, support for core classes, and preparation for college and career, addressing the unique needs of SED, FY, and EL students. The AVID program is designed to enhance academic performance through specific strategies tailored to these student groups. Studies have shown that the AVID program effectively enhances academic outcomes for students, particularly those from underrepresented and economically disadvantaged backgrounds. (Watt, Huerta, & Alkan, 2012). These additional supports are designed to meet the academic needs most associated with these students. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis at the middle and high schools.</p>	<p>Graduation rate</p> <p>A-G Completion rate</p> <p>CAASPP - math and ELA</p> <p>We will also seek feedback from secondary students and staff about AVID.</p>
Goal 3, Action 1 Goal 3, Action 2	<p>As identified in the LCAP metrics, there is a need to decrease suspension rates, increase feelings of safety, and provide stronger connections to the school for foster youth, low-income, and English learner students in comparison to all students.</p>	<ul style="list-style-type: none"> Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups. Ensure safe and nurturing campuses through ongoing training, monitoring and 	<p>CHKS</p> <p>YouthTruth Survey</p> <p>Attendance data</p>

<p>Educational partner feedback indicated Culture of Care is a top priority, specifically providing safe, caring environments and showing responsiveness to students' social-emotional needs.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>support of district-wide programs and processes.</p> <p>SLCUSD will strengthen district-wide multi-tiered systems of support (MTSS) to meet students' social-emotional needs, particularly for identified subgroups. The district is committed to ensuring safe and nurturing campuses through continuous training, monitoring, and support of district-wide programs and processes. By coordinating with Family Resource Centers, SLCUSD aims to improve access to community services, especially for low-income families. Counseling services will be maintained at the increased FTE established during the 2024-25 school year, including Wellness Center staff who offer ongoing assistance to students and families. To enhance the effectiveness of school counselors, the district will provide ongoing professional development opportunities. The district will also implement a comprehensive K-6 SEL curriculum, support leadership programs, and offer professional development focused on fostering resilience. Additionally, athletic programs for elementary students will continue to receive support with funding from our Schools Foundation. According to the CDE, comprehensive MTSS frameworks that include counseling, family engagement, and targeted support services significantly improve student outcomes, particularly for marginalized student groups. Research indicates that "schools that implement structured social and emotional learning (SEL) programs see significant improvements in students' social-emotional skills, attitudes, behavior, and academic performance. Effective implementation requires ongoing training, consistent monitoring, and</p>	<p>Suspension rates</p> <p>Expulsion rates</p> <p>Dropout rates</p> <p>Graduation rates</p> <p>We will also seek feedback from educational partners about the social emotional supports and actions.</p>
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		supportive district-wide policies to sustain the positive impacts of these programs" (Durlak et al., 2011). This underscores the importance of SLCUSD's comprehensive approach to creating safe and nurturing school environments. While these actions were specifically created to ensure that English learners, foster youth, and socio-economically disadvantaged students have access to a program that supports overall wellness, it is expected that all students will benefit from these district-wide actions.	
Goal 3, Action 3	<p>According to the metrics above, our low-income, foster youth, and English learner students performed lower on local and state academic assessments and overall student ratings of feeling connected to school is lower than 70% at grades 7, 9 and 11.</p> <p>Educational Partner Feedback indicated that school wide SEL and parent communication about SEL were both highly ranked as areas of focus.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> Engage and educate parents regarding SLCUSD academic and social-emotional programs. <p>SLCUSD will engage and educate parents about its academic and social-emotional programs through various initiatives. One of the key efforts is providing relevant and engaging parent education opportunities, with a particular focus on outreach EL and SED families. Research supports the importance of parent engagement and education opportunities in improving student outcomes (Smith & Jones, 2020). SLCUSD expects all district families to benefit from this action; however, the programs and services are designed to promote family/parent participation of English learners, Foster Youth and socio-economically disadvantaged students. The increased participation by these parents/families will have a greater impact on our student groups.</p>	<p>CHKS</p> <p>YouthTruth Survey</p> <p>Attendance data</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>Dropout rates</p> <p>Graduation rates</p> <p>We will also seek feedback from parents about the parent education opportunities.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 2	<p>ELs, including LTELs, face distinct challenges in their language development and academic progress. Data from the LCAP highlights the following needs and conditions. ELs and LTELs require targeted interventions to advance their English language proficiency, as indicated by lower scores on English Language Proficiency Assessments (ELPAC). ELs and LTELs often exhibit lower academic achievement in core subjects, such as ELA, compared to their non-EL peers, as evidenced by standardized test scores. They may struggle with mastering complex content area concepts due to language barriers and may experience socio-emotional challenges, including feelings of frustration and disengagement, which can impact their academic success and overall well-being.</p> <p>Educational partner feedback indicated the need to strengthen academic support with additional intervention, supplemental materials, programs, and professional development.</p> <p>2023 “Red” Dashboard indicators for school sites: Pacheco - EL Progress (increased to “Green” in 2024)</p> <p>2024 “Red” Dashboard indicators for school sites: Baywood - EL Progress</p> <p>2024 “Red” Dashboard indicator for students groups: ELA and Math - Long Term English Learners</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and</p>	<ul style="list-style-type: none"> English Learner (EL) and Long term English Learner (LTEL) Support and Services <p>SLCUSD will strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on our EL and LTEL students. To address the distinct needs of ELs and LTELs, a comprehensive array of services will be provided. First, tailored materials will be procured to cater to the varying needs of beginning ELs and LTELs, enabling differentiated instruction and the implementation of targeted language development strategies. Additionally, a specialized program will be established at LAMS and SLOHS to support newly arrived ELs, including additional teaching staff and curricular resources to facilitate smoother transitions and expedite language acquisition. EL IAs (Instructional Aides) will be funded to deliver supplemental ELD support and conduct ongoing academic monitoring for beginning ELs and LTELs, offering interventions aligned with student needs identified through data from the ELD monitoring system. An EL/Intervention TOSA will coordinate district-wide services, professional development, and interventions, with a specific focus on the needs of LTELs and ELs. Professional development efforts will concentrate on areas identified through monitoring data results, such as academic vocabulary and writing skills, known barriers to reclassification. Additionally, training on integrated and designated ELD will continue. Finally, extra staffing resources will be allocated to Pacheco and Baywood Elementary to address the needs</p>	<p>CAASPP - Math, ELA</p> <p>CAST- science</p> <p>District Common Assessment</p> <p>ELPAC</p> <p>ELPI</p> <p>Reclassification rate</p> <p>We will seek feedback from ELD teachers and EL parents to continue to inform the support provided.</p>

	Metrics sections.	of ELs and LTELs identified through the "Red" ELPI, aiming to enhance academic outcomes for ELs and LTELs at the site by providing additional EL Teacher staffing as well as certificated Spanish Intervention support to deliver personalized instruction to this specific population of students. This action prioritizes the needs of ELs and LTELs by specifically allocating resources, personnel, and interventions to address their unique challenges and facilitate their academic success.	
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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.

Not applicable.

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.

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable.	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	Not applicable.

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
San Luis Coastal Unified	Stephanie Shepherd Elementary Director Instructional Services: Learning and Achievement	sshepherd@slcusd.org 805-549-1225

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.

San Luis Coastal Unified School District (SLCUSD) is located on the scenic Central Coast of California, approximately midway between San Francisco and Los Angeles. Our district operates ten elementary schools, including three choice schools, two middle schools, two comprehensive high schools, and one alternative high school. Our alternative high school, Pacific Beach High School, receives Equity Multiplier funding. Maintaining small schools reflects our educational philosophy of knowing students on a personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential.

Our Students: SLCUSD’s Fall 2024 CALPADS data shows our student enrollment at 7,654. Of this total approximately 8.4% (643) are English learners (EL), 43% (3,257) come from socio-economically disadvantaged (SED) households, 7% (536) are students who meet the qualifications for homelessness or are in foster care (FHY). Through the three “Rs” of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. “Success for All” requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district.

Our Staff: San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. We currently employ 893 staff of which 474 are certificated, and 419 are classified. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, our district Parent Leader group, Booster organizations, DELAC (District English Learner Advisory Committee), the LCAP PAC (Parent Advisory Committee), and other parent organizations.

Our Community: SLCUSD shares the broader community with the postsecondary learning institutions of Cuesta Community College and California Polytechnic State University. We have established strong partnerships with both schools. We have also partnered with several nonprofit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school system. We also have developed

strong relationships with the City of Morro Bay, City of San Luis Obispo and the County of San Luis Obispo. The City and the YMCA play instrumental roles in providing before and after school care for our students.

San Luis Coastal Unified School District is a “Basic Aid” or “Community Funded School District,” meaning that property taxes are higher than the funding amount we would otherwise receive from the state. We are facing structural budget deficits of approximately five million dollars over the next few years. This is due in part to increasing enrollment and classrooms of UTK (Universal Transitional Kindergarten) students without more funding resources from the state. Additional budget impacts include the ending of PG&E Diablo Canyon tax revenues as well as the cessation of ESSER COVID funding that was expended on increasing employees.

Reflections: Annual Performance

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

CAASPP Successes:

Results demonstrated overall district wide growth of 1% in ELA and Math, and 4% in Science from the 22-23 school year.

Districtwide socio-economically disadvantaged (SED), Students with Disabilities (SWD), and English Learners (EL) students made statistically more growth compared to non-SED students in ELA and Math. Districtwide Reclassified Fluent English Proficient (RFEP) statistically outgrew non-SED students in ELA.

Growth over the majority of our school sites: 9/15 in ELA, 9/15 in math, 10/15 in science.

Significant growth (4%+) by school site: 6/15 in ELA, 9/15 in math, 9/15 in science.

CAASPP Identified Needs and Areas of Focus:

Instructional coherence between curriculum programs and the state assessment system.

Accelerate student learning to reach pre-COVID performance levels at the school sites with a focus on first best instruction. Implementation of a new Benchmark TK-6 ELA curriculum.

Continued interventions at elementary, middle and high schools.

Address achievement gaps between non-SED and all other subgroup populations.

Culture of Achievement at all levels related to CAASPP.

State Dashboard Successes:

SLCUSD maintained the status of “High” in both ELA and math.

Chronic absenteeism showed a 6.9% reduction in grades K-8.

English Learner Progress increased 3.6%, moving us from “Low” performance status to “High”.

Maintained “High” performance status with Suspension rates (decline of 0.8%).

The college and career category is rated as “High” with 64.2% of graduates who are “ready”.

Graduation Rate “Very High” performance status with 96.3% rate (an increase of 1.9%).

State Dashboard Identified Needs and Areas of Focus:

2024 Red Dashboard indicators for student groups: ELA and Math (Long Term English Learners (LTELs)), Chronic Absenteeism (African American).

2024 Red Dashboard indicators for a school (all students): Baywood-EL progress, Pacific Beach High-School College/Career Placement.

2024 Red Dashboard indicators for sites: Baywood (Math - SWD), Del Mar (Suspension - Homeless, SED, SWD, White), Hawthorne (Chronic Absenteeism - EL, Homeless, 2+ races), Pacheco (Chronic Absenteeism - Homeless), Sinsheimer (Suspension - SWD), Laguna Middle School (ELA - LTEL+EL; Chronic Absenteeism - SWD; Math - LTEL), Los Osos Middle School (Math - EL, Homeless), San Luis Obispo High School (ELA - SWD; Math - SWD; Suspensions - Homeless).

2023 Red Dashboard indicators for schools: Pacheco Elementary (English Learner Progress), Laguna Middle School (Chronic Absenteeism) & Pacific Beach (College/Career).

2023 Red Dashboard indicators for student groups: Math (FHY), Suspension Rate (African American)

2023 Red Dashboard indicators for sites: Bishop’s Peak (CA - Hispanic), CL Smith (Suspension - Hispanic), Hawthorne (Suspension - Hispanic, SED, SWD), Los Ranchos (Chronic Absenteeism - 2+ races), Sinsheimer (Chronic Absenteeism - Hispanic, SED), Laguna Middle School (Chronic Absenteeism - Homeless, SED, SWD, White; Suspension - Homeless, SED, SWD), Los Osos Middle School (Chronic Absenteeism - 2+ races; Suspension - 2+ races, SWD), Pacific Beach (College/Career - SED), San Luis Obispo High School (Suspension - Homeless, SWD).

Local Indicators Successes:

In each area our district was at the “standard met” rating.

Learning Recovery Emergency Block Grants (LREBG) funds:

SLCUSD does not have unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The 2025-26 Governor’s Budget proposes additional LREBG funding for LEAs. Because the details of the proposal, including dollar amount, were not finalized in time for the 2025-26 LCAP development process, we will include any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026-27 LCAP. This approach ensures that Educational Partners will have the opportunity to provide feedback on the use of these proposed additional funds.

Reflections: Technical Assistance

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

Our district is not eligible for or receiving technical assistance. Although SLCUSD is no longer eligible for Differentiated Assistance (DA), we still consider this an area of focus and growth.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Timeline of Engagement Plan	<p>SEPTEMBER-OCTOBER</p> <p>9/30-10/25/24 YouthTruth survey window with embedded LCAP family survey</p> <p>9/30-10/25/24 Community survey/QR code on SLCUSD webpage with pop-up</p> <p>10/10/24 DELAC Meeting Presentation - LCAP Roadshow and survey completion</p> <p>10/15/24 Board Meeting Presentation - LCAP Update #1</p> <p>10/21-10/23/24 Elementary employees complete Staff LCAP survey</p> <p>10/22/24 LCAP Parent Advisory Committee (PAC) Meeting #1 - LCAP Roadshow and survey completion</p> <p>NOVEMBER-DECEMBER</p> <p>11/1/24 Secondary employees complete Staff LCAP survey</p> <p>12/3-12/12/24 Secondary students complete LCAP Survey using Parsec Real (Student Senate, Student Congress, AVID students (middle and high schools), high school English Learner students and Newcomers</p> <p>JANUARY</p> <p>1/23/25 LCAP PAC Meeting #2 - review data and goal/action feedback</p> <p>FEBRUARY</p> <p>2/20/25 Board Meeting Presentation - LCAP Midyear Report 24-25</p> <p>MARCH</p> <p>3/4/25 Board Meeting Presentation - LCAP Educational Partner Feedback</p>

	<p>3/10/25 Consultation Meeting with SELPA</p> <p>APRIL</p> <p>4/1/25 Board Meeting Presentation - Additional LCAP Educational Partner Feedback</p> <p>4/29/25 Equity Multiplier Consultation Meeting with Pacific Beach High School stakeholders</p> <p>MAY</p> <p>5/6/25 Board Meeting Presentation - LCAP Goals, Actions and Budget Proposal and LCAP Overview</p> <p>5/13/25 LCAP PAC Meeting #3 - Overview of LCAP draft and gathering feedback</p> <p>5/14/25 DELAC Meeting - Overview of LCAP draft and gathering feedback</p> <p>5/20/25 Board Meeting Presentation - First reading and public hearing</p> <p>5/20-5/30/25 Public Comment period</p> <p>JUNE</p> <p>6/3/25 Board Meeting Presentation - LCAP second reading and adoption, budget adoption and local indicator report</p>
<p>Overview of Engagement Plan</p>	<p>SLCUSD surveys and meets with parents, teachers, school staff, and students throughout the school year to determine the needs and action steps that we must implement to better serve our students and school communities.</p> <p>The district’s LCAP engagement plan includes gathering input from the following groups:</p> <ul style="list-style-type: none"> ● Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) ● Student Senate ● Parent Leader Group ● District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) ● Common Ground Advisory Task Force ● Staff ● Students ● Board Meetings and Board Study Sessions ● CTE & industry leaders <p>These groups participate in specific presentations and/or activities that elicit authentic feedback on district initiatives and the use of LCAP funds. Following the presentation and/or activity, members of these groups are asked to complete our LCAP survey. The data collected through the survey allows us to quantify and prioritize the feedback shared by these educational partners. The LCAP Overview and</p>

	<p>educational stakeholder feedback are shared with the Board of Trustees in both March and April. The Student Senate and Common Ground Advisory Task Force present their recommendations to the Board of Education in May. These recommendations influence and help finalize the LCAP. The SELPA administrator is consulted in the LCAP process, along with continual support and guidance from the San Luis Obispo County Office of Education (SLOCOE).</p> <p>Common Ground Advisory Task Force recommendations:</p> <ol style="list-style-type: none"> 1. Find sustainable solutions to maintain the current variety of social and emotional supports and programs available to all K-12 students that prioritizes connections and engagement with students on campus (e.g., adequate support staffing, wellness centers, and appropriate use and integration of social and emotional learning curriculum). 2. Strengthen student-led transition activities between elementary to middle school, and middle to high school by emphasizing orientation activities, peer mentorship programs, and intentional efforts to connect students and parents to the school community. 3. Ensure that everyone knows they have a right to attend a welcoming and safe school by providing education, support, and resource access to immigrant families and staff.
<p>Local Control Accountability Plan Parent Advisory Committee: parents/community members, teachers, principals, administrators, union leaders, students</p>	<p>A range of efforts have been made to solicit ongoing educational partner feedback. One of the prominent outreach initiatives rests with our Local Control Accountability Plans (LCAP) Parent Advisory Committee (PAC). This group includes over 55 representatives, including: parents, community members, teachers, principals, administrators, union leaders, and students. Parent representatives include an individual whose child has an IEP, and other parents who have at least one child who qualifies for English Learner services, Foster/Homeless Youth, and/or as socio-economically disadvantaged.</p> <p>The role of this group extends beyond the compulsory actions of consultation and feedback on the LCAP. The PAC provides input on the surveys, reviews data, refines the outreach plan, analyzes the survey feedback, and identifies suggested modifications to the goals and actions of the LCAP.</p> <p>The initial LCAP draft is shared with the PAC for comment. Our Superintendent, Dr. Prater then provides a written response to the PAC’s comments or questions.</p> <p>During 2024, our PAC met on the following dates: 10/22, 01/23 and 05/13.</p> <p>This year our survey window was open from 9/30 to 10/25.</p> <p>Following the 5/13 meeting, Dr. Prater’s responses were sent to the LCAP PAC representatives.</p>
<p>Principals/Administrators</p>	<p>Our principals and administrators are invited to participate in our LCAP PAC. This provides them with the opportunity to both listen and share feedback alongside other educational partners. Principals and administrators are also encouraged to complete our LCAP survey.</p>

	<p>During 2024 and 2025, our PAC met on the following dates: 10/22, 01/23 and 5/13.</p> <p>This year our survey window was open from 9/30 to 10/25.</p>
Parents/Community	<p>We strive to engage our parents and community members to encourage LCAP survey completion by taking the following steps:</p> <ul style="list-style-type: none"> • Year-round updates to our district’s LCAP website. • Public announcements of upcoming PAC meetings via multiple communication modalities. • Availability of a translated LCAP survey for the top 5 reported home languages. • Hard copies of the survey (including translated versions) as well as online access (via a chromebook) in every school site’s front office made available throughout the LCAP survey window. • Increased visibility on our district website by highlighting the LCAP survey in the photo scroll section of the homepage. • Including a QR code in all forms of communication for easy accessibility. • Reminders to take the survey shared through: Parent Square messages from the district office and within school-wide communications, hard copy flyers, announcements at school events (parent-teacher conferences, performances, meetings such as ELAC, SSC, PTA, etc.).
DELAC	<p>Our DELAC representatives have an opportunity to share feedback and comment on the LCAP throughout its development, as outlined below. DELAC representatives take the LCAP survey annually, following a presentation as well as a question and answer session with our Assistant Superintendents. During the May meeting, DELAC representatives provide initial thoughts on the draft LCAP and their feedback is responded to in writing by Dr. Prater.</p> <p>October 10, 2024 - DELAC Meeting, review of LCAP</p> <p>December 11, 2024 - DELAC Meeting, LCAP Federal Addendum</p> <p>February 25, 2025 - DELAC Meeting, family engagement policy and input</p> <p>March 13, 2025 - DELAC Meeting, LCAP survey results</p> <p>May 14, 2025 - DELAC Meeting, LCAP draft presentation, collection of comments/feedback for Dr. Prater</p> <p>Following the meeting on 5/14, Dr. Prater’s responses were sent to the DELAC representatives in English and Spanish.</p>
SELPA	<p>On March 10, 2025 SELPA (Special Education Local Plan Area) met with district and SLOCOE (San Luis Obispo County Office of Education) representatives to conduct a consultation on the LCAP.</p>

Students	<p>Secondary school sites focused on specific groups of students completing the survey in December of 2024: Student Senate, Student Congress, AVID students, NextGEN students, and high school English Learners, Newcomer English Learner Students.</p> <p>This year our LCAP student survey window was open from 12/3-12/12/25.</p>
Staff, including: principals, teachers, administrators, union and school personnel	<p>Principals, teachers, administrators, union leaders and school personnel have representation on the LCAP PAC. In addition to this, each year our Assistant Superintendent of Educational Services, Lisa Yamashita, shares a LCAP Roadshow presentation with staff. This presentation is also conducted at an LCAP PAC meeting, a DELAC / EL PAC meeting, and it is made available to the general public via our LCAP website. The purpose of the LCAP Roadshow is to reflect on the previous year's LCAP feedback process, demonstrate how that feedback was utilized to inform the action items and spending of the current year's LCAP, then solicit feedback via the LCAP Survey that will contribute to the creation of the next year's LCAP. Each presentation concludes with a link/QR code that allows participants to immediately access the LCAP Survey. All staff, including principals, teachers, administrators, union leaders and school personnel are encouraged to complete the LCAP survey and share their feedback.</p>
Pacific Beach High School - Equity Multiplier School Consultation	<p>On Tuesday April 29th, Secondary Director Dan Neff and Principal Chris Dowler met with Pacific Beach High School (PBHS) educational partners. The purpose of this meeting was to provide the LEA and PBHS with an opportunity to consult as the LCAP was drafted, specifically, on the development of the required focus goals for PBHS. The meeting time was spent revising Goal 4 and the action items within this goal. The conversation focused on ways to increase access to college and career opportunities for students and ensuring that every action contributed to this area of focus while increasing student outcomes on the "Red" college/career readiness indicator from the California Dashboard. This meeting resulted in the revision of Goal 4 and the action items within this goal for year two of this LCAP cycle.</p>

Insert or delete rows, as necessary.

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

The [LCAP Overview](#) is a visual representation of the LCAP survey results and priorities. Many of the common elements of survey feedback have been included in the LCAP plan for 2024-27. The SLCUSD LCAP has 3 strategic goals:

1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.
3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

Based upon feedback from our LCAP PAC and Board of Trustees, we modified our survey approach this year, diversifying our survey platform and methodology for collection of feedback across the partner groups. Student groups engaged in a Parsec Real survey; embedded within the annual YouthTruth survey were questions about the LCAP; staff and community were asked to complete a Google survey. The

result of our efforts saw an increase in our response rate from 852 in Spring 2024 to 2,518 individual responses in this most recent round of survey administration in Fall 2024.

For each goal area, educational stakeholders were asked the following question: which of these areas need improvement or continued focus to eliminate educational barriers and address the needs of our identified subgroups?

In Goal 1 feedback, the following were top-rated responses: enhance hands-on instruction (49%), professional development for multicultural education, equity and diversity (15%), and use of assessment and data (11%).

In Goal 2 feedback, the following were top-rated responses: strengthen district-wide MTSS (32%), strengthen ELD academic supports and interventions (25%), implementation and continued AVID expansion (19%).

In Goal 3 feedback, the following were top-rated responses: continue to align systems TK-12 to support student behavior (24%), ensure safe and nurturing campuses (22%), strengthen district-wide MTSS SEL (14%), and engage and educate parents (14%).

LCAP PAC, DELAC and the Board of Trustees received detailed presentations on the survey results. Following the presentations, each group was asked to share suggestions for goal and action modification for the 2025-26 LCAP. These groups wished to maintain our goals and actions for the upcoming year, and shared specific suggestions for additional action steps. Based upon the sum of this information and feedback, the goals and action will be maintained within the 2025-26 LCAP. However, amidst budget reductions, SLCUSD's district staff have worked to prioritize LCAP actions using LCAP, federal title dollars, and other funding sources. Readers of this document will note that new funding sources are listed within this year's LCAP; this has been done to maintain or increase the focus on the LCAP priorities as we navigate financial impacts of transitional kindergarten expansion, increases in personnel costs, and the fading of other one-time funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Based on educational partner and student feedback, SLCUSD will engage teachers in professional development to enhance best first instruction. This includes a focus on hands-on learning, safe and supportive schools, and using data to inform instruction; these were the top three priorities within LCAP survey feedback. Feedback from our Student Senators identified four themes. Number two aligns with goals one and two of our LCAP: 1). inclusion and belonging for all, 2). academic engagement and support, 3). safe and supportive classrooms, 4). mental health and wellness.

Additionally, the results from the California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner LCAP survey results were used to identify the current needs in instruction, curriculum, and student achievement.

Currently, the California School Dashboard performance level places us at “green/high” overall for mathematics. The CAASPP results for mathematics in 2024 showed 58% of all students met or exceeded standard, which was a 1% increase from 2023 and an 8% increase from 2021 CAASPP scores. The Dashboard also places us at the “green/high” performance level for English Language Arts. The 2024 CAASPP results for English Language Arts showed 67% of all students met or exceeded standard. This was also an increase from previous years; 1% increase from 2023 and 8% increase from 2021.

Educational partner feedback, including the Superintendent’s Student Senate, indicates a need to stay focused on academic achievement as our “mission critical”. There is also strong interest in focusing on effective instruction that is engaging and challenging for our students.

First best instruction is our number one goal for a good reason: research has shown that, “... first best instruction has tremendous impact on student learning— equivalent to months or years of additional learning while closing achievement gaps.” (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). We finalized the adoption process for English Language Arts (ELA) materials at our non-Dual Language Immersion (DLI) elementary sites in Spring of 2025 and implemented the newly-adopted Benchmark materials in August of the current school year. To ensure teachers continue to feel supported in using these new materials, the adoption necessitates an ongoing, large scale professional development plan that spans multiple years. This will greatly strengthen our first best instruction, including

English Language Development (ELD). Professional development will emphasize how to best meet the needs of students who qualify as EL, SED, Homeless and Foster Youth within the general education classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 1 required metric)</i>	Appropriately assigned and fully credentialed teachers	100% Data Year: 2023-24 Data Source: Fall 2023 Dashboard	100% Data Year: 2024-25 Data Source: Fall 2024 Dashboard		Maintain 100% Data Year: 2026-27 Data Source: Fall 2025 Dashboard	0
2 <i>(State priority 1 required metric)</i>	Student access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report	100% Data Year: 2024-25 Data Source: Local Indicator Report		Maintain 100% Data Year: 2026-27 Data Source: Local Indicator Report	0
3 <i>(State priority 1 required metric)</i>	Facilities properly maintained according to FIT (Facilities Inspection Tool) Report	100% good/exemplary Data Year: 2023-24 Data Source: Local Indicator Report	99.47% good/exemplary Data Year: 2024-25 Data Source: Local Indicator Report		Maintain 100% good/exemplary Data Year: 2026-27 Data Source: Local Indicator Report	- 0.53%
4 <i>(State priority 2 required metric)</i>	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	All standards = Full Implementation ELD: Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	All standards = Full Implementation ELD = Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation in all standards and ELD Data Year: 2026-27 Data Source: Local Indicator Report	0 +1
5 <i>(State priority 4 required metric)</i>	Percentage of all students meeting or exceeding standards in ELA on the	All Student = 65% Data Year: 2022-23 Data Source:	All Student = 67% Data Year: 2023-24 Data Source:		3% annual increase All Students = 74%	+ 2%

	CAASPP	caaspp-elpac.ets.org	caaspp-elpac.ets.org		Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
6 <i>(State priority 4 required metric)</i>	Percentage of students meeting or exceeding standards in Math on the CAASPP	All Students = 57% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Students = 58% Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		3% annual increase All Students = 66% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	+ 1%
7 <i>(State priority 4 required metric)</i>	California Science Test (CAST) Met or Exceeded Standard	All Students = 51% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Students = 52% Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		3% annual increase All Students = 60% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	+ 1%
8 <i>(State priority 4 required metric)</i>	A-G Completion Rate	62% Data Year: 2022-23 Data Source: Dashboard Additional Reports	66% Data Year: 2023-24 Data Source: Dashboard Additional Reports		2% annual increase 68% Data Year: 2025-26 Data Source: Dashboard Additional Reports	+ 4%
9 <i>(State priority 4 required metric)</i>	CTE Pathway Completion Rate	44.5% Data Year: 2022-23 Data Source: Dashboard Additional Reports	42% Data Year: 2023-24 Data Source: Dashboard Additional Reports		3% annual increase 53.5% Data Year: 2025-26 Data Source: Dashboard Additional Reports	- 2.5%
10 <i>(State priority 4 required metric)</i>	A-G Completion and CTE Pathway Completion	32% Data Year: 2022-23	34% Data Year: 2023-24		3% annual increase 41%	+ 2%

	Combined Rate	Data Source: Dashboard Additional Reports	Data Source: Dashboard Additional Reports		Data Year: 2025-26 Data Source: Dashboard Additional Reports	
11 <i>(State priority 4 required metric)</i>	AP Passage Rate	District wide: 85% MBHS: <ul style="list-style-type: none"> ● All = 61% ● EL = N/A ● LTEL = N/A ● SED = 70% ● FY = N/A ● Hom = 100% SLOHS: <ul style="list-style-type: none"> ● All = 89% ● EL = 80% ● LTEL = N/A ● RFEP = 86% ● SED = 79% ● FY = N/A ● Hom = 75% Data Year: 2022-23 Data Source: CollegeBoard	District wide: 88% MBHS: <ul style="list-style-type: none"> ● All = 78% ● EL = 100% ● LTEL = 100% ● RFEP = 67% ● SED = 75% ● FY = N/A ● Hom = 64% SLOHS: <ul style="list-style-type: none"> ● All = 93% ● EL = 86% ● LTEL = 74% ● RFEP = 91% ● SED = 82% ● FY = N/A ● Hom = 66% Data Year: 2023-24 Data Source: CollegeBoard		3% annual increase in passage rate (scoring 3+) District wide: 94% MBHS: <ul style="list-style-type: none"> ● All = 81% ● EL = 100% ● LTEL = 100% ● RFEP = 73% ● SED = 79% ● FY = TBD ● Hom = 100% SLOHS: <ul style="list-style-type: none"> ● All = 98% ● EL = 89% ● LTEL = 80% ● RFEP = 95% ● SED = 88% ● FY = TBD ● Hom = 84% Data Year: 2025-26 Data Source: CollegeBoard	District wide: + 3% MBHS: <ul style="list-style-type: none"> ● All = + 17% ● EL = TBD ● LTEL = TBD ● RFEP = TBD ● SED = + 5% ● FY = N/A ● Hom = - 36% SLOHS: <ul style="list-style-type: none"> ● All = + 4% ● EL = + 6% ● LTEL = TBD ● RFEP = TBD ● SED = + 3% ● FY = N/A ● Hom = - 9%
12	Percentage of students district wide recognized for the AP Scholar Award (scoring 3+ on 3 or more AP exams while in high school)	District Wide: 25% 181 AP Scholars / 727 AP students Data year 2023-24 Data Source: CollegeBoard	District Wide: 24% 248 AP Scholars / 1043 AP students Data year 2024-25 Data Source: CollegeBoard		5% annual increase District Wide: 40%, 208 AP Scholars Data year 2027-28 Data Source:	- 1%

					CollegeBoard	
13 <i>(State priority 4 required metric)</i>	EAP ELA <i>EAP = Early Assessment Program</i>	76% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	68% college ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		3% annual increase 85% college-ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	- 8%
14 <i>(State priority 4 required metric)</i>	EAP MATH <i>EAP = Early Assessment Program</i>	50% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	43% college ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		3% annual increase 59% college ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	- 7%
15 <i>(State priority 7 required metric)</i>	Broad course of study	Students served in VAPA courses MBHS: <ul style="list-style-type: none"> ● All = 53% ● EL = 37% ● LTEL = 38% ● SED = 53% ● FY = 49% SLOHS: <ul style="list-style-type: none"> ● All = 43% ● EL = 36% ● LTEL = 40% ● SED = 41% ● FY = 39% Data Year: 2023-24 Data Source: CALPADS Fall 2 enrollment data	Students served in VAPA courses MBHS: <ul style="list-style-type: none"> ● All = 55% ● EL = 43% ● LTEL = 45% ● SED = 53% ● FY = 59% SLOHS: <ul style="list-style-type: none"> ● All = 45% ● EL = 39% ● LTEL = 26% ● SED = 43% ● FY = 43% Data Year: 2024-25 Data Source: CALPADS Fall 2 enrollment data		2% annual increase overall and for subgroups Students served in VAPA courses MBHS: <ul style="list-style-type: none"> ● All = 59% ● EL = 45% ● LTEL = 47% ● SED = 59% ● FY = 61% SLOHS: <ul style="list-style-type: none"> ● All = 49% ● EL = 42% ● LTEL = 46% ● SED = 47% ● FY 45% 	MBHS: <ul style="list-style-type: none"> ● All = + 2% ● EL = + 6% ● LTEL = + 7% ● SED = 0% ● FY = + 10% SLOHS: <ul style="list-style-type: none"> ● All = + 2% ● EL = + 3% ● LTEL = - 14% ● SED = + 2% ● FY = + 4%

					Data Year: 2026-27 Data Source: CALPADS Fall 2 enrollment data	
16 <i>(State priority 8 required metric)</i>	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	All Students = 807/2628, 31% SLOHS = 499/1697, 29% MBHS = 284/826, 34% PBHS = 24/105, 23% Data Year: 2022-23 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	All Students = 723/2413, 30% SLOHS = 534/1557, 34% MBHS = 160/747, 21% PBHS = 29/109, 27% Data Year: 2023-24 Data Source: Local Data, Cuesta's CCAP Office, CALPADS		3% annual increase All Students = 40% SLOHS = 38% MBHS = 43% PBHS = 32% Data Year: 2025-26 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	All Students = - 1% SLOHS = + 5% MBHS = - 13% PBHS = + 4%

Goal Analysis for 2024-25

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

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

The implementation of goal 1 in the LCAP was completed, as follows:

- Summer planning to work on scope and sequence of ELA Curriculum Implementation.
- Following the elementary adoption of Benchmark English Language Arts (ELA) and English Language Development (ELD) materials in Spring 2024, professional development was offered over the summer. New teacher academy occurred in August with additional after school dates for ongoing professional development throughout the year.
- Secondary teachers attended formal new teacher training.
- Secondary leaders participated in The University of Washington's Center for Educational Leadership training throughout the year.
- Middle school leaders participated in Leaders to Watch Academy.
- The Human Resources department began work on an interview protocol and hiring panel guide.
- iINNOVATE programming continued with work by our Teachers On Special Assignment (TOSAs). To support implementation, 2 Instructional Aides are utilized for instructional support. Materials were replenished for lessons in robotics and other innovative areas aligned to NGSS standards.

- Elementary grade level professional development and planning days took place throughout the year, as did teacher release time in primary grades to administer assessments.

All planned actions within Goal 1 were implemented as described above and as outlined in the Board-adopted LCAP.

Overall challenges: limited substitute availability to cover the full scope of needs, delayed onboarding of Secondary Curriculum TOSA who supports professional development, multiple assessment tools and platforms being used across TK-12.

Overall successes: updated materials and resources, high-quality professional development opportunities at all levels, continued recruitment of iINNOVATE Learning Experience Design (LED) teachers.

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.

There were no material differences between budgeted and actual expenditures. In some cases, an alternative funding source was utilized to pay for the action item. As a district we have opted to proactively cap the number of release spots each day to prevent a substitute shortage across the district. This restricts us from delivering professional development (PD) on a broader scale, and requires us to provide any training in smaller groups. Even with this challenge, we were able to complete all of the planned PD. We budgeted \$738,895 and have spent \$653,935 as of the end of May.

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

Student performance in mathematics, as measured by the CAASPP, indicated an increase from 57% to 58% from the 2023 to the 2024 assessment administration year. We saw a 4% increase in performance from our English Learner subgroup, while our socio-economically disadvantaged subgroup grew by 4%. The dashboard indicated a level of “green/high” overall performance in math.

Student performance in English Language Arts (ELA), as measured by the CAASPP, indicated an increase of 1% between 2023 and 2024, growing from 66% to 67%. Our English Learner subgroup showed greater growth, increasing by 3%, from 12% to 15% proficiency. Our socio-economically disadvantaged subgroup also demonstrated growth, increasing by 5%, from 46% to 51% proficiency. The Dashboard indicated an ELA performance level of “green/high” performance in 2024.

Based upon the steady and incremental growth that our students are demonstrating over time, both overall and at the subgroup level, we can conclude that these positive results correlate to all of our goal 1 action items in the 2024-25 LCAP: core academics, staff development, innovation, assessment and data. In short, the actions (1.1-1.6) implemented under goal 1 in the 2024-25 LCAP have been effective.

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.

A notable change moving into next year is an alignment of our elementary and secondary screener assessment tools in math and reading. This shift is grounded in educational partner feedback around improving our data and assessment systems. Making this adjustment will allow

us to monitor students using the same tools, STAR Reading and STAR Math, as they matriculate through our school system as the tests span from kindergarten through 12th grade. STAR assessments are currently being used by our Dual Language Immersion sites as they offer their screener assessments in both English and Spanish reading. Another advantage of STAR is that it offers a correlation and predictor to CAASPP, empowering school staff to ensure students are progressing toward meeting standards prior to CAASPP administration in late Spring. We plan to utilize LCAP dollars to purchase this tool as it will allow us to better monitor our overall student population, but also because we can use it as a progress monitoring tool for students participating in intervention, or within specific subgroups.

Another change is the addition of our Elementary and Secondary Curriculum Teachers On Special Assignment (TOSA) to the LCAP. Our TOSAs will organize and deliver ongoing support and professional development (PD) in place of higher cost consultants and presenters that the district typically contracts with for PD. The TOSAs will also help to carry out goals around using data to drive instructional decisions.

During the 2023-24 school year, the district partnered with Hanover Research to conduct an analysis of the current hiring practices. The district’s Equity Team reviewed Hanover’s report and made the recommendation to the Board of Trustees that SLCUSD continue to focus on clearly defining inclusive hiring practices. To that end, the district outlined LCAP actions around the creation of an interview protocol and hiring panel guide that would assist interviewers and district leadership in conducting interviews, guiding panel discussions, and recording interview data. The work began this year, but the protocol and guide need to be refined and vetted. As such, this work will continue during the 2025-26 school year and is included once more in the LCAP as a focused action item.

Another adjustment worth noting is the district’s strategic use of federal title dollars in alignment with LCAP priorities, as well as our San Luis Coastal Education Foundation’s enhancement of programming with additional funding. LCAP supplemental dollars, Schools Foundation funds, and Title I, II, III and IV dollars are braided together to ensure uninterrupted supplemental and enhanced services for students.

Metrics within Goal 1 will remain the same in this year’s LCAP as will target outcomes as the year 3 outcomes have not yet been achieved. Maintaining the metrics across multiple years will allow the district to better track and monitor the effectiveness of our LCAP actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tier 1 Professional Development; first, best instruction.	Strengthen teachers’ depth of knowledge and support implementation of standards and curriculum in core academic areas. <ul style="list-style-type: none"> Elementary Tier 1 professional development, New Teacher Academy, and ongoing training; costs include substitutes, teacher hourly and materials. 	\$294,293.38	Y

		<ul style="list-style-type: none"> • Secondary Tier 1 professional development & formal new teacher training; costs include substitutes, teacher hourly and materials. • Elementary and Secondary Teachers On Special Assignment (TOSAs) 		
2	Educational Leadership	<p>Staff professional development around providing safe and supportive schools.</p> <ul style="list-style-type: none"> • University of Washington CEL (Center for Educational Leadership); A deep dive with our site administrators (along with select teacher leaders) utilizing the University of Washington’s leadership framework. 	\$60,000.00 (Title II)	N
3	Inclusive Hiring Practices	<p>Refinement of an interview protocol and hiring panel guide, based upon best practices.</p> <ul style="list-style-type: none"> • Refine and finalize an interview protocol. • Refine and finalize a hiring panel guide. 	\$0.00 (Alternate funding source)	N
4	Innovation	<p>Enhance hands-on, integrated and innovative curriculum, programs, and strategies</p> <ul style="list-style-type: none"> • iINNOVATE implementation including a 1.0 FTE teacher, teacher hourly and/or per diem for lesson and curriculum development, classified hourly and/or per diem rate for lesson and curriculum development, as well as materials for innovation lab consumable supplies and Learning Experience Design (LED) unit materials. 	\$210,901.00 (Schools Foundation)	N
5	Assessment and Data	<p>Use assessment and data to drive instructional decision making.</p> <ul style="list-style-type: none"> • Refine and implement districtwide K-12 common assessments including assessment tools and professional development on using data to inform instruction • Providing teachers in K-2 with release time and testing supplies to administer common assessments. 	\$349,202.00	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, 4

An explanation of why the LEA has developed this goal.

A focus on unduplicated student subgroups and English Learner, SED, and Homeless/Foster Youth is a primary focus of the LCAP. Additional emphasis is placed on Students with Disabilities (SWD) and Long Term English Learner (LTEL) populations, although these groups are not formally a part of the Local Control Funding Formula (LCFF) that determines the apportionment of LCAP dollars annually. Even so, each of these subgroups is monitored within the LCAP for progress and performance.

Feedback from our Student Senators identified four themes. Number two aligns with goals one and two of our LCAP: 1). inclusion and belonging for all, 2). academic engagement and support, 3). safe and supportive classrooms, 4). mental health and wellness.

The results from the 2024 California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The CAASPP results for mathematics showed 58% of all students met or exceeded standard, while 43% of socioeconomically disadvantaged (SED) students met or exceeded standard; a 7% increase for our SED subgroup from 2023. All students increased from 57% to 58% (1% growth) while our English Learners (ELs) demonstrated growth from 13% to 14% (1% increase). Within our RFEP subgroup, 38% met or exceeded standard, versus 42% in 2023, while 28% of Students with Disabilities (SWD) met or exceeded standard, a 4% increase from 2023.

The CAASPP results for English Language Arts showed 67% of all students met or exceeded standard, while only 53% of socioeconomically disadvantaged students met or exceeded standard, and 10% of English learners met or exceeded standard. Our EL, LTEL and RFEP populations saw a 1-5% decrease when compared to 2023 data. SWD increased by 1% from 2023 to 2024.

Goal 2 is highlighted by a comprehensive MTSS system to support all students to be successful, but especially these groups. Year 2 of this 3-year LCAP cycle continues to outline a MTSS model with substantial resources dedicated to shrinking the achievement gap for our most vulnerable students. Feedback from educational partner groups highlighted a desire to “strengthen district-wide MTSS academics” as the top priority. In addition, our Board of Trustees’ number one goal is to focus efforts to close the achievement gap. With this in mind, we will continue to devote LCAP funding to our MTSS programming in SLCUSD.

Additional feedback from educational partners demonstrated a need to “strengthen ELD academic supports and interventions” as a second priority, followed closely by “implementation and continued expansion of AVID.”

After reviewing the data from the CAASPP, district common assessments and LCAP survey results, we confirmed the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified student subgroups. This data and educational partner feedback supports our continued focus on academic intervention and staff to support our MTSS (Multi-tiered Systems of Support) model, providing additional programs, staff support and materials for English Learners, as well as an ongoing focus to expand AVID.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 4 required metric)</i>	Percentage of students meeting or exceeding standards in ELA on the CAASPP for LCAP-identified subgroups	All Students = 65% SED = 46% EL = 12% LTEL = 8% RFEP = 52% SWD = 28% FY = 23% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Students = 67% SED = 53% EL = 10% LTEL = 3% RFEP = 51% SWD = 29% FY = N/A (<11) Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		3% annual all student increase; 5% annual subgroup increase All Students = 74% SED = 61% EL = 27% LTEL = 23% RFEP = 67% SWD = 43% FY = 38% Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	All Students = + 2% SED = + 7% EL = - 2% LTEL = - 5% RFEP = - 1% SWD = + 1% FY = N/A
2	Student performance in ELA will increase, as measured by District Common Assessments, for LCAP-identified student groups.	Elementary (2-6): All Students = 86% SED = 52% EL = 17% LTEL = 17% RFEP = 62% SWD = 37% FY = 33% Middle School: All Students = 71% SED = 55%	*Elementary NON-DLI (2-6): All Students = 82% SED = 70% EL = 29% LTEL = 0% RFEP = 71% SWD = 54% FY = 75%		3% annual all student increase; 5% annual subgroup increase *Elementary NON-DLI (2-6): All Students = 88% SED = 80% EL = 39% LTEL = 10% RFEP = 81% SWD = 64%	Elementary NON-DLI (2-6) is new for 2025-26, no comparison can be made. Elementary DLI (2-6) is new for 2025-26, no comparison can be made.

		<p>EL = 4% LTEL = 0% RFEP = 57% SWD = 43% FY = 40%</p> <p>High School: All Students = 66% SED = 51% EL = 4% LTEL = 2% RFEP = 46% SWD = 26% FY = 17%</p> <p>Data Year: 2023-24 Data Source: SLCUSD Common Assessments, T2</p>	<p>*Elementary DLI (2-6): All Students = 54% SED = 33% EL = 13% LTEL = N/A (<i>no data</i>) RFEP = 41% SWD = 31% FY = N/A</p> <p>*Middle School (Grades 7-8): All Students = 72% SED = 56% EL = 10% LTEL = 10% RFEP = 45% SWD = 38% FY = 67%</p> <p>*High School (Grades 9-12): All Students = 60% SED = 47% EL = 2% LTEL = 0% RFEP = 37% SWD = 29% FY = 25%</p> <p><i>*metrics were changed in 2024-25</i></p> <p>Data Year: 2024-25 Data Source: SLCUSD Common Assessments, T2</p>		<p>FY = 85%</p> <p>*Elementary DLI (2-6): All Students = 60% SED = 43% EL = 23% LTEL = TBD RFEP = 51% SWD = 41% FY = 10%</p> <p>Middle School (Grades 7-8): All Students = 80% SED = 70% EL = 19% LTEL = 15% RFEP = 72% SWD = 58% FY = 55%</p> <p>High School (Grades 9-12): All Students = 75% SED = 66% EL = 19% LTEL = 17% RFEP = 61% SWD = 41% FY = 32%</p> <p><i>*based on new baseline metrics from 2024-25</i></p> <p>Data Year: 2026-27 Data Source: SLCUSD Common Assessments, T2</p>	<p>Middle School (Grades 7-8): All Students = + 1% SED = + 1% EL = + 6% LTEL = + 10% RFEP = - 12% SWD = - 5% FY = + 27%</p> <p>High School (Grades 9-12): All Students = - 6% SED = - 4% EL = - 2% LTEL = - 2% RFEP = - 9% SWD = + 3% FY = + 8%</p>
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<p>3 <i>(State priority 4 required metric)</i></p>	<p>Percentage of students meeting or exceeding standards in Math on the CAASPP</p> <p>“Red” Dashboard Subgroup for LEA in Math: FY</p>	<p>All Student = 57% SED = 36% EL = 13% LTEL = 2% RFEP = 42% SWD = 24% FY = 25%</p> <p>Data Year: 2022-23 Data Source: caaspp-elpac.ets.org</p>	<p>All Student = 58% SED = 43% EL = 14% LTEL = 3% RFEP = 38% SWD = 28% FY = N/A (<11)</p> <p>Data Year: 2023-24 Data Source: caaspp-elpac.ets.org</p>		<p>3% annual all student increase; 5% annual subgroup increase</p> <p>All Students = 67% SED = 51% EL = 28% LTEL = 17% RFEP = 57% SWD = 39% FY = 40%</p> <p>Data Year: 2025-26 Data Source: caaspp-elpac.ets.org</p>	<p>All Students = + 1% SED = + 7% EL = + 1% LTEL = + 1% RFEP = - 4% SWD = + 4% FY = N/A</p>
<p>4</p>	<p>Student performance in mathematics will increase, as measured by District Common Assessments, for LCAP-identified student groups</p>	<p>Elementary (K-5): All Students = 75% SED = 62% EL = 48% LTEL = 9% RFEP = 57% FY = 56%</p> <p>Middle School: All Students = 55% SED = 37% EL = 9% LTEL = 5% RFEP = 46% FY = 50%</p> <p>High School: All Students = 31% SED = 20% EL = 5% LTEL = 0% RFEP = 19% FY = 0%</p> <p>Data Year: 2023-24</p>	<p>Elementary (K-5): All Students = 76% SED = 64% EL = 50% LTEL = 20% RFEP = 75% FY = 90%</p> <p>Middle School (Grades 6-8): All Students = 45% SED = 26% EL = 12% LTEL = 6% RFEP = 37% FY = 0%</p> <p>High School (Grades 9-12): All Students = 34% SED = 20% EL = 3% LTEL = 0% RFEP = 20% FY = 33%</p>		<p>3% annual all student increase; 5% annual subgroup increase</p> <p>Elementary (K-5): All Students = 84% SED = 77% EL = 63% LTEL = 18% RFEP = 85% FY = 100%</p> <p>Middle: (Grades 6-8): All Students = 64% SED = 52% EL = 24% LTEL = 20% RFEP = 61% FY = 65%</p> <p>High: (Grades 9-12): All Students = 40% SED = 35%</p>	<p>Elementary (K-5): All Students = + 1% SED = + 2% EL = + 2 % LTEL = + 11% RFEP = + 18% FY = + 34%</p> <p>Middle School (Grades 6-8): All Students = -10% SED = - 11% EL = + 3% LTEL = + 1% RFEP = - 9% FY = - 50%</p> <p>High School (Grades 9-12): All Students = + 3% SED = 0% EL = - 2% LTEL = 0% RFEP = + 1% FY = + 33%</p>

		Data Source: SLCUSD Common Assessments, T2	Data Year: 2024-25 Data Source: SLCUSD Common Assessments, T2		EL = 20% LTEL = 15% RFEP = 34% FY = 15%	
					Data Year: 2026-27 Data Source: SLCUSD Common Assessments, T2	
5 <i>(State priority 4 required metric)</i>	California Science Test (CAST) Met or Exceeded Standard for LCAP identified student groups	All Students = 51% SED = 31% EL = 3% LTEL = 4% RFEP = 33% SWD = 20% FY = N/A (<11)	All Students = 52% SED = 35% EL = 7% LTEL = 0% RFEP = 28% SWD = 16% FY = N/A (<11)		3% annual all student increase; 5% annual increase for subgroups All Students = 60% SED = 46% EL = 18% LTEL = 19% RFEP = 48% SWD = 35% FY = TBD	All Students = + 1% SED = + 4% EL = + 4% LTEL = - 4% RFEP = - 5% SWD = - 4% FY = N/A
		Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	Data Year: 2023-24 Data Source: caaspp-elpac.ets.org		Data Year: 2025-26 Data Source: caaspp-elpac.ets.org	
6 <i>(State priority 4 required metric)</i>	EL students making progress toward English Proficiency as measured by the ELPAC assessment	20%	19%		3% annual increase 29%	- 1%
		Data Year: 2022-23 Data Source: Summative ELPAC caaspp-elpac.ets.org	Data Year: 2023-24 Data Source: Summative ELPAC caaspp-elpac.ets.org		Data Year: 2025-26 Data Source: Summative ELPAC caaspp-elpac.ets.org	
7	English Learner Progress Indicator “Red” Dashboard Schools and Subgroups	PA = red Data Year: 2022-23 Data Source: Dashboard	PA = green BA = red Data Year: 2023-24		improve to orange or better Data Year: 2025-26	Improved to green but added Baywood as red

			Data Source: Dashboard		Data Source: Dashboard	
8 <i>(State priority 4 required metric)</i>	EL Reclassification Rate	20% Data Year: 2022-23 Data Source: CALPADS	15% Data Year: 2023-24 Data Source: CALPADS		1% annual increase in redesignation rate 23% Data Year: 2025-26 Data Source: CALPADS	- 5%
9	District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.	≤ 40% Regular Ed. = 13.13% ≥ 80% Regular Ed. = 63.05% Data Year: 2023-24 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE	≤ 40% Regular Ed. = 11.37% ≥ 80% Regular Ed. = 67.40% Data Year: 2024-25 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE		1.5% annual decrease, 3% annual increase ≤ 40% Regular Ed. = 8.63% ≥ 80% Regular Ed. = 72.05% Data Year: 2026-27 Data Source: Compliance and Improvement Monitoring Process Data and Information from CDE	≤ 40% Regular Ed. = - 1.76% ≥ 80% Regular Ed. = + 4.35%

Goal Analysis for 2024-25

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

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

The implementation of goal 2 in the LCAP was completed, as follows:

- Student Success Specialist (S³) Teachers hired at each comprehensive elementary site (9.0 FTE).

- Intervention classes at secondary schools: additional class sections for San Luis Obispo High School (SLOHS), Morro Bay High School (MBHS), Los Osos Middle School (LOMS) and Laguna Middle School (LAMS).
- Professional Development to enhance and expand MTSS systems and supports.
- Reading intervention and Tier 2 materials purchased for elementary sites.
- Part-time staff allocation for Spanish Intervention at DLI sites.
- Elementary Academic Intervention Teachers (AITs) to support Tier 2 intervention.
- Online courses provided for credit/grade recovery.
- “Raising a Reader” annual program fees.
- Provided elementary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs (long-term English learners); elementary salary and benefits for 4.8 FTE of EL Specialist positions.
- Provided secondary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs; secondary salary and benefits totaling 2.0 FTE.
- Implemented a Secondary “Newcomer/Sheltered ELD” Program; salary and benefits totaling 2.0 FTE of teaching staff at LAMS and SLOHS; curriculum materials; contract; teacher hourly and/or substitutes for release time.
- Provided supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress by funding EL Aides/Instructional Aides.
- Purchased High School supplemental ELD materials.
- ELD monitoring system purchased and utilized.
- Salary and benefits for 1.0 FTE EL/Intervention TOSA to coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered systems of support, including equitable practices.
- Consulting and training through Cultural Creations occurred at both elementary and secondary levels.
- AVID programming in grades 7-12 was supported and strengthened.

All planned actions within Goal 2 were implemented as described above and as outlined in the Board-adopted LCAP.

Overall challenges: pending budget reductions impacting supplemental positions (i.e. positions not funded through the state or federal government), Academic Intervention Teacher (AIT) turnover at some sites, EL Specialist staffing allocation was not sufficient to cover the full scope of needs at some sites.

Overall successes: our MTSS intervention model is showing progress towards closing the achievement gap, fully staffed for all allocated positions supporting English learners (ELs), newly-hired EL/Intervention TOSA successfully transitioned, implementation of Benchmark *Express* for English Language Development (ELD) at elementary, updated materials and resources purchased for middle and high school ELD, implementation of “Newcomer” programs at Laguna Middle and SLO High.

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.

There were no material differences between budgeted and actual expenditures. Salaries came in slightly over budget, but this was not a substantial difference from what was originally allocated. In some cases, an alternative funding source was utilized to pay for the action item.

For example, AVID expenses (particularly college trips) ended up costing more than was originally budgeted so other funding sources had to be utilized. We budgeted \$4,562,538 for goal 2 expenditures and have spent \$4,580,312 as of the end of May.

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

CAASPP English Language Arts (ELA) data showed increases or decreases in aggregate subgroup performance as follows:
SED +7%, EL -2%, LTEL -5%, RFEP -1%, SWD +1%, FY N/A.

CAASPP Math data showed increases or decreases in aggregate subgroup performance as follows:
SED +7%, EL +1%, LTEL +1%, RFEP -4%, SWD +4%, FY N/A.

This year marks a new baseline level of performance as we begin to disaggregate our reading data by Dual Language Immersion (DLI) and non-DLI, or English only sites. Our trimester 2 district common assessment data for reading shows that 82% of elementary students are on track with their reading skills, which is an indicator of strong Tier I instruction; at DLI sites this number was 54%. While we expect some difference in performance between DLI and English only sites since DLI students are exposed to English later in their education, this is a gap that we will monitor closely as we move forward.

Pacheco's "Red" for English Learner progress on the CA Dashboard in 2023 improved to "Green" in 2024. Baywood's English Learner progress moved into the "Red" category in 2024, which is a decrease from their "Yellow" level performance from 2023.

Performance of our English Learners on ELPAC declined by 1% from 2023 to 2024.

Diving further into English only sites, we can see that our subgroups performed as follows on our district common assessment for reading: SED students 70%, EL students 29%, LTEs 0%, and RFEP students 71%. Since our subgroups are prioritized for Tier II reading intervention placement, any subgroup student falling outside the range of proficiency typically receives additional pull-out support with teachers including additional progress monitored for improvement. This means that academic proficiency gains in reading made by SED elementary students can be attributed to the increased support received via MTSS staff such as Student Success Specialists (S³s) and AITs who provide targeted intervention.

In order to provide high-quality support to our English Learners (ELs), the district employed EL Teachers at elementary sites who served Level 1 and Level 2 ELs. These personnel provided supplemental English Language Development (ELD) to this population of students. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Our ELPAC proficiency percentage has remained at 19-20% for the past three school years (2021-22 to 2023-24). The results from the current 2025 ELPAC will help district personnel to reflect on the effectiveness of programming implemented in 2024-25, such as Benchmark *Express* curriculum, redesigned English Language Development (ELD) for students, and a formulaic approach to staff allocation of EL Specialists at elementary. At the secondary level co-taught English Language Arts (ELA) and Math classes (2 general education teachers) were added as an intervention. We will need to review upcoming assessment data (CAASPP and common assessments) to evaluate effectiveness and appropriate next steps.

Based upon the incremental growth of our SED population we can conclude that our action steps are working for SED students. Having begun implementation on many new programs and initiatives for our English Learners during the 2024-25 school year, we need to reflect

upon our 2025 ELPAC scores to make a better determination of action step effectiveness. This data should be released within the coming months and will be shared publicly near the start of next school year during a School Board presentation.

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.

In order to accelerate the rate of growth amongst subgroups and achieve the district’s goal of shrinking the achievement gap, while simultaneously making budget reductions within our general fund, we plan to make the following adjustments to next year’s LCAP:

- Increase English Learner (EL) Specialist allocation at some sites to better serve our EL students achieving level 1 or 2 on the ELPAC.
- AITs staffed according to the population of SED students at elementary sites, with additional allocation at Title I sites using Title I funds.
- Student Success Specialists (S³s) staffed at .7 FTE for elementary sites (excluding Teach), with Title I sites braiding Title I funds to increase their S³ to 1.0 FTE.
- Due to rising costs and inconsistent implementation across the district, sunset our participation in the Raising A Reader program for TK.
- Addition of co-taught secondary classrooms within the LCAP as we aim to provide robust support for Students with Disabilities (SWD).

Metrics within Goal 2 will mostly remain the same in this year’s LCAP as will target outcomes as the year 3 outcomes have not yet been achieved. One adjustment will be made to shift from FastBridge to STAR Reading as our district reading screener in grades K-12. Moving forward, the district will look to maintain the reading and math metrics across multiple years which will enable better tracking and monitoring of the effectiveness of our LCAP actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered systems of support	<p>Strengthen district-wide multi-tiered system of support to meet students’ academic needs, particularly students within identified subgroups.</p> <ul style="list-style-type: none"> ● Student Success Specialist (S³) Teachers: 9.0 FTE at elementary. Braiding Title I funding to enhance .7 FTE to 1.0 at Title I sites. ● Provide intervention classes at secondary schools: additional class sections for San Luis Obispo High School (SLOHS), 	<p>\$1,575,641.85</p> <p>\$676,229.10 (Title 1)</p>	Y

		<p>Morro Bay High School (MBHS), Los Osos Middle School (LOMS) and Laguna Middle School (LAMS).</p> <ul style="list-style-type: none"> ● Professional Development to enhance and expand MTSS systems and supports. ● Provide reading intervention and Tier 2 materials for elementary sites, including materials and curriculum. ● Support for Spanish Intervention at DLI sites. ● Elementary Academic Intervention Teachers (AITs) to support Tier 2 intervention. Staffing of AITs according to SED numbers and enhancing services with additional AITs at Title I sites. ● Provide online courses for credit/grade recovery. ● To address the LEA-wide “Red” on the 2023 Dashboard in Math for Foster Youth the district will begin utilizing a math screening assessment (STAR Math) that will be monitored by our Student Success Specialists to ensure timely teacher communication and prioritization of instructional time, with an emphasis on early and just-in-time intervention. We will also conduct quarterly check-ins with Jessica Thomas, Homeless and Foster Youth Program Coordinator with SLOCOE. 		
2	Support and services for English Learners and Long Term English Learners	<p>Strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on students who qualify as SED, EL, LTEL and/or FHY.</p> <ul style="list-style-type: none"> ● Provide elementary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs (long-term English learners); elementary salary and benefits for 6.3 FTE of EL Specialist positions. ● Provide secondary supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs’ academic progress, including LTELs; secondary salary and benefits totaling 2.0 FTE. ● Implement a Secondary Newcomer Program; salary and 	<p>\$2,069,005.20</p> <p>\$84,966.00 (Title III)</p>	Y

		<p>benefits totaling 2.0 FTE of teaching staff at LAMS and SLOHS; curriculum materials; contract; teacher hourly and/or substitutes for release time.</p> <ul style="list-style-type: none"> ● Provide supplemental English Learner Development (ELD) for beginning ELs, as well as ongoing monitoring of ELs' academic progress by funding EL Aides/Instructional Aides. ● Purchase High School Supplemental ELD materials. ● ELD monitoring system; purchase supplemental materials and progress monitoring tools to support English Learners and students attending Dual Language Immersion (DLI) sites. ● Salary and benefits for 1.0 FTE EL/Intervention TOSA to coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered systems of support, including equitable practices; co-funded with Title III funds. ● Translation and interpretation services for TK-12. ● To address the school-level ELPI "Red" on the 2023 Dashboard, Pacheco Elementary will receive additional staffing in comparison to other sites. 		
3	Safe and Supportive Schools	<p>Through local partnerships and staff training, continue to expand and strengthen district work focused on safe and supportive schools.</p> <ul style="list-style-type: none"> ● Cultural Creations - with the support of Cultural Creations (Sandra Sarrouf and Pedro Arroyo) each of our schools will identify a specific school goal focused on safe and supportive schools. To achieve success in the coming year; we will continue our partnership with the San Luis Obispo County Office of Education and participating districts throughout the county. And they will provide professional learning opportunities for classified and certified staff in creating safe and nurturing schools. 	\$30,000.00 (Title II)	N
4	AVID	<p>Implementation and continued expansion of AVID programming.</p> <ul style="list-style-type: none"> ● Support and strengthen the 7-12 AVID program through AVID 	\$407,000.00	Y

		membership, student college trips (hotel, mileage, food, teacher hourly), staff professional development/conference attendance, funding a total of 3.0 FTE to teach AVID class sections, substitutes and/or teacher hourly to support collaboration and recruitment.		
5	Support for secondary subgroups and students who are dual identified.	<p>Provide robust support from highly-qualified teachers for students who qualify as SED, EL, LTEL, FHY, and/or students who are dual identified.</p> <ul style="list-style-type: none"> • Salary and benefits totaling 8.4 FTE of co-taught secondary classrooms. 	\$945,847.00	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 3, 5, 6, 7

An explanation of why the LEA has developed this goal.

In Goal 3, the focus will be on intentional culture of care through social emotional learning and parent connectedness. Feedback from educational partners indicated a strong desire to maintain the counseling support that has been increased in recent years. LCAP survey data underscored the importance of the district’s focus on: 1. aligning systems TK-12 to support student behavior; 2. ensure safe and nurturing campuses; 3. strengthening district-MTSS for social emotional learning (SEL); 4. refinement of chronic absenteeism response systems.

In 2024 School Connectedness, as measured by the California Healthy Kids Survey, decreased for 7th graders by 5% and decreased for 11th graders by 4% when compared to 2022 data. Conversely, 9th graders’ School Connectedness increased by 2% and PBHS scores increased by 1% from 2022 to 2024.

In 2024 perceived safety at school, as measured by the California Healthy Kids Survey, increased by 3% for 7th graders and 4% for 9th graders. In contrast, perceived safety decreased by 6% with 11th graders and 5% for students of PBHS.

YouthTruth survey results around positive student engagement indicated a similar perception from previous years, with elementary and middle ratings coming in at the exact same rating, while high school increased by 0.11 points. YouthTruth survey results on the percentage of students answering “no” to a question on being bullied provided a mixed set of results across our levels: elementary declined by 3%, middle increased by 6% and high declined by 1%. YouthTruth’s relationship measure highlighted improvements of +0.05 at middle and +0.10 at high, with an almost imperceptible change in elementary of -0.01 points.

Feedback from our Student Senators identified four themes, three of which are related to culture of care: 1). inclusion and belonging for all, 2). academic engagement and support, 3). safe and supportive classrooms, 4). mental health and wellness.

Social emotional health is an important part of students' overall success. Our data and feedback demonstrates that this should continue to be an area of focus. This goal is designed to monitor and measure the impact of our selected actions on student well being. The action items focus on systems of support, staff professional development, parent engagement, equitable and inclusive practices, as well as systems to support chronic absenteeism and behavior.

The Average Daily Attendance (ADA) for 2022-23 was 92.8%; 2023-24 was 93.8%; 2024-25 is 93.4% as of 4/30/25.

Expulsion rates for 2020-21 and 2021-22 were 0.0%; 2022-23 was 0.1%; 2023-24 was 0.2%.

Final chronic absenteeism and ADA data will be available after June 15, 2025. At that time, data will be reexamined to pinpoint specific school and student needs for the 2025-26 school year.

Suspension data on the California Dashboard in 2023 indicated that as a LEA, we had a “Red/Very Low” rating for our African American (AA) student subgroup. In 2024 this indicator had improved to “Blue/Very High”.

Certain schools had areas of concern within Suspension in 2023 and/or 2024 for either the entire site, or specific subgroups, where a “Red/Very Low” rating was provided:

- Del Mar (2024 Suspension - Homeless, SED, SWD, White)
- Sinsheimer (2024 - SWD)
- Laguna Middle School (2024 - Homeless, SED, SWD)
- Los Osos Middle School (2024 - 2+ races, SWD)
- San Luis Obispo High (2023 - Homeless, SWD; 2024 - Homeless)

Chronic absenteeism data on the California Dashboard in 2023 indicated that as a LEA, we had a “Yellow/Medium” rating for our African American (AA) student subgroup. In 2024 this indicator regressed to “Red/Very Low”.

Certain schools had areas of concern within Chronic Absenteeism in 2023 and/or 2024 for either the entire site, or specific subgroups, where a “Red/Very Low” rating was provided:

- Bishop’s Peak (2023 - Hispanic; 2024 - no subgroups in “Red”)
- C.L. Smith (2023 - Hispanic; 2024 - no subgroups in “Red”)
- Hawthorne (2023 - Hispanic, SED, SWD; 2024 - EL, Homeless, 2+ races)
- Los Ranchos (2023 - 2+ races; 2024 - no subgroups in “Red”)
- Pacheco (2024 - Homeless)
- Sinsheimer (2023 - Hispanic, SED)
- Laguna Middle (2023 - school site “Red”, Homeless, SED, SWD, White; 2024 - SWD)
- Los Osos Middle (2024 - 2+ races)
- San Luis Obispo High (2023 - Homeless, SWD; 2024 - no subgroups in “Red”).

Ongoing monitoring of student attendance, chronic absenteeism, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools. Our data supports the need for ongoing improvement and support in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 3 required metric)</i>	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation and Sustainability Data Year: 2024-25 Data Source: Local Indicator Report		maintain status Full Implementation and Sustainability Data Year: 2026-27 Data Source: Local Indicator Report	none
2 <i>(State priority 5 required metric)</i>	Attendance Rate	93.8% as of 5/6/24 Data Year: 2023-24 Data Source: P-2	93.4% as of 4/30/25 Data Year: 2024-25 Data Source: P-2		1% annual increase 96.8% Data Year: 2026-27 Data Source: P-2	- 0.4%
3 <i>(State priority 5 required metric)</i>	Chronic Absenteeism	All Students = 22.3% SED = 31.2% EL = 25.4% LTEL = N/A SWD = 31.3% FY = 25.7% Data Year: 2022-23 Data Source: Dashboard	All Students = 15.4% SED = 22.6% EL = 16.9% LTEL = 18.0% SWD = 24.1% FY = 23.3% Data Year: 2023-24 Data Source: Dashboard		1% annual decrease All Students = 19.3% SED = 28.2% EL = 22.4% LTEL = TBD SWD = 28.3% FY = 22.7% Data Year: 2025-26 Data Source: Dashboard	All Students = - 6.9% SED = - 8.6% EL = - 8.5% LTEL = TBD SWD = - 7.2% FY = - 2.4%
4	Chronic Absenteeism "Red" Dashboard Schools and Subgroups	BP (Hispanic) = red LR (2+ races) = red SI (Hispanic, SED) = red LAMS (school) = red Homeless = red SED = red	BP (Hispanic) = orange LR (2+ races) = yellow SI (Hispanic) = yellow SI (SED) = orange		improve to orange or better Groups for 22-23: BP (Hispanic) = orange LR (2+ races) =	Improved all groups to orange or better from 2022-23 data Added three red groups from HA and one from PA

		<p>SWD = red White = red LOMS (2+ races) = red</p> <p>Data Year: 2022-23 Data Source: Dashboard</p>	<p>LAMS (school) = orange Homeless = orange SED = yellow SWD = red White = yellow LOMS (2+ races) = orange</p> <p>New groups for 23-24: HA EL = red Homeless = red 2+ races = red PA (Homeless) = red</p> <p>Data Year: 2023-24 Data Source: Dashboard</p>		<p>orange SI (Hispanic, SED) = orange LAMS (school) = orange Homeless = orange SED = orange SWD = orange White = orange LOMS (2+ races) = orange</p> <p>Groups for 23-24: HA EL = orange Homeless = orange 2+ races = orange PA (Homeless) = orange</p> <p>Data Year: 2025-26 Data Source: Dashboard</p>	
5 <i>(State priority 5 required metric)</i>	Middle School Dropout Rate	<p>0 students</p> <p>Data Year: 2022-23 Data Source: CALPADS Fall 1</p>	<p>1 student</p> <p>Data Year: 2023-24 Data Source: CALPADS, Form 1.14 Dropouts Count - State View</p>		<p>annual decrease</p> <p>Data Year: 2025-26 Data Source: CALPADS Fall 1</p>	+ 1 student
6 <i>(State priority 5 required metric)</i>	High School Dropout Rate	<p>2.97%</p> <p>Data Year: 2022-23 Data Source: CALPADS, Form 15.1 Cohort Outcome Count and Rates</p>	<p>2.76%</p> <p>Data Year: 2023-24 Data Source: CALPADS, Form 15.1 Cohort Outcome Count and Rates</p>		<p>annual decrease</p> <p>Data Year: 2025-26 Data Source: CALPADS</p>	- 0.21%
7 <i>(State priority 5)</i>	High School	All Students = 94.4%	All Students = 96.3%		1% annual increase	All Students = + 1.9%

<i>required metric)</i>	Graduation Rate	SED = 89.3% EL = 79.2% LTEL = TBD SWD = 84.3% FY = N/A (<11) Data Year: 2022-23 Data Source: Dashboard	SED = 94.4% EL = 100% LTEL = 100% SWD = 80.2% FY = N/A (<11) Data Year: 2023-24 Data Source: Dashboard		All Students = 97.4% SED = 96.4% EL = 100% LTEL = 100% SWD = 87.3% FY = TBD% Data Year: 2025-26 Data Source: Dashboard	SED = + 5.1% EL = + 20.8% LTEL = TBD SWD = - 4.1% FY = N/A
8 <i>(State priority 6 required metric)</i>	Suspension Rate “Red” Dashboard Subgroup for LEA in Suspension: African American	All Students = 3.3% SED = 5.7% EL = 3.0% LTEL = TBD SWD = 7.6% FY = 16.7% African American = 10.9% Data Year: 2022-23 Data Source: Dashboard	All Students = 2.5% SED = 3.9% EL = 2.5% LTEL = 6.5% SWD = 6.1% FY = 7.8% African American = 0.0% (“Blue”) Data Year: 2023-24 Data Source: Dashboard		0.3% annual decrease All = 2.4% SED = 3.3% EL = 2.1% LTEL = 5.9% SWD = 8.5% FY = 7.2% African American = 0.0% Data Year: 2025-26 Data Source: Dashboard	All = - 0.8% SED = - 1.8% EL = - 0.5% LTEL = TBD SWD = - 1.5% FY = - 8.9% African American = - 10.9%
9	Suspension Rate “Red” Dashboard Schools and Subgroups	HA: Hispanic = red SED = red SWD = red SM (Hispanic) = red LAMS: Homeless = red SED = red SWD = red LOMS: 2+ races = red SWD = red SLOHS:	HA: Hispanic = yellow SED = yellow SWD = orange SM (Hispanic) = green LAMS: Homeless = orange SED = green SWD = yellow LOMS: 2+ races = green SWD = yellow		improve to orange or better Groups for 22-23: HA: Hispanic = orange SED = orange SWD = orange SM (Hispanic) = orange LAMS: Homeless = orange SED = orange	Improved all groups to orange or better from 2022-23 data except SLOHS - Homeless Added four red groups from DM and one from SI

		Homeless = red SWD = red Data Year: 2022-23 Data Source: Dashboard	SLOHS: Homeless = red SWD = yellow New groups for 23-24 DM Homeless = red SED = red SWD = red White = red SI (SWD) = red Data Year: 2023-24 Data Source: Dashboard		SWD = orange LOMS: 2+ races = orange SWD = orange SLOHS: Homeless = orange SWD = orange Groups for 23-24: DM Homeless = orange SED = orange SWD = orange White = orange SI (SWD) = orange Data Year: 2025-26 Data Source: Dashboard	
10 <i>(State priority 6 required metric)</i>	Expulsion Rate	0.1% Data Year: 2022-23 Data Source: DataQuest	0.2% Data Year: 2023-24 Data Source: DataQuest		maintain or reduce from 0.1% Data Year: 2025-26 Data Source: DataQuest	+ 0.1%
11 <i>(State priority 6 required metric)</i>	Sense of safety and school connectedness	Perceived safety at school: Grade 7 = 57% Grade 9 = 67% Grade 11 = 79% PBHS = 85% School connectedness: Grade 7 = 59% Grade 9 = 61% Grade 11 = 65% PBHS = 73%	Perceived safety at school: Grade 7 = 60% Grade 9 = 71% Grade 11 = 73% PBHS = 80% School connectedness: Grade 7 = 54% Grade 9 = 63% Grade 11 = 61% PBHS = 74%		3% annual increase Perceived safety at school: Grade 7 = 66% Grade 9 = 76% Grade 11 = 88% PBHS = 94% School connectedness: Grade 7 = 68% Grade 9 = 70% Grade 11 = 74%	Perceived safety at school: Grade 7 = + 3% Grade 9 = + 4% Grade 11 = - 6% PBHS = - 5% School connectedness: Grade 7 = - 5% Grade 9 = + 2% Grade 11 = - 4% PBHS = + 1%

		Data Year: 2021-22 Data Source: CHKS	Data Year: 2023-24 Data Source: CHKS		PBHS = 82% Data Year: 2025-26 Data Source: CHKS	
12	Student perceptions around relationships with peers (bullying)	Elementary = 39% Middle = 58% High = 75% Data Year: 2023-24 Data Source: YouthTruth - percentage of students answering "no" to question on being bullied	Elementary = 36% Middle = 64% High = 74% Data Year: 2024-25 Data Source: YouthTruth - percentage of students answering "no" to question on being bullied		3% annual increase Elementary = 48% Middle = 67% High = 84% Data Year: 2026-27 Data Source: YouthTruth - percentage of students answering "no" to question on being bullied	Elementary = - 3% Middle = + 6% High = - 1%
13	Students' positive perception around student engagement	Elementary = 2.78 Middle = 3.28 High = 3.49 Data Year: 2023-24 Data Source: YouthTruth - overall "engagement" rating	Elementary = 2.78 Middle = 3.28 High = 3.60 Data Year: 2024-25 Data Source: YouthTruth - overall "engagement" rating		0.1 point annual increase Elementary = 3.08 Middle = 3.58 High = 3.79 Data Year: 2026-27 Data Source: YouthTruth - overall "engagement" rating	Elementary = 0 Middle = 0 High = + 0.11
14	Students' positive perception having strong, supportive relationships with their teachers	Elementary = 2.70 Middle = 3.35 High = 3.29 Data Year: 2023-24 Data Source: YouthTruth - overall "relationships" summary measure	Elementary = 2.69 Middle = 3.40 High = 3.39 Data Year: 2024-25 Data Source: YouthTruth - overall "relationships" summary measure		0.1 point annual increase Elementary = 3.0 Middle = 3.65 High = 3.59 Data Year: 2026-27 Data Source:	Elementary = - 0.01 Middle = + 0.05 High = + 0.10

					YouthTruth - overall "relationships" summary measure	
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Goal Analysis for 2024-25

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

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

The implementation of goal 3 in the LCAP was completed, as follows:

- Family Advocates from The Link Family Resource Center
- Full-time Elementary Counselors
- Maintenance of increased counseling support at middle schools and addition of a bilingual counselor at SLO High
- Wellness Center staff
- Professional membership fees for School Counselors
- Professional development for School Counselors
- Second Step Social Emotional Learning (SEL) curriculum for elementary
- District Leader in Me membership
- Contracted for professional development from Kristin Souers
- Youth Athletics for Achievement stipends, materials, supplies, and fingerprinting fees
- Parent outreach and engagement with consultant Michael Boyer
- Parent education opportunities including conference attendance, presenters and materials
- Common Ground Advisory Task Force and Student Senate
- Implementation of PBIS systems and training on Alternative Means of Correction (AMC)
- Refinement of responses to chronic absenteeism

The implementation of all Goal 3 actions/services developed in the LCAP were completed. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need. We expanded our systems work to proactively respond to behaviors and absenteeism. Investing in the ongoing work that it takes to create and maintain campuses that feel safe and nurturing was a focus as well.

Overall challenges: students continue to require increased SEL support, proactive systemic response to student behaviors/Tier 2 interventions are not yet solidly in place, the costs associated with the unfunded TK mandate have caused financial strain.

Overall successes: Wellness Centers open from the start of school at both comprehensive high schools, community partnerships, continued work in MTSS, training and monitoring to increase safe and nurturing campus environments, year three staffing full-time elementary counselors to every elementary school, increased secondary counseling time.

All planned actions within Goal 3 were implemented as described above and as outlined in the Board-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.

In goal 3 we budgeted \$1,765,985.77 and have spent approximately \$1,652,901 as of May. There were no material differences between what was budgeted and expended. One challenge that was broached this year, and can anticipate in the future, is supporting the ongoing cost of additional counseling staff. A grant funded the Wellness Center positions as these facilities opened, but there is not an ongoing funding source nor allocation.

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

There have been several initiatives that demonstrate the positive impact on our students. The 2024 Dashboard showed a 6.9% decrease in Chronic Absenteeism, allowing the district to maintain status in the “Yellow/Medium” range. Elementary and secondary leaders continued implementation of a tiered response to absenteeism this school year, including the frequent monitoring of attendance data and outreach to families. These efforts have resulted in the decrease of the overall number “Red” subgroups by site, however, new subgroups appeared in “Red” on the 2024 dashboard, indicating that we need to continue this work.

In 2023, CA Dashboard data showed the district’s Suspension Rate as “Yellow/Medium”, with a slight decline of 0.1% from 2022. In 2024, the district made gains and achieved the rating of “Green/High”. Notably, all Suspension Rate data on the dashboard improved to “Orange/Low” or better in 2024. Both high schools continued to implement a program for alternative means of correction to address infractions, and over half of the elementary sites engaged in PBIS (Positive Behavioral Interventions and Supports). This contributed to the 0.8% decrease in overall suspensions from 2023 to 2024, as well as the significant drops we saw SED (-1.8%), EL (-0.5%), SWD (-1.5%), FY (-8.9%), and African Americans (-10.9%).

Elementary and secondary counselors increased the amount of students served with the support of contracted MFTI services.

In the area of Graduation Rate, 2024 data demonstrated a 1.9% increase, placing the district in the “Blue/Very High” category. Specific subgroups achieved substantial gains in this area, including 5.1% increase in SED and 20.8% increase in EL graduation rates.

The district conducted a “pilot” of a data system to collect information on office referrals and to better understand behavioral needs across the district. In the Fall of 2024, three elementary schools implemented School-wide Information Systems, or SWIS. The trial run proved successful, and we have 5 additional elementary sites as well as 1 middle school rolling out the tool in Fall of 2025.

We can conclude that these effective results correlate to all of our goal 3 action items in the 2024-25 LCAP: multi-tiered SEL support, additional support for identified groups, safe and nurturing campuses, engage and educate parents, systems to proactively address chronic absenteeism.

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

Based upon feedback from the Board of Trustees and LCAP Parent Advisory Committee (PAC), the district researched new and different options for the annual LCAP survey platform. As outlined in the “Engaging Educational Partners” section of this document, the district utilized a variety of survey tools and saw a dramatic increase in survey participation. Moving into next year, the district will ensure that the tool is collecting information so that data can be disaggregated and better analyzed to inform future survey results.

Increased counseling services will be maintained at each elementary and middle school site. At the high school level, the district will maintain counseling services at San Luis Obispo High including this year’s addition of a bilingual counselor. Two full-time counselors at each comprehensive high school will be funded through the LCAP to staff the Wellness Centers at MBHS and SLOHS.

Following this year’s success with increased attendance at parent engagement opportunities, the district plans to continue its focus on parent education opportunities, with specific offerings for our families who have students in the identified subgroups.

Metrics within Goal 3 will remain the same in this year’s LCAP as will target outcomes since many of the year 3 outcomes have not yet been achieved. Maintaining the metrics across multiple years will allow the district to better track and monitor the effectiveness of our LCAP actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered systems of support	<p>Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups.</p> <ul style="list-style-type: none"> Coordinate Family Resource Centers in SLO and Coast to support families in accessing community-based services with outreach to SED families via Family Advocates from The Link Family Resource Center (contract for 2.0 FTE); funded through Title I and Medi-Cal dollars. Continue to provide counseling supports at all elementary schools (salary and benefits for 9.5 FTE) to support students, staff, and families. Maintain increased counseling support at both middle schools (salary and benefits for 0.5 FTE LAMS/0.5 FTE LOMS) that were added in 2023-24; maintain an additional 	<p>\$1,651,824.50</p> <p>\$10,000 (Title I)</p> <p>\$25,000 (Medi-Cal)</p>	Y

		<p>SLOHS bilingual counselor (salary and benefits for 1.0 FTE).</p> <ul style="list-style-type: none"> Wellness Center Staff (salary and benefits for 1.0 FTE MBHS/1.0 FTE SLOHS). 		
2	Professional development, programs and processes to support identified subgroups	<p>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</p> <ul style="list-style-type: none"> District Leader in Me Membership; Title I sites' Leader in Me contracts using Title I dollars. Continuation of the Youth Athletics for Achievement program, including coach stipends, materials, supplies, and part-time salary and benefits; funded through our Schools Foundation. Continue the Common Ground Advisory Task Force to lead staff in ensuring safe and nurturing practices in SLCUSD; consultant fees, food, teacher hourly, and materials funded through the Superintendent's Office. Continue the Superintendent's Student Senate; materials, food, transportation, and field trip experience funded through the Superintendent's Office. 	<p>\$8,000</p> <p>\$43,227.00 (Title I)</p> <p>\$95,000 (Schools Foundation)</p> <p>\$20,000 (Superintendent's Office)</p>	Y
3	Parent outreach, engagement and education	<p>Engage and educate parents regarding SLCUSD academic and social-emotional programs.</p> <ul style="list-style-type: none"> Provide parent education opportunities. Provide additional outreach to families of English Learners (ELs) and those qualifying as Socioeconomically Disadvantaged (SED) families. Costs to include: presenter fees, DELAC conference costs, staff hourly (prep and presentation), materials. 	<p>\$20,000.00</p> <p>\$25,000 (Title I)</p>	Y
4	Positive Behavioral Interventions and Supports (PBIS) Systems and Alternative Means of Correction	<p>Continue to align systems TK-12 around response to student behavior, including positive behavioral interventions and supports.</p> <ul style="list-style-type: none"> Social Emotional Behavior (SEB) cohort registration with San Luis Obispo County Office of Education (SLOCOE) for 8 elementary sites and 2 middle school sites; substitute 	<p>\$77,771.00</p> <p>\$15,829.00 (Title I)</p>	N

		<p>costs and registration co-funded using LCAP and Title IV dollars under the “Safe and Healthy Students” category.</p> <ul style="list-style-type: none"> ● School-wide Information Systems (SWIS), an electronic resource tool to monitor student referrals and repetitive misbehaviors for 8 elementary sites and 1 middle school site in partnership with SLOCOE. ● To address the “Red” indicator for suspension on the 2023 Dashboard, LEA-wide (African American - AA), CL Smith Elementary (Hispanic), Hawthorne Elementary (Hispanic, SED, SWD), Sinsheimer Elementary (SWD), Laguna Middle (Homeless, SED, SWD), Los Osos Middle (2+ races, SWD), and San Luis Obispo High (Homeless, SWD) administrators receive district-level support with monthly monitoring of the subgroups as well as the LEA-wide AA subgroup. Our team is dedicated to reducing the suspension rate for Students with Disabilities (SWD) and all students, as outlined in the Compliance and Improvement Monitoring Process (CIM) plan, by developing, reviewing, and revising site and district-level discipline practices, policies, and procedures. These efforts focus on age-appropriate and culturally responsive expectations, routines, and procedures within a tiered framework to proactively address student needs. Initiated during the 2023-24 school year and continuing for the next two years, the team is educating administrators on the disproportionate impact of exclusionary punishment and fostering a collective vision for preventative and responsive disciplinary practices. Ultimately, all school sites will communicate and implement a comprehensive tiered system of support, addressing students' social, emotional, and behavioral needs with proactive and responsive strategies. 		
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5	Chronic Absenteeism System Refinement	<p>Refine systems surrounding response to chronic absenteeism, including increased monitoring and outreach.</p> <ul style="list-style-type: none"> ● Implement a refined tiered response to chronic absenteeism that provides progressive outreach and support, with additional emphasis placed on monitoring the “Red” subgroups and schools below. This will include prioritized outreach from school personnel to the identified “Red” subgroups. ● Provide Professional Development for School Counselors to support a comprehensive school counseling program, including a focus prevention of chronic absenteeism; funded with Title II dollars. ● Increase student engagement and attendance by offering lunchtime and afterschool clubs at Laguna Middle and Los Osos Middle; funding of staff stipends. ● To address the school-level and subgroup-level “Red” on the 2023 Dashboard, Laguna Middle (site-wide), as well as Bishop’s Peak (Hispanic), Los Ranchos (2+ races), Sinsheimer (Hispanic, SED), Los Osos Middle (2+ races) will engage in increased monitoring, at minimum monthly, if not more frequent, of “Red” student subgroups, then reach out to families prior to the child(ren) reaching the status of chronically absent. 	<p>\$12,000.00</p> <p>\$5,000.00 (Title II)</p>	N
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the LCAP 3-year cycle, Pacific Beach High School’s (PBHS) students will engage in expanded STEAM/CTE courses and show improvement in college/career preparedness as measured by the CA Dashboard College/Career Readiness indicator improving from the 2023 “Red” status and increasing their dual course enrollment participation numbers.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

State Priorities: 4, 8

An explanation of why the LEA has developed this goal.

PBHS is our district’s only site that receives Equity Multiplier Funding. This goal has been developed in partnership with the school site and PBHS’ educational partners, to strategically address the use of these funds while simultaneously targeting the “Red” CA Dashboard indicators around College/Career Readiness.

Site staff have longevity and are committed to the success of the students, including their success following graduation. The staff is looking to expand course offerings and thereby increase students’ opportunities to secure a job post-graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 <i>(State priority 4 required metric)</i>	PBHS College/Career “Red” Dashboard Subgroups	PBHS: All Students = red Homeless = red SED = red Data Year: 2022-23 Data Source: Dashboard	PBHS: All Students = red Homeless = N/A (<11) SED = red No new groups Data Year: 2023-24 Data Source: Dashboard		improve to orange or better PBHS: All Students = orange Homeless = orange SED = orange Data Year: 2025-26 Data Source: Dashboard	All groups remained at red, homeless data not available, no added red groups

2 <i>(State priority 8 required metric)</i>	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	PBHS = 24/105, 23% Data Year: 2022-23 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	PBHS = 29/109, 27% Data Year: 2023-24 Data Source: Local Data, Cuesta's CCAP Office, CALPADS		3% annual increase PBHS = 32% Data Year: 2025-26 Data Source: Local Data, Cuesta's CCAP Office, CALPADS	+ 4%
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The implementation of goal 4 in the LCAP was completed, as follows:

- CTE course in construction.
- Classes by an artist in residence.
- Dual Enrollment Coursework completion.
- EL Student Liaison Advocate.
- .2 FTE counselor to support students taking Dual Enrollment (DE) courses.

Most of the planned actions within Goal 1 were implemented as described above and as outlined in the Board-adopted LCAP. Three action items were not implemented; a medical workplace course (.2 FTE teacher), and a cosmetology workplace course (.2 FTE teacher), and a drivers education course.

Overall challenges: Inability to develop program, including not finding appropriate staff for the medical workplace and cosmetology courses. Lack of student interest prevented the Driver's Education course from being implemented.

Overall successes: Students earning DE and CTE coursework credit and skills, student participation in Art classes, enhanced communication and education support for English Learner students and parents.

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.

We have budgeted \$94,714 and have spent \$51,914 as of April 2025 due to the fact that PBHS was unable to secure the staff needed for the programs that did not get implemented (medical workplace and cosmetology workplace courses).

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

The implemented actions items were effective in providing expanded opportunities for students to be job ready and or continue with post secondary education upon graduation. Action items that were not implemented were not able to be measured for effectiveness.

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

The site will continue with the goal of providing opportunities to support students being job ready and or continue with post secondary education by continuing with the action items of adding a medical workplace course/program as well as adding a .8 FTE Therapist to support students' mental health needs.

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	Increase STEAM/CTE and counseling Personnel	<p>Expand integrated STEAM/CTE opportunities for Pacific Beach High School students.</p> <ul style="list-style-type: none"> Staffing the increased CTE-related course offerings, including a .25 of a .5 FTE construction course. Increased therapist support with .8 FTE. Create a medical workplace course and staff a 0.2 FTE teacher for this course. Offer a Driver's Education course and prepare students for their driver's test. Utilize these funds to pay for the cost of the course; teacher hourly to supervise the in-class time. Supplement Prop 28 dollars to staff a .2 FTE Digital Media Arts teacher. Fund a PBHS EL Student Advocate to liaise with families and provide direct support to students. To address the school-level "Red" college/career indicator on the 2023 Dashboard, PBHS will focus their equity multiplier funding on increasing students' college/career readiness. 	\$159,580 Equity Multiplier Funds	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,394,143	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.51%	0%	\$0	8.51%

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 #(s)	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
Goal 1, Action 1	<p>According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see increased performance on local and state academic assessments.</p> <p>Feedback from educational partners indicates professional development is a priority.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> Strengthen teachers’ depth of knowledge and support implementation of standards and curriculum in core academic areas. <p>First best instruction is our number one goal. Research has shown that, “... first best instruction has a tremendous impact on student learning— equivalent to months or years of additional learning while closing achievement gaps.” (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). To strengthen teachers’ depth of knowledge and</p>	<p>CAASPP - math, ELA, science</p> <p>A-G completion</p> <p>EAP conditional/ready categories</p> <p>We will also seek feedback from staff about the professional learning opportunities.</p>

		<p>support implementation of standards and curriculum in core academic areas, SLCUSD will implement professional development through elementary and secondary Teachers On Special Assignment (TOSAs) to support low income, foster youth, and English learner students by updating educators on effective, research-based practices. This action focuses on improving teacher capacity to better support the specific needs of EL, SED, and FY students. This action is designed to meet the needs most associated with low-income, foster youth, and English learner students. Because the District feels this action will be beneficial for all students, it will be available on a district-wide basis.</p>	
<p>Goal 3, Action 2</p> <p>Goal 3, Action 3</p>	<p>Survey data revealed inconsistencies across sites in student perceptions around safety, connectedness, engagement and relationships.</p> <p>According to the metrics above, our low-income, foster youth, and English learner student population has a need for additional support to see decreased rates of suspension and chronic absenteeism.</p> <p>Feedback from educational partners indicated a desire for diversity and equity training and multicultural education.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> • Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. • Engage and educate parents regarding SLCUSD academic and social-emotional programs. <p>Through local partnerships, parent education, and staff training, we will continue to expand and strengthen district work around safe and nurturing campuses. The Common Ground Advisory Task Force will consider strategies for closing the achievement gap, addressing underlying barriers that impact student success, and developing long-term relationships with our typically marginalized parent community. Additionally, the district plans to continue expanding its current parent education opportunities, with specific offerings for families who have students in the identified subgroups. The actions are designed to address the unique needs of EL, FY, and LI students by providing</p>	<p>CHKS</p> <p>YouthTruth Survey</p> <p>Attendance data</p> <p>Suspension rates</p> <p>We will monitor survey results around school climate and inclusivity as reported in student and parent surveys.</p>

		<p>targeted professional development focused on student-needs informed teaching practices, safe and nurturing campuses, and inclusive learning environments. This professional development aims to equip educators with the skills to create safer and more inclusive classrooms.</p> <p>Research supports the efficacy of professional development focused on creating safe, inclusive, supportive and fair school environments. According to Darling-Hammond et al. (2017), targeted professional development that includes student-needs informed teaching practices significantly improves student outcomes, particularly for marginalized student groups. This action is designed to meet the needs most associated with English learners, low-income students, and foster youth. Because we expect all students to benefit, this action is provided on a district-wide basis.</p>	
<p>Goal 1, Action 5</p>	<p>EL, SED students, and FY often face significant academic challenges, which are exacerbated by a lack of targeted instructional strategies informed by data. Data from the LCAP indicates that these students have lower proficiency rates on standardized tests.</p> <p>Educational partner feedback indicated a need to focus on individualizing instruction.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> • Use of assessment and data to drive instructional decision making. <p>The District will enhance instructional decision-making by using assessment and data. Research supports the efficacy of using data to drive instructional decision-making. According to Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009), teachers who receive professional development in data use are more effective at identifying student needs and tailoring their instruction accordingly, leading to significant improvements in student outcomes, especially for marginalized student groups. Teachers administering assessments 1:1 to our youngest learners allows our educators to gain a deeper understanding of knowledge gaps and strengths,</p>	<p>CAASPP - math, ELA, science</p> <p>We will also seek positive feedback from teachers regarding the effectiveness of data-driven instruction in professional development surveys.</p>

		<p>then plan to respond to those findings. This is crucial work that will help us to shrink the achievement gap as teachers can make informed instructional decisions based upon their students' data. The action will benefit all students, but is intended to have a greater emphasis and impact on our SED, EL and FY student subgroups. Because we expect all students will benefit, this action is provided on a district-wide basis.</p>	
<p>Goal 2, Action 1</p> <p>Goal 2, Action 5</p>	<p>As noted in the baseline metric section, the graduation rate and college career data for EL, FY, SWD/dual identified students, & SED students is below the rate of all students in SLCUSD. Based on this data, the district has decided to improve services for EL, FY, SWD/dual identified students, & SED students to help increase graduation rates and enhance the motivation for students to become college and career-ready.</p> <p>Educational partner feedback indicated that a focus on a multi-tiered system of support to help students was a priority.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<ul style="list-style-type: none"> ● Strengthen district-wide multi-tiered system of support to meet students' academic needs, particularly students within identified subgroups. ● Provide robust support from highly-qualified teachers for students who qualify as SED, EL, LTEL, FHY, and/or students who are dual identified. <p>SLCUSD will strengthen its district-wide MTSS to better address the academic needs of students, particularly EL, FY, SWD/dual identified students, and SED students. This comprehensive approach involves maintaining S³ (Student Success Specialists) staffing put into place during year 1 of this 3-year LCAP cycle, providing targeted intervention classes, and offering professional development for teachers. In addition, secondary class sections will be strategically identified where co-teaching would be of benefit to these subgroups. The district will refine and expand its MTSS model, incorporating both academic and behavioral supports, and will implement new programs and materials to support student learning and recovery. The MTSS model will be refined to include both academic and social-emotional/behavioral supports, with efforts to analyze needs, explore</p>	<p>CAASPP - math, ELA, science</p> <p>District Common Assessments</p> <p>ELPAC, disaggregated for SWD</p> <p>EL reclassification rate, disaggregated for SWD</p> <p>IRC data, disaggregated for EL and SWD</p> <p>Graduation rates, disaggregated for EL and SWD</p> <p>We will also seek feedback from educational partners regarding the interventions and services.</p>

		<p>model programs, and pilot initial programs. To address the LEA-wide “Red” on the 2023 Dashboard in Math for Foster Youth, the district will develop and refine a monitoring system that will be led by our S³ to ensure timely teacher communication and prioritization of instructional time, with an emphasis on early and just-in-time intervention. Providing targeted professional development to the teachers of the programs will allow maximum benefit to our student subgroups. This action is designed to meet the needs most associated with English learners, low-income, students with disabilities/dual identified students, and foster youth. Because we expect all students struggling academically will benefit, the actions and services are provided on a district-wide basis. The site-specific services are noted above will be provided exclusively to those mentioned sites.</p>	
<p>Goal 2, Action 4</p>	<p>A review of data indicates there is a need to increase the graduation rate of foster youth, socioeconomically disadvantaged, and English learner students as compared to all students.</p> <p>Educational partner feedback indicated the need to offer AVID classes.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> ● Implementation and continued expansion of AVID programming. <p>We will implement the AVID program to provide additional instructional time, support for core classes, and preparation for college and career, addressing the unique needs of SED, FY, and EL students. The AVID program is designed to enhance academic performance through specific strategies tailored to these student groups. Studies have shown that the AVID program effectively enhances academic outcomes for students, particularly those from underrepresented and economically disadvantaged backgrounds. (Watt, Huerta, & Alkan, 2012). These additional supports are designed to meet the academic needs most</p>	<p>Graduation rate</p> <p>A-G Completion rate</p> <p>CAASPP - math and ELA</p> <p>We will also seek feedback from secondary students and staff about AVID.</p>

		associated with these students. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis at the middle and high schools.	
Goal 3, Action 1 Goal 3, Action 2	<p>As identified in the LCAP metrics, there is a need to decrease suspension rates, increase feelings of safety, and provide stronger connections to the school for foster youth, low-income, and English learner students in comparison to all students.</p> <p>Educational partner feedback indicated Culture of Care is a top priority, specifically providing safe, caring environments and showing responsiveness to students' social-emotional needs.</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<ul style="list-style-type: none"> Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups. Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. <p>SLCUSD will strengthen district-wide multi-tiered systems of support (MTSS) to meet students' social-emotional needs, particularly for identified subgroups. The district is committed to ensuring safe and nurturing campuses through continuous training, monitoring, and support of district-wide programs and processes. By coordinating with Family Resource Centers, SLCUSD aims to improve access to community services, especially for low-income families. Counseling services will be maintained at the increased FTE established during the 2024-25 school year, including Wellness Center staff who offer ongoing assistance to students and families. To enhance the effectiveness of school counselors, the district will provide ongoing professional development opportunities. The district will also implement a comprehensive K-6 SEL curriculum, support leadership programs, and offer professional development focused on fostering resilience. Additionally, athletic programs for elementary students will continue to receive support with funding from our Schools</p>	<p>CHKS</p> <p>YouthTruth Survey</p> <p>Attendance data</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>Dropout rates</p> <p>Graduation rates</p> <p>We will also seek feedback from educational partners about the social emotional supports and actions.</p>

		<p>Foundation. According to the CDE, comprehensive MTSS frameworks that include counseling, family engagement, and targeted support services significantly improve student outcomes, particularly for marginalized student groups. Research indicates that "schools that implement structured social and emotional learning (SEL) programs see significant improvements in students' social-emotional skills, attitudes, behavior, and academic performance. Effective implementation requires ongoing training, consistent monitoring, and supportive district-wide policies to sustain the positive impacts of these programs" (Durlak et al., 2011). This underscores the importance of SLCUSD's comprehensive approach to creating safe and nurturing school environments. While these actions were specifically created to ensure that English learners, foster youth, and socio-economically disadvantaged students have access to a program that supports overall wellness, it is expected that all students will benefit from these district-wide actions.</p>	
<p>Goal 3, Action 3</p>	<p>According to the metrics above, our low-income, foster youth, and English learner students performed lower on local and state academic assessments and overall student ratings of feeling connected to school is lower than 70% at grades 7, 9 and 11.</p> <p>Educational Partner Feedback indicated that school wide SEL and parent communication about SEL were both highly ranked as areas of focus.</p> <p>See also: Engaging Educational Partners and Metrics sections.</p>	<ul style="list-style-type: none"> Engage and educate parents regarding SLCUSD academic and social-emotional programs. <p>SLCUSD will engage and educate parents about its academic and social-emotional programs through various initiatives. One of the key efforts is providing relevant and engaging parent education opportunities, with a particular focus on outreach EL and SED families. Research supports the importance of parent engagement and education opportunities in improving student outcomes (Smith & Jones, 2020). SLCUSD expects all district families to benefit from this action; however, the programs and services are</p>	<p>CHKS</p> <p>YouthTruth Survey</p> <p>Attendance data</p> <p>Suspension rates</p> <p>Expulsion rates</p> <p>Dropout rates</p> <p>Graduation rates</p>

		designed to promote family/parent participation of English learners, Foster Youth and socio-economically disadvantaged students. The increased participation by these parents/families will have a greater impact on our student groups.	We will also seek feedback from parents about the parent education opportunities.
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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
Goal 2, Action 2	<p>ELs, including LTELs, face distinct challenges in their language development and academic progress. Data from the LCAP highlights the following needs and conditions. ELs and LTELs require targeted interventions to advance their English language proficiency, as indicated by lower scores on English Language Proficiency Assessments (ELPAC). ELs and LTELs often exhibit lower academic achievement in core subjects, such as ELA, compared to their non-EL peers, as evidenced by standardized test scores. They may struggle with mastering complex content area concepts due to language barriers and may experience socio-emotional challenges, including feelings of frustration and disengagement, which can impact their academic success and overall well-being.</p> <p>Educational partner feedback indicated the need to strengthen academic support with additional intervention, supplemental materials, programs, and professional development.</p>	<ul style="list-style-type: none"> English Learner (EL) and Long term English Learner (LTEL) Support and Services <p>SLCUSD will strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on our EL and LTEL students. To address the distinct needs of ELs and LTELs, a comprehensive array of services will be provided. First, tailored materials will be procured to cater to the varying needs of beginning ELs and LTELs, enabling differentiated instruction and the implementation of targeted language development strategies. Additionally, a specialized program will be established at LAMS and SLOHS to support newly arrived ELs, including additional teaching staff and curricular resources to facilitate smoother transitions and expedite language acquisition. EL IAs (Instructional Aides) will be funded to deliver supplemental ELD support and conduct ongoing academic monitoring for beginning ELs and LTELs, offering interventions aligned with student needs identified through data from the ELD monitoring system. An EL/Intervention TOSA will</p>	<p>CAASPP - Math, ELA</p> <p>CAST- science</p> <p>District Common Assessment</p> <p>ELPAC</p> <p>ELPI</p> <p>Reclassification rate</p> <p>We will seek feedback from ELD teachers and EL parents to continue to inform the support provided.</p>

<p>2023 “Red” Dashboard indicators for school sites: Pacheco - EL Progress (increased to “Green” in 2024)</p> <p>2024 “Red” Dashboard indicators for school sites: Baywood - EL Progress</p> <p>2024 “Red” Dashboard indicator for students groups: ELA and Math - Long Term English Learners</p> <p>See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.</p>	<p>coordinate district-wide services, professional development, and interventions, with a specific focus on the needs of LTELs and ELs. Professional development efforts will concentrate on areas identified through monitoring data results, such as academic vocabulary and writing skills, known barriers to reclassification. Additionally, training on integrated and designated ELD will continue. Finally, extra staffing resources will be allocated to Pacheco and Baywood Elementary to address the needs of ELs and LTELs identified through the "Red" ELPI, aiming to enhance academic outcomes for ELs and LTELs at the site by providing additional EL Teacher staffing as well as certificated Spanish Intervention support to deliver personalized instruction to this specific population of students. This action prioritizes the needs of ELs and LTELs by specifically allocating resources, personnel, and interventions to address their unique challenges and facilitate their academic success.</p>	
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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.

Not applicable.

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.

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable.	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	Not applicable.