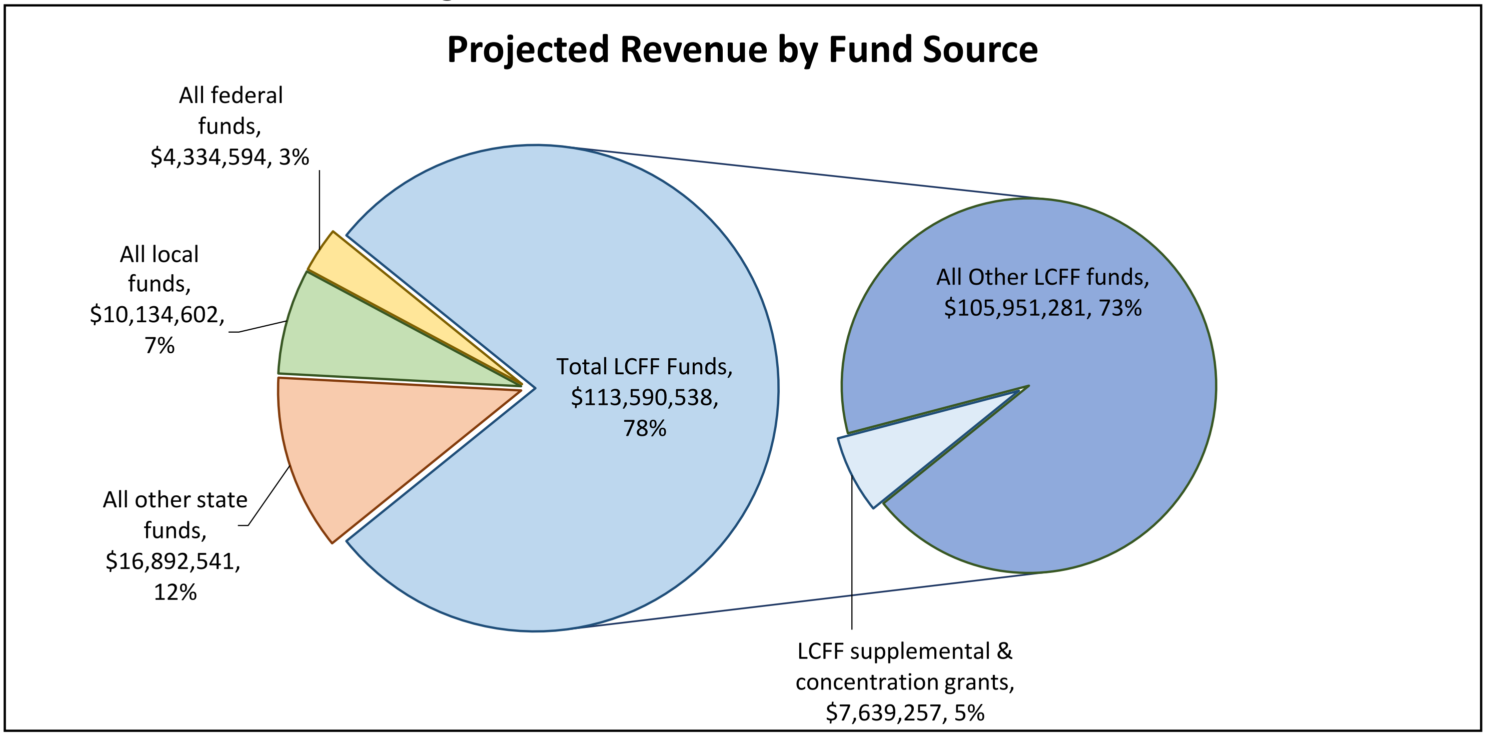
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Luis Coastal Unified School District
CDS Code: 40-68809-0000000
School Year: 2026-2027
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 2026-2027 School Year

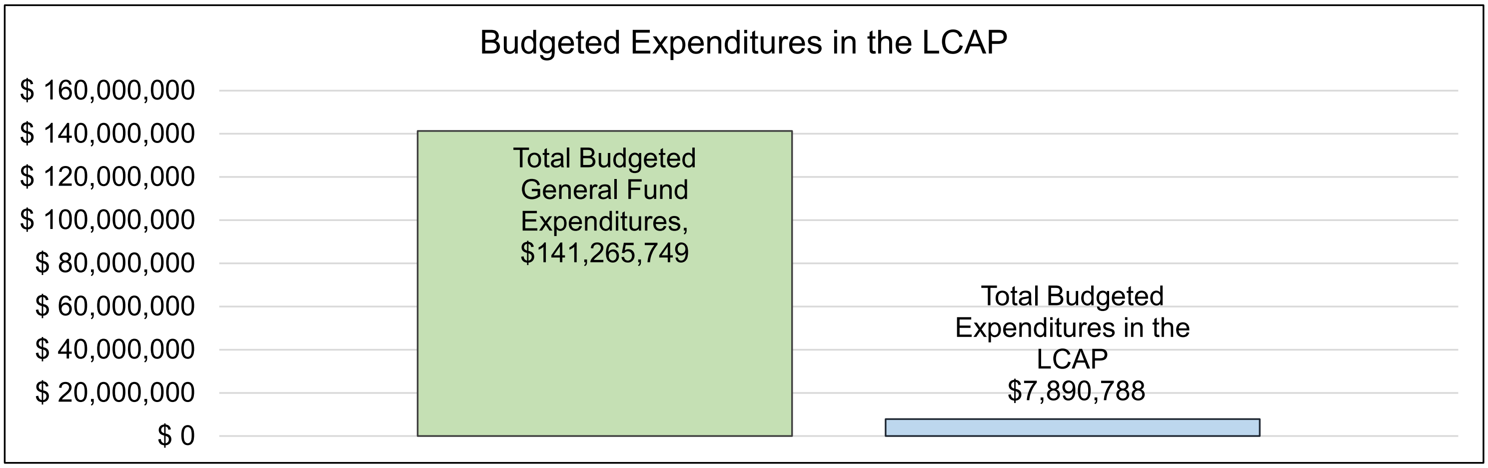


This chart shows the total general purpose revenue San Luis Coastal Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Luis Coastal Unified School District is $144,952,275.00, of which $113,590,538.00 is Local Control Funding Formula (LCFF), $16,892,541.00 is other state funds, $10,134,602.00 is local funds, and $4,334,594.00 is federal funds. Of the $113,590,538.00 in LCFF Funds, $7,639,257.00 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 2026-2027. 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 $141,265,749.00 for the 2026-2027 school year. Of that amount, $7,890,788.00 is tied to actions/services in the LCAP and $133,374,961.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

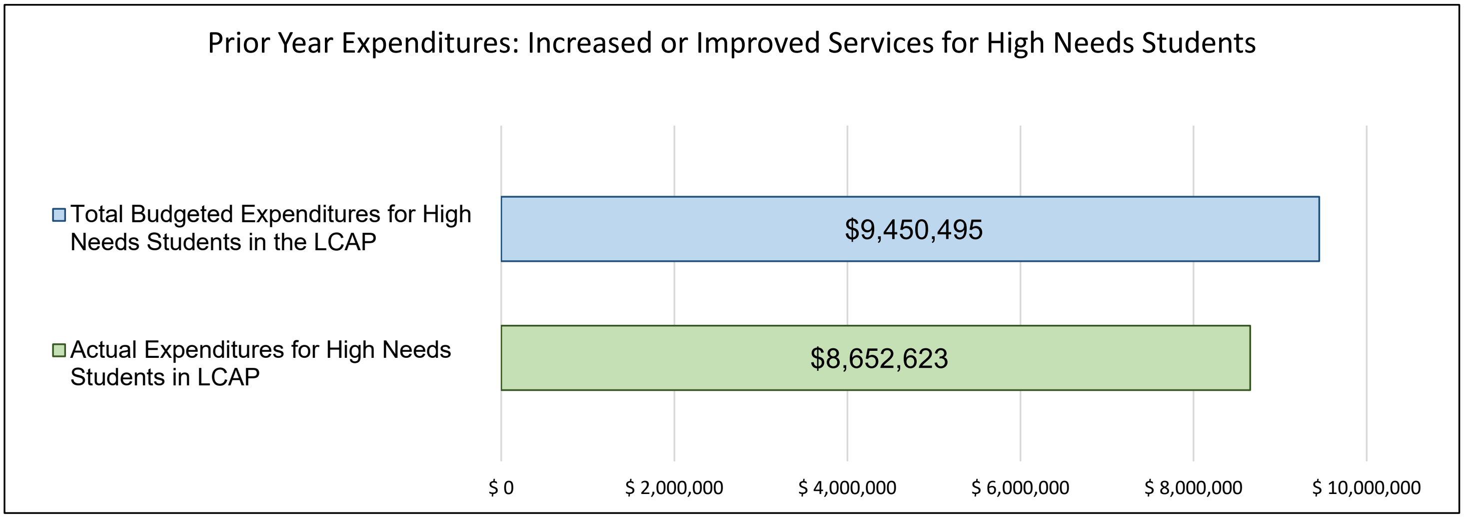
The LCAP is a small portion of the overall SLCUSD budget, roughly 7-8%. Most of the funds outside of the LCAP are used for personnel costs, roughly 83 to 85% of the overall budget. The other funds are used to pay for materials and supplies, purchasing equipment, utilities, facilities and maintenance, 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 2026-2027 School Year

In 2026-2027, San Luis Coastal Unified School District is projecting it will receive $7,639,257.00 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 $7,890,788.00 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 2025-2026



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 2025-2026, San Luis Coastal Unified School District's LCAP budgeted $9,450,495.00 for planned actions to increase or improve services for high needs students. San Luis Coastal Unified School District actually spent $8,652,623.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $797,872.00 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 2025-26 is $7,899,992.00. The district is currently providing services above and beyond th e requirement and will continue to do so for the 2026-2027 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 2026-2027

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) serves students in transitional kindergarten through grade twelve. 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, received Equity Multiplier funding in the 2025-26 school year. The district will continue implementation of the established Equity Multiplier focus goal for this site. 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 2025 CALPADS data shows our student enrollment at 7,682. Of this total approximately 7.2% (551) are English learners (EL), 41% (3,161) come from socio-economically disadvantaged (SED) households, 5.5% (424) 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 918 staff of which 493 are certificated, 386 are classified, and 39 are management. 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, including Community Action Partnership of San Luis Obispo (CAPSLO) to provide Family Advocates in the communities of Los Osos and San Luis Obispo. Family Advocates 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 it receives more in local property taxes than it would otherwise receive from the state. Despite this status, the district continues to face multi-million dollar structural budget deficits. These fiscal challenges are driven by several factors, including increasing enrollment, the expansion of unfunded Universal Transitional Kindergarten (UTK) classrooms, the conclusion of PG&E Diablo Canyon tax revenues, and the end of ESSER COVID funding, which had been used to hire additional staff. As a result, the district must make strategic decisions regarding staffing, program sustainability, and the prioritization of services, particularly for unduplicated pupils.

During the school year 2025-26, the School Board prioritized the development of a plan to rectify the district’s structural deficit and ensure that SLCUSD will meet the minimum state guidelines to maintain a positive certification. In December 2025 the Board of Trustees approved a $5,077,199 budget reduction plan, which included both personnel and non-personnel costs for the 2026-27 school year, and beyond.

Reflections: Annual Performance

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

CAASPP Key Takeaways:

Increased proficiency in ELA over time, yet the growth is flat from 2024-2025.

Math proficiency decreased by 2% in 2025 with an overall stagnant level of growth since 2022.

Students who transitioned from 4th to 5th grade showed a sharp decline in Math distance from standard (DFS), significantly contributing to the overall DFS decline for the district in Math.

Filipino, African American, socio-economically disadvantaged (SED), students with disabilities (SWD) and foster youth (FY) student groups increased in ELA proficiency and DFS from 2023 to 2025. Only our foster youth student group increased in Math proficiency and DFS from 2023 to 2025.

CAASPP Reflections and Next Steps:

With DFS data within Parsec we are better able to identify trends and gaps to narrow our focus and actions.

Our focus in elementary has been Benchmark ELA/SLA implementation and we are seeing the results of this emphasis play out within math and science scores.

Continue to prioritize LCAP-identified subgroups for ELA MTSS Tier II intervention.

Star and CAASPP calibration throughout the year will allow us to take a more proactive approach to intervention and instruction.

“Culture of Achievement” must be prevalent, involve students, and permeate our sites.

State Dashboard Successes:

SLCUSD has maintained the status of “High/Green” in both ELA and math since 2023.

Chronic absenteeism showed a status “Low/Orange” in 2025 within grades K-8.

English Learner Progress has moved from “Low/Orange” performance status in 2023 to “High/Green” in 2024. We showed maintenance of this growth in 2025 and earned a performance status of “Medium/Yellow”.

Maintained “High/Green” performance status with Suspension rates.

The college and career category continues to be rated as “High/Green” with 67.9% of graduates who are “ready”.

Graduation Rate “Very High/Blue” performance status maintained with a 97% rate (an increase of .7%).

State Dashboard Identified Needs and Areas of Focus:

2025 Red Dashboard indicators for student groups: ELA, Math, and Science (Long Term English Learners (LTELs)), Chronic Absenteeism (LTEL, Foster, Homeless, SED, SWD), Suspension Rate (EL, Foster).

2025 Red Dashboard indicators for a school (all students): Los Osos Middle School (Chronic Absenteeism), CL Smith Elementary (EL Progress), Del Mar Elementary (Chronic Absenteeism), Hawthorne Elementary (EL Progress, Chronic Absenteeism), Monarch Grove Elementary (Chronic Absenteeism).

2025 Red Dashboard indicators for sites (student groups): Los Osos Middle School (Chronic Absenteeism - Homeless, SED, SWD, Hispanic, White, 2+ races), Bishop’s Peak Elementary (Suspension - Hispanic, SED, SWD), CL Smith Elementary (EL Progress - EL; Chronic Absenteeism - Hispanic, Homeless, SED, SWD), Del Mar Elementary (Chronic Absenteeism - EL, SED, SWD, White), Hawthorne Elementary (EL Progress - EL; Chronic Absenteeism - Homeless, SED, White; Suspension - EL, Hispanic, Homeless, SED, SWD), Los Ranchos Elementary (Chronic Absenteeism - SWD), Monarch Grove Elementary (Chronic Absenteeism - SWD, White), Sinsheimer Elementary (Suspension - SED), Teach Elementary (Suspension - SED).

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 Elementary (EL Progress), Pacific Beach High School (College/Career Placement).

2024 Red Dashboard indicators for sites: Baywood Elementary (Math - SWD), Del Mar Elementary (Suspension - Homeless, SED, SWD, White), Hawthorne Elementary (Chronic Absenteeism - EL, Homeless, 2+ races), Pacheco Elementary (Chronic Absenteeism - Homeless), Sinsheimer Elementary (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 High School (College/Career).

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

2023 Red Dashboard indicators for sites: Bishop's Peak Elementary (Chronic Absenteeism - Hispanic), CL Smith Elementary (Suspension - Hispanic), Hawthorne Elementary (Suspension - Hispanic, SED, SWD), Los Ranchos Elementary (Chronic Absenteeism - 2+ races), Sinsheimer Elementary (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:

The 2026-27 Governor's Budget proposes additional LREBG funding for local educational agencies (LEAs). However, final allocations will not be confirmed until after LCAP adoption by the Board of Trustees. The district has included projected LREBG funding and associated actions in the LCAP. These actions are aligned to allowable uses of funds, meet statutory requirements, and are consistent with the district's prior implementation of LREBG-funded services. Goal 3, Action 1 outlines the use of these funds for counseling staff at Wellness Centers within our two comprehensive high schools.

Reflections: Technical Assistance

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

San Luis Coastal is eligible for Differentiated Assistance based upon the 2025 Dashboard. It is eligible for Foster Youth in Chronic Absenteeism (Priority #5) and Suspension (Priority #6). In collaboration with the San Luis Obispo County Office of Education, SLCUSD has analyzed dashboard and local data to surface strengths and gaps and investigate potential root causes contributing to the area(s) of concern. An improvement team has been convened to identify high leverage practices/changes and develop an implementation plan specifically designed to improve student outcomes. The team will meet regularly to monitor progress, consolidate learning and make critical adjustments. Action 4 in Goal #3 will support reduction in suspension rates while action 5 in Goal #3 will support reductions in chronic absenteeism for our students who qualify as Foster Youth.

In early 2026, a diverse group of SLCUSD staff, including district administrators, school administrators and classified staff, convened with Melanie Crawford from SLOCOE to engage in the process outlined above. The meeting dates were: January 21, 2026, February 4, 2026, February 11, 2026.

On April 13, 2026 Lisa Yamashita, Assistant Superintendent of Educational Services, led the team through a root cause analysis process. Through this work, the team will create a comprehensive plan to address the identified areas of concern. The plan will be implemented during the 2026-27 school year. The team will meet regularly to monitor progress, consolidate learning and make critical adjustments. Actions in Goal #3 will focus on attendance and student engagement to address this need for Foster Youth.

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	SEPTEMBER-OCTOBER Development of YouthTruth/LCAP survey communication plan to families 9/29-10/24/25 YouthTruth survey window with embedded LCAP family, student and staff surveys 9/29-10/24/25 Community survey/QR code on SLCUSD webpage with pop-up 10/9/25 DELAC Meeting Presentation - LCAP Roadshow and survey completion 10/7/25 Board Meeting Presentation - LCAP Update #1 - outreach plan, review survey tools and timeline 10/15/25 Elementary employees complete Staff YouthTruth/LCAP survey during minimum day PD time 10/13/25 LCAP Parent Advisory Committee (PAC) Meeting #1 - LCAP Roadshow and survey completion 10/13-10/24/25 Secondary sites complete staff survey and share LCAP Roadshow during a staff meeting JANUARY 1/27/26 LCAP PAC Meeting #2 - review data and goal/action feedback FEBRUARY 2/3/26 Board Meeting Presentation - LCAP Update #2 - survey feedback data, best practice research 2/17/26 Board Meeting Presentation - LCAP Update #3 - LCAP Midyear Report 25-26 MARCH 3/30/26 Consultation Meeting with SELPA APRIL 4/3/26 Initial Equity Multiplier Meeting with Pacific Beach High School and Director of Fiscal

	4/21/26 Equity Multiplier Consultation Meeting with Pacific Beach High School educational partners MAY 5/12/26 LCAP PAC Meeting #3 - overview of LCAP draft and gathering feedback 5/14/26 DELAC Meeting - overview of LCAP draft and gathering feedback 5/19/26 Board Meeting Presentation - LCAP Update #4 - first reading, budget, and public hearing 5/19-5/29/26 Public Comment period JUNE 6/2/26 Board Meeting Presentation - LCAP Update #5 - second reading and adoption, budget adoption and local indicators report
Overview of Engagement Plan	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. The district's LCAP engagement plan includes gathering input from the following groups: 1. Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) 2. Student Senate 3. Parent Leader Group 4. District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) 5. Common Ground Advisory Task Force 6. Staff - including union representatives 7. Students 8. Board Meetings and Board Study Sessions 9. CTE & industry leaders 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 educational stakeholder feedback are shared with the Board of Trustees prior to the first reading of the LCAP. 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). Common Ground Advisory Task Force recommendations: Immigrant Student Rights 1. Implement a district-wide, standardized response protocol ("care/triage kit") for immigration-related incidents affecting students and families. This protocol would include information and referrals providing support for immigrant families, and consistent and compassionate communication tools and techniques to assist with the after-effects of immigration enforcement activities that have occurred in the community and may have affected students. 2. Strengthen trust and communication networks with immigrant families by hiring bilingual staff, increasing use of multiple communication channels (e.g., print, digital/social media, in-person) and flexible meeting formats (e.g., virtual) to ensure steady flow of information to and from families so they can remain engaged in their child's education and know/understand their rights. Artificial Intelligence (A.I.) Use in Schools 1. Establish age-appropriate guidelines for students and staff that emphasize foundational skills, human connections, and ethical responsibilities for the use of A.I. as a tool to enhance, rather than replace, critical thinking, creativity, and authentic student voice, while monitoring academic, ethical and mental health impacts. Access, Belonging, and Achievement 1. Implement proactive education, training, and accountability for students/teams, families, and staff/coaches focused on inclusivity, respectful dialogue, and bullying and hazing prevention, alongside structured support systems for students impacted by policy changes and legal updates. 2. As much as legally possible, support access to participation for transgender students in school athletics, clubs, and activities. 3. Develop a sustainable growth plan for Athletics for Achievement that clarifies staffing, transportation and funding needs while expanding accessibility by removing participation barriers. Curriculum and Books in the Classroom 1. Establish a clear, transparent, and consistently applied curriculum opt-out process that includes the opportunity for the teacher and District/school administration to explain the purpose of the curriculum and supplementary materials before automatically granting the request.
Local Control Accountability Plan Parent Advisory Committee: parents/community members, teachers, principals,	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 39 representatives, including: parents, community members, teachers, principals, administrators, union leaders, and students. Parent representatives include at least one

administrators, union leaders, students	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. 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. 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. During school year 2025-26, our PAC met on the following dates: 10/13, 01/27 and 05/12. This year our survey window was open from 9/29-10/24/25. Following the 5/12 meeting, Dr. Prater's responses were sent to the LCAP PAC representatives.
Principals/Administrators	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. During 2025 and 2026, our PAC met on the following dates: 10/13, 01/27 and 5/12. This year our survey window was open from 9/29-10/24/25.
Parents/Community	We strive to engage our parents and community members to encourage LCAP survey completion by taking the following steps: 1. Year-round updates to our district's LCAP website. 2. Public announcements of upcoming PAC meetings via multiple communication modalities. 3. Availability of a translated YouthTruth/LCAP family survey, including English, Spanish, Russian, Vietnamese, Korean, Mandarin, Portuguese, and French. 4. Hard copies of the survey (including Spanish versions) as well as online access (via a chromebook) in every school site's front office made available throughout the YouthTruth/LCAP survey window. 5. Increased visibility on our district website by highlighting the LCAP survey in the photo scroll section of the homepage. 6. Including a QR code in all forms of communication for easy accessibility. 7. 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 (District English Learner Advisory Committee) / EL PAC (English Learner Parent Advisory Committee)	Our DELAC/EL PAC representatives have an opportunity to share feedback and comment on the LCAP prior to and during its development, as outlined below. DELAC representatives take the YouthTruth/LCAP survey annually, following a presentation as well as a question and answer session with our Assistant Superintendent. During the May meeting, DELAC representatives provide initial thoughts on the draft LCAP and their feedback is responded to in writing by Dr. Prater. October 9, 2025 - DELAC Meeting, review of LCAP, roadshow presentation and survey completion. February 19, 2026 - DELAC Meeting, family engagement policy and input. May 14, 2026 - DELAC Meeting, LCAP draft presentation, collection of comments/feedback for Dr. Prater. Following the meeting on 5/14, Dr. Prater's responses were sent to the DELAC representatives in English and Spanish.
SELPA	On March 30, 2026 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.
Students	Secondary school sites expanded the YouthTruth/LCAP survey completion from specific student groups (2024 survey) to all student groups (2025). This year our survey window was open from 9/30 to 10/25.
Staff, including: principals, teachers, administrators, union and school personnel	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 via a video shown during staff meetings. This presentation is also conducted in a live format at a 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. This year, time was devoted to the completion of the LCAP survey during a staff meeting to ensure adequate time for personnel to share their feedback and fully complete the survey.

Pacific Beach High School - Equity Multiplier School Consultation	On Tuesday, April 21st, Secondary Director Dan Neff and Principal Chris Dowler met with Pacific Beach High School (PHBS) 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 three of this LCAP cycle.

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 yet again this year. After diversifying our survey methodology in 2024, we found we had the greatest amount of partner group feedback when the LCAP survey questions were embedded within our annual YouthTruth survey. The result of our ongoing efforts have created dramatic increases in our response rates over time:

- 852 in Spring 2024

- 2,518 in Fall 2024

- 5,521 in Fall of 2025

For each goal area, educational stakeholders were asked the following question: *Which of the following programs do you believe help eliminate educational barriers and address the needs of these students: English Language Learners (EL), students who are socio-economically disadvantaged (SED), students with disabilities (SWD), and/or foster/homeless youth (FHY)? (Choose up to 3).*

In Goal 1 feedback, the following were top-rated responses: enhance hands-on curriculum (61%+), strengthen teachers' expertise in core curriculum (46%+).

In Goal 2 feedback, the following were top-rated responses: strengthen district-wide MTSS academics (52%+ of respondents selected this action), strengthen ELD academic supports and interventions (56%+), robust support for LCAP student groups and students who are dual-identified (47%+).

In Goal 3 feedback, the following were top-rated responses: strengthen district-wide MTSS SEL (50%+), continue to align systems TK-12 to support student behavior (54%+), ensure safe and nurturing campuses through ongoing training, monitoring, and support of district-wide programs and processes (43%+).

LCAP PAC 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 2026-27 LCAP. The LCAP PAC wished to maintain our goals and actions for the upcoming year, and shared specific suggestions for improvement:

Maintain the current direction while prioritizing (1) clear planning for intervention sustainability and funding alignment, (2) streamlined, more accessible stakeholder feedback collection to improve participation and representativeness, and (3) targeted supports for secondary MTSS and specific student populations.

Based upon the sum of this information and feedback, the goals and actions will be maintained within the 2026-27 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 additional funding sources are listed within this year's LCAP, as was done in the 2025-26 LCAP document. The purpose of this approach is to maintain and financially sustain the focus on the LCAP priorities as we navigate fiscal 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 and deepening teachers' expertise in core curriculum; these were the top two priorities within LCAP survey feedback from educational partners.

Additionally, the results from the California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and YouthTruth 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 2025 decreased by 2% from the 2024 results of 58% proficiency. The Dashboard also places us at the "green/high" performance level for English Language Arts. The 2025 and 2024 CAASPP results for English Language Arts showed that 67% of all students met or exceeded standard.

Feedback from educational partners, including the Superintendent's Student Senate, highlights the ongoing critical need to focus on both student engagement and academic challenge. There is also a strong interest in focusing on effective instruction that is engaging and challenging for our students, as is evidenced by YouthTruth data.

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 2024 and implemented the newly-adopted Benchmark materials in August of 2024, which means we are now wrapping up year two of implementation. To ensure teachers continue to feel supported in using these 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. Universal Design for Learning (UDL) and a re-focus on math professional learning will be the emphasis for Tier I during 2026-27. This is in response to student data, educational partner feedback and research. UDL shifts the focus from "fixing" the student to removing barriers in the instructional design (CAST, 2018; EdTech Books, n.d.).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 (State priority 1 required metric)	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	100% Data Year: 2025-26 Data Source: Fall 2025 Dashboard	Maintain 100% Data Year: 2026-27 Data Source: Fall 2026 Dashboard	0%
2 (State priority 1 required metric)	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	100% Data Year: 2025-26 Data Source: Local Indicator Report	Maintain 100% Data Year: 2026-27 Data Source: Local Indicator Report	0%
3 (State priority 1 required metric)	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	99.78% good/exemplary Data Year: 2025-26 Data Source: Local Indicator Report	Maintain 100% good/exemplary Data Year: 2026-27 Data Source: Local Indicator Report	- 0.22%
4 (State priority 2 required metric)	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	All standards = Full Implementation ELD = Full Implementation Data Year: 2025-26 Data Source: Local Indicator Report	Full Implementation in all standards and ELD Data Year: 2026-27 Data Source: Local Indicator Report	Maintained status
5	Percentage of all students meeting or	All Student = 65%	All Student = 67%	All Student = 67%	3% annual increase	+ 2%

(State priority 4 required metric)	exceeding standards in ELA on the CAASPP	Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	Data Year: 2023-24 Data Source: caaspp-elpac.ets.org	Data Year: 2024-25 Data Source: Parsec (caaspp-elpac.ets.org)	All Students = 74% Data Year: 2025-26 Data Source: Parsec (caaspp-elpac.ets.org)	
6 (State priority 4 required metric)	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	All Students = 56% Data Year: 2024-25 Data Source: Parsec (caaspp-elpac.ets.org)	3% annual increase All Students = 66% Data Year: 2025-26 Data Source: Parsec (caaspp-elpac.ets.org)	- 1%
7 (State priority 4 required metric)	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	All Students = 52% Data Year: 2024-25 Data Source: Parsec (caaspp-elpac.ets.org)	3% annual increase All Students = 60% Data Year: 2025-26 Data Source: Parsec (caaspp-elpac.ets.org)	+ 1%
8 (State priority 4 required metric)	A-G Completion Rate	54% Data Year: 2022-23 Data Source: Dashboard Additional Reports	60% Data Year: 2023-24 Data Source: Dashboard Additional Reports	64% Data Year: 2024-25 Data Source: Parsec (Dashboard Additional Reports)	2% annual increase 63% Data Year: 2025-26 Data Source: Parsec (Dashboard Additional Reports)	+ 10%
9 (State priority 4 required metric)	CTE Pathway Completion Rate	34% Data Year: 2022-23	32% Data Year: 2023-24	35% Data Year: 2024-25	3% annual increase 43% Data Year: 2025-26	+ 1%

		Data Source: Dashboard Additional Reports	Data Source: Dashboard Additional Reports	Data Source: Parsec (Dashboard Additional Reports)	Data Source: Parsec (Dashboard Additional Reports)	
10 (State priority 4 required metric)	A-G Completion and CTE Pathway Completion Combined Rate	24% Data Year: 2022-23 Data Source: Dashboard Additional Reports	23% Data Year: 2023-24 Data Source: Dashboard Additional Reports	26% Data Year: 2024-25 Data Source: Parsec (Dashboard Additional Reports)	3% annual increase 33% Data Year: 2025-26 Data Source: Parsec (Dashboard Additional Reports)	+ 2%
11 (State priority 4 required metric)	AP Passage Rate	District wide: 85% MBHS: All = 61% EL = N/A LTEL = N/A REFP = N/A SED = 70% FY = N/A Hom = 100% SLOHS: 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: All = 78% EL = 100% LTEL = 100% RFEP = 67% SED = 75% FY = N/A Hom = 64% SLOHS: All = 93% EL = 86% LTEL = 74% RFEP = 91% SED = 82% FY = N/A Hom = 66% Data Year: 2023-24 Data Source: CollegeBoard	District wide: 90% MBHS: All = 84% EL = 0% LTEL = 0% RFEP = 60% SED = 79% FY = N/A Hom = 100% SLOHS: All = 92% EL = 100% LTEL = 100% RFEP = 100% SED = 90% FY = N/A Hom = 100% Data Year: 2024-25 Data Source: CollegeBoard	3% annual increase in passage rate (scoring 3+) District wide: 94% MBHS: All = 81% EL = 100% LTEL = 100% RFEP = 73% SED = 79% FY = TBD Hom = 100% SLOHS: All = 98% EL = 89% LTEL = 80% RFEP = 95% SED = 88% FY = TBD Hom = 84% Data Year: 2025-26 Data Source: CollegeBoard	District wide: + 5% MBHS: All = + 23% EL = N/A LTEL = N/A RFEP = - 7% SED = + 9% FY = N/A Hom = + 0% SLOHS: All = + 3% EL = + 20% LTEL = + 26% RFEP = + 14% SED = + 11% FY = N/A Hom = + 25%

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 2022-23 Data Source: CollegeBoard	District Wide: 24% 248 AP Scholars / 1043 AP students Data year 2023-24 Data Source: CollegeBoard	District Wide: 39% 313 AP Scholars / 806 AP students Data year 2024-25 Data Source: CollegeBoard	5% annual increase District Wide: 40%, 208 AP Scholars Data year 2025-26 Data Source: CollegeBoard	District Wide: + 14%
13 (State priority 4 required metric)	EAP ELA (EAP = Early Assessment Program)	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	65% college ready or conditionally ready Data Year: 2024-25 Data Source: Dataquest	3% annual increase 85% college-ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	- 11%
14 (State priority 4 required metric)	EAP MATH (EAP = Early Assessment Program)	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	45% college ready or conditionally ready Data Year: 2024-25 Data Source: Dataquest	3% annual increase 59% college ready or conditionally ready Data Year: 2025-26 Data Source: Dataquest	- 5%
15 (State priority 7 required metric)	Broad course of study	Students served in VAPA courses MBHS: All = 53% EL = 37% LTEL = 38%	Students served in VAPA courses MBHS: All = 55% EL = 43% LTEL = 45%	Students served in VAPA courses MBHS: All = 57% EL = 47% LTEL = 100%	2% annual increase overall and for subgroups Students served in VAPA courses	MBHS: All = + 4% EL = + 10% LTEL = + 62% SED = + 5% FY = + 5%

		SED = 53% FHY 49% SLOHS: All = 43% EL = 36% LTEL = 40% SED = 41% FHY = 39% Data Year: 2023-24 Data Source: CALPADS Fall 2 enrollment data	SED = 53% FY = 59% SLOHS: All = 45% EL = 39% LTEL = 26% SED = 43% FY = 43% Data Year: 2024-25 Data Source: CALPADS Fall 2 enrollment data	SED = 58% FY = 54% SLOHS: All = 42% EL = 39% LTEL = 100% SED = 38% FY = 41% Data Year: 2025-26 Data Source: CALPADS Fall 2 enrollment data	MBHS: All = 59% EL = 45% LTEL = 47% SED = 59% FHY = 61% SLOHS: All = 49% EL = 42% LTEL = 46% SED = 47% FHY 45% Data Year: 2026-27 Data Source: CALPADS Fall 2 enrollment data	SLOHS: All = - 1% EL = + 3% LTEL = + 60% SED = - 3% FY = + 2%
16 (State priority 8 required metric)	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	All Students = 26% SLOHS = 30% MBHS = 19% PBHS = 8% Data Year: 2022-23 Data Source: Parsec (Aeries)	All Students = 23% SLOHS = 26% MBHS = 17% PBHS = 13% Data Year: 2023-24 Data Source: Parsec (Aeries)	All Students = 21% SLOHS = 25% MBHS = 11% PBHS = 13% *Note: 4 classes were dropped from Dual Enrollment in 2024-25 which lowered overall participation numbers*. Data Year: 2024-25 Data Source: Parsec (Aeries)	3% annual increase All Students = 35% SLOHS = 39% MBHS = 28% PBHS = 17% Data Year: 2025-26 Data Source: Parsec (Aeries)	All Students = - 5% SLOHS = - 5% MBHS = - 8% PBHS = + 5%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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:

Action 1: Tier 1 professional development; first, best instruction was fully implemented as planned. Action 1.1, Elementary New Teacher Academy, occurred in August with additional after school dates for ongoing professional development throughout the year including training in Bridges, Human Growth and Development, standards-based report cards, grading, and parent-teacher conferences. Action 1.2, Secondary Tier 1 professional development & formal new teacher training, was executed and attended by new teachers. Both Action 1.1 and Action 1.2 were supported by the individuals in Action 1.3: Elementary and Secondary Teachers On Special Assignment (TOSAs). Each TOSA conducted the planning and delivery of the professional learning outlined in the LCAP.

Action 2: Staff professional development around providing safe and supportive schools, was fully implemented as planned. Secondary administrators and teacher leaders participated in The University of Washington’s Center for Educational Leadership, as well as internally-led Learning Walks throughout the year. The 13 sessions focused on the student experience, student story, and learning.

Action 3: Refinement of an interview protocol and hiring panel guide, based upon best practices, was fully implemented. The Human Resources department refined their work on Action 3.1, interview protocols, and finalized Action 3.2, a hiring panel guide.

Action 4: Enhance hands-on, integrated and innovative curriculum, programs, and strategies, was fully implemented. This school year, iINNOVATE programming was embedded in the core ELA curriculum through hands-on culminating tasks. This was supported by our Elementary Curriculum Teachers On Special Assignment (TOSAs) in partnership with our iINNOVATE TOSA. Materials were provided to teachers for these lessons, as well as any materials needed for supplemental iINNOVATE lessons.

Action 5: Use assessment and data to drive instructional decision making, was implemented with modifications. Action 5.1 included expenses to purchase Renaissance assessment tools as well as Parsec data tools. Renaissance Star suite of assessments in ELA and Math were utilized across the district in 2025-26. Parsec and Parsec Real were purchased to better access data, better inform decision making, and facilitate site-level surveys. Action 5.2 outlined elementary teacher release time, which occurred for primary grade teachers to facilitate the administration of student assessments.

In summary, all planned actions within Goal 1 were implemented as described above and as outlined in the Board-adopted LCAP.

Overall challenges:

Actions 1, 2, and 5.2: Limited substitute availability to cover the full scope of needs, lack of available time for professional learning.

Action 5.1: Ongoing training needs were not anticipated, but were necessary as Star was implemented; Parsec expanded their dashboards and services, yet the company had trouble keeping up with the project timelines and some dashboards were not fully executed in the timeframe that they were needed. Ongoing training, collaboration and onboarding needs to be planned for in future years with Parsec employees.

Overall implementation successes:

Action 1 and 2: High-quality professional development opportunities at all levels, with positive feedback from attending teachers.

Action 1.3: Our Secondary Curriculum TOSA was able to transition to this role and successfully started the school year 2025-26 with the district.

Action 3: The hiring panel guide has been implemented and well-received during pre-interview training with hiring committees.

Action 5: Renaissance Star Reading and Star Math assessments will be completed three times during school year 2025-26. The data has been reviewed and analyzed consistently by school-based teams, notably the state benchmark results, which allow us a preview of CAASPP-aligned results for students, as well as student growth percentiles.

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 (Action 2 - Title II; and Action 4 - San Luis Coastal Education Foundation (SLCEF)). 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 $651,114 and have spent $522,121 as of the end of March.

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

Goal 1, Action 1, 4 and 5:

CAASPP - Math saw a 2% decrease from 58% to 56% proficiency from 2023 to 2024. ELA has remained stable at 67% proficiency in 2024 and 2025. Science remained at 52% proficiency from 2024 to 2025.

A-G completion increased by 4% from 60% to 64% from 2024 to 2025.

EAP conditional/ready categories decreased by 3% from 68% to 65% between 2024 and 2025.

Goal 1, Action 2:

California Healthy Kids Survey (CHKS) - We currently only have baseline data from 2024 as CHKS is administered every two years.

YouthTruth Survey on student engagement remained stable at elementary and middle school, 2.78 and 3.28 respectively; high school showed growth from 3.49 to 3.60 from 2024 to 2025.

Attendance data showed a slight decrease from 93.8% to 93.4% from 2024 to 2025.

Suspension rates for all students remained stagnant from 2024 to 2025 at 2.5%.

Additional Action 4 measures:

A-G completion within a CTE pathway increased by 3% from 23% to 26% from 2024 to 2025.

Star Reading and Math data will be utilized as a measure of effectiveness as we move into school year 2026-27 and have comparison data to determine the strength of our actions. Our district is currently in transition from FastBridge to Star, leaving us in a position where we are not able to directly compare the two different measures of ELA and math proficiency.

The effectiveness of Goal 1 actions demonstrates mixed results, with overall maintenance of performance and limited areas of growth, but not the significant improvement initially intended.

For Goal 1, Actions 1, 4, and 5, student achievement data indicates that these actions were partially effective in maintaining current performance levels but did not result in measurable growth across key academic indicators. CAASPP Math proficiency decreased from 58% to 56% between 2023 and 2024, while ELA proficiency remained stable at 67% in 2024 and 2025, and Science proficiency remained stable at 52% from 2024 to 2025. A–G completion rates increased by 4% from 60% to 64%, and A–G completion within a CTE pathway increased by 3% from 23% to 26%, indicating some positive impact in college and career readiness outcomes. However, EAP readiness decreased from 68% to 65%, suggesting that improvements in instructional practices did not consistently translate into college readiness gains.

These results suggest that Actions 1 and 4, which focused on professional development and enhanced curriculum and instructional strategies, contributed to stability in student outcomes because they supported consistent implementation of instructional practices across classrooms. However, the lack of significant growth, particularly in mathematics, indicates that these actions were not sufficient to accelerate learning outcomes for all students. Additionally, Action 5 was limited in effectiveness because the transition from FastBridge to Renaissance Star assessments and delays in Parsec dashboard development required additional staff training and reduced the ability of educators to fully utilize data systems to inform instruction during the year. Because staff capacity to analyze and act on data was still developing, the intended impact of data-driven decision making on student achievement was not fully realized.

For Goal 1, Action 2, results indicate mixed effectiveness in improving school climate and student engagement. YouthTruth survey results remained stable at the elementary (2.78) and middle school (3.28) levels and increased at the high school level from 3.49 to 3.60 between 2024 and 2025, suggesting some improvement in student engagement at the secondary level. However, attendance rates decreased slightly from 93.8% to 93.4%, and suspension rates remained unchanged at 2.5%. These outcomes indicate that while professional learning focused on safe and supportive schools may have contributed to maintaining or slightly improving perceptions of engagement, it did not yet produce measurable improvements in attendance or student behavior. This suggests that additional time, consistency of implementation, or more targeted support may be necessary for these strategies to impact school climate metrics.

Due to the transition to new assessment systems, Star Reading and Math data will be utilized as a more reliable measure of effectiveness beginning in the 2026–27 school year, when longitudinal comparison data will be available. The current inability to directly compare FastBridge and Star assessment results limits the district’s ability to fully evaluate the impact of instructional and data-related actions during this cycle.

Overall, the actions associated with Goal 1 were partially effective in maintaining existing levels of student performance and producing modest gains in college and career readiness indicators but were not effective in generating significant academic growth across core content areas. This is likely because several actions required additional time for full implementation and staff capacity building, particularly in the use of new assessment systems and instructional strategies.

Based on these findings, the district will refine and adjust actions for the coming year to strengthen implementation, increase the use of data to inform instruction, and better align supports to areas of identified need in order to improve measurable student outcomes.

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.

An adjustment worth noting is one that occurred in the 2025-26 LCAP: the district's strategic use of federal title dollars in alignment with LCAP priorities, as well as alternate funding methods to enhance programming. LCAP supplemental dollars as well as Title I, II, III and IV dollars are braided together to ensure uninterrupted supplemental and enhanced services for students.

In 2025-26, the Elementary and Secondary Curriculum Teachers On Special Assignment (TOSAs) were added to the LCAP under Goal 1 Action 1. This approach will continue, and expand to include other TOSAs, in 2026-27. Our Teacher Induction Program (TIP) TOSA has previously been funded through a grant that is no longer available. TIP provides mentor-based support to clear preliminary credentials, making it a critical component of educator equity and recruitment/retention strategies. This program will now be funded through a combination of LCAP dollars and Title II, as it addresses the need for high-quality instruction as well as teacher retention, making it a highly valued program to our district. TIP mentor stipends and the contract with San Luis Obispo County Office of Education (SLOCOE) are also being added to the LCAP. Under Action 5, our EdTech and Assessment TOSA is being added to the LCAP this year. This position is split funded with Title IV and will 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 for Action 3 began in the 2024-25 school year, and the protocol and guide have been finalized during the current school year. During the coming year, the Human Resources team will focus their efforts on training everyone who hires on the finalized interview protocol and hiring panel guide. The team will monitor implementation and solicit feedback from candidates on their experience.

Actions 2 and 4 have been in the previous Board-adopted LCAPs, but have been funded with Title II and San Luis Coastal Education Foundation (SLCEF) dollars. Moving forward, SLCEF funding will not be noted in the LCAP. The school district is supporting the Learning Equity Walks in Action 2 and supplemental curriculum materials to provide hands-on instruction in Action 4.

The district believes that the metrics and target outcomes within Goal 1 should remain the same in the 26-27 LCAP, as they 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. Most reform initiatives in education take several years to see the benefit and desired outcomes. Research on educational reform highlights that it takes three to five years to see significant improvement in both teacher practices and student outcomes. When initiatives are dropped too early, schools lose the chance to overcome the natural hurdles that come with new implementation. True progress requires patience and long-term commitment *(Ventura, n.d.)*.

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. 1. Elementary Tier 1 professional development, New Teacher Academy, and ongoing training; costs include substitutes, teacher hourly and materials; LETRS training. 2. Secondary Tier 1 professional development & formal new teacher training; costs include substitutes, teacher hourly and materials; UDL training. 3. Elementary and Secondary Teachers On Special Assignment (TOSAs). 4. Professional learning to develop coaching skills sets with principals, Student Success Specialists, TOSAs, and other teacher leaders. 5. Teacher Induction Program (TIP) Teacher on Special Assignment (TOSA), TIP Mentor stipends, TIP contract with SLOCOE.	$467,065 $136,514 (Title II)	Y
2	Educational Leadership	Staff professional development around providing safe and supportive schools. 1. Learning Walks for Equity; a continuation of learning with our site administrators (along with select teacher leaders) utilizing an adapted and in-house version of the University of Washington's leadership framework.	$15,000	N
3	Inclusive Hiring Practices	Implementation of an interview protocol and hiring panel guide, based upon best practices. 1. Train everyone who hires on the finalized interview protocol and hiring panel guide. 2. Monitor implementation and solicit feedback from candidates.	$0 (alternate funding source)	N
4	Hands-on Innovation	Enhance hands-on, integrated and innovative curriculum, programs, and strategies.	$20,000	N

		1. Integrated Benchmark Culminating Task Extension materials and consumables, replenishment of lab supplies, LED unit materials, and POW consumables.		
5	Assessment and Data	Use assessment and data to drive instructional decision making. 1. Refine and implement districtwide K-12 common assessments including assessment tools and professional development on using data to inform instruction. 2. Providing teachers in TK-2 with release time and testing supplies to administer common assessments. 3. EdTech and Assessment Teacher on Special Assignment (TOSA).	$490,617 $50,982 (Title IV)	Y

Insert or delete rows, as necessary.

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 groups–English Learner (EL), socio-economically disadvantaged (SED), and Foster/Homeless Youth (FHY) is the primary purpose of the Local Control and Accountability Plan (LCAP). Additional emphasis is placed on Students with Disabilities (SWD) and Long Term English Learner (LTEL) student groups, 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.

Based on educational partner and student feedback, SLCUSD will continue its focus on strengthening district-wide MTSS academics (52%+ of respondents selected this action), strengthening ELD academic supports and interventions (56%+), providing robust support for LCAP student groups and students who are dual-identified (47%+); these were the top three priorities within LCAP survey feedback from educational partners.

Feedback from our Student Senators identified four themes. The first two themes align with goals one and two of our LCAP, while the fourth theme aligns with goal three: 1). student engagement, 2). academic challenge, 3). growth mindset, 4). family partnership.

The results from the 2025 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.

As noted under Goal 1, the California School Dashboard performance level places us at “green/high” overall for mathematics. The CAASPP results for mathematics showed 56% of all students met or exceeded standard, while 38% of socioeconomically disadvantaged (SED) students met or exceeded standard; a 2% increase for our SED subgroup from 2023 baseline data. All students decreased from 58% to 56% (2% decline) while our English Learners (ELs) demonstrated a greater decline from 14% to 8% (6% decrease). Within our RFEP subgroup, 38% met or exceeded standard, which remains the same as the 2024 data, while 23% of Students with Disabilities (SWD) met or exceeded standard, a 5% decrease from 2024.

The Dashboard also places SLCUSD in the “green/high” performance level for English Language Arts. The 2025 and 2024 CAASPP results for English Language Arts showed that 67% of all students met or exceeded standard, while only 50% of socioeconomically disadvantaged students met or exceeded standard, and 7% of English learners met or exceeded standard. Our EL, LTEL and RFEP populations did not show growth or increase in ELA when compared to the 2024 data. SWD increased by 4% from 2024 to 2025 in CAASPP.

Goal 2 highlights a comprehensive MTSS (Multi-tiered System of Supports) program to support all students to be successful, but especially the groups identified within this LCAP. Year 3 of SLCUSD's 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 "provide robust support for LCAP student groups and students who are dual-identified."

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 groups. 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 on the co-taught model being implemented at the secondary level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1 (State priority 4 required metric)	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	All Students = 67% SED = 50% EL = 7% LTEL = 2% RFEP = 51% SWD = 32% FY = N/A (<11) Data Year: 2024-25 Data Source: Parsec (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: Parsec (caaspp-elpac.ets.org)	All Students = + 2% SED = + 4% EL = - 5% LTEL = - 6% RFEP = - 1% SWD = + 4% 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: All Students =71% SED = 55% EL = 4% LTEL = 0% RFEP = 57% SWD = 43% FY = 40% High: All Students = 66% SED = 51% EL = 4% LTEL = 2% RFEP = 46% SWD = 26% FY = 17% Data Year: 2023-24 Data Source: SLCUSD Common Assessments, T2	Elementary NON-DLI (2-6) Fastbridge: All Students = 82% SED = 70% EL = 29% LTEL = 0% RFEP = 71% SWD = 54% FY = 75% *Elementary DLI (2-6) Star: All Students = 54% SED = 33% EL = 13% LTEL = N/A (no data) RFEP = 41% SWD = 31% FY = N/A Middle School (Grades 7-8) Fastbridge: All Students = 72% SED = 56% EL = 10% LTEL = 10% RFEP = 45% SWD = 38% FY = 67% High School (Grades 9-12) Fastbridge: All Students = 60% SED = 47% EL = 2%	*ALL Elementary (2-6) Star: All Students = 66% SED = 49% EL = 9% LTEL = 0% RFEP = 52% SWD = 39% FY = 33% *Middle School (Grades 7-8) Star: All Students = 68% SED = 52% EL = 0% LTEL = 0% RFEP = 36% SWD = 32% FY = 67% *High School (Grades 9-12) Star: All Students = 70% SED = 56% EL = 4% LTEL = 6% RFEP = 43% SWD = 29% FY = 67% *All site metrics were changed to Star in 2025-26 Data Year: 2025-26 Data Source: Parsec (Star, T2)	3% annual all student increase; 5% annual subgroup increase *ALL Elementary (2-6) Star: All Students = 69% SED = 54% EL = 14% LTEL = 5% RFEP = 57% SWD = 44% FY = 38% Middle School (Grades 7-8) Star: All Students = 71% SED = 57% EL = 5% LTEL = 5% RFEP = 41% SWD = 37% FY = 72% High School (Grades 9-12) Star: All Students = 73% SED = 61% EL = 9% LTEL = 11% RFEP = 48% SWD = 34% FY = 72% *Based on new baseline metrics from 2025-26 Data Year: 2026-27	Elementary (2-6) Star for all non-DLI sites is new for 2025-26, no comparison can be made. Middle School (Grades 7-8) Star is new for 2025-26, no comparison can be made. High School (Grades 9-12) Star is new for 2025-26, no comparison can be made.

			LTEL = 0% RFEP = 37% SWD = 29% FY = 25% *Elementary DLI metrics were changed to Star in 2024-25 Data Year: 2024-25 Data Source: SLCUSD Common Assessments, T2		Data Source: Parsec (Star, T2)	
3 (State priority 4 required metric)	Percentage of students meeting or exceeding standards in Math on the CAASPP "Red" Dashboard Subgroup for LEA in Math: FY	All Student = 57% SED = 36% EL = 13% LTEL = 2% RFEP = 42% SWD = 24% FY = 25% Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	All Student = 58% SED = 43% EL = 14% LTEL = 3% RFEP = 38% SWD = 28% FY = N/A (<11) Data Year: 2023-24 Data Source: caaspp-elpac.ets.org	All Student = 56% SED = 37% EL = 8% LTEL = 5% RFEP = 38% SWD = 23% FY = N/A (<11) Data Year: 2024-25 Data Source: Parsec (caaspp-elpac.ets.org)	3% annual all student increase; 5% annual subgroup increase All Students = 66% SED = 51% EL = 28% LTEL = 17% RFEP = 57% SWD = 39% FY = 40% Data Year: 2025-26 Data Source: Parsec (caaspp-elpac.ets.org)	All Students = - 1% SED = + 1% EL = - 5% LTEL = + 3% RFEP = - 4% SWD = - 1% FY = N/A
4	Student performance in mathematics will increase, as	Elementary (K-6): All Students = 75% SED = 62% EL = 48%	Elementary (K-5): All Students = 76% SED = 64% EL = 50%	*Elementary (K-5) Star: All Students = 54% SED = 36%	3% annual all student increase;	Elementary (K-5) Star is new for 2025-26, no

	measured by District Common Assessments, for LCAP-identified student groups	LTEL = 9% RFEP = 57% FY = 56% Middle: All Students = 55% SED = 37% EL = 9% LTEL = 5% RFEP = 46% FY = 50% High: All Students = 31% SED = 20% EL = 5% LTEL = 0% RFEP =19% FY = 0% Data Year: 2023-24 Data Source: SLCUSD Common Assessments, T2	LTEL = 20% RFEP = 75% FY = 90% Middle School (Grades 6-8) MDTP: All Students = 45% SED = 26% EL = 12% LTEL = 6% RFEP = 37% FY = 0% High School (Grades 9-12) MDTP: All Students = 34% SED = 20% EL = 3% LTEL = 0% RFEP = 20% FY = 33% Data Year: 2024-25 Data Source: SLCUSD Common Assessments, T2	EL = 12% LTEL = 0% RFEP = 35% FY = 33% *Middle School (Grades 6-8) Star: All Students = 46% SED = 27% EL = 1% LTEL = 0% RFEP = 21% FY = 0% High School (Grades 9-12) MDTP: All Students = 33% SED = 17% EL = 11% LTEL = 0% RFEP = 14% FY = 50% *metrics were changed to Star in 2025-26 Data Year: 2025-26 Data Source: SLCUSD Common Assessments and Parsec (Star), T2	5% annual subgroup increase Elementary (K-5) Star: All Students = 57% SED = 41% EL = 17% LTEL = 5% RFEP = 40% FY = 38% Middle: (Grades 6-8) Star: All Students = 49% SED = 32% EL = 6% LTEL = 5% RFEP = 26% FY = 5% High: (Grades 9-12) MDTP: All Students = 40% SED = 35% EL = 20% LTEL = 15% RFEP = 34% FY = 15% Data Year: 2026-27 Data Source: SLCUSD Common Assessments and Parsec (Star), T2	comparison can be made Middle School (6-8) Star is new for 2025-26, no comparison can be made High School (Grades 9-12) MDTP: All Students = - 1% SED = - 3% EL = + 8% LTEL = 0% RFEP = - 6% FY = + 17%
5	California Science Test (CAST), Met or	All Students = 51% SED = 31%	All Students = 52% SED = 35%	All Students = 51% SED = 34%	3% annual all student increase;	All Students = 0% SED = + 3%

(State priority 4 required metric)	Exceeded Standard for LCAP identified student groups	EL = 3% LTEL = 4% RFEP = 33% SWD = 20% FY = N/A (<11) Data Year: 2022-23 Data Source: caaspp-elpac.ets.org	EL = 7% LTEL = 0% RFEP = 28% SWD = 16% FY = N/A (<11) Data Year: 2023-24 Data Source: caaspp-elpac.ets.org	EL = 4% LTEL = 0% RFEP = 33% SWD = 16% FY = N/A (<11) Data Year: 2024-25 Data Source: Parsec (caaspp-elpac.ets.org)	5% annual increase for subgroups All Students = 60% SED = 46% EL = 18% LTEL = 19% RFEP = 48% SWD = 35% FY = TBD Data Year: 2025-26 Data Source: Parsec (caaspp-elpac.ets.org)	EL = + 1% LTEL = - 4% RFEP = 0% SWD = - 4% FY = N/A
6 (State priority 4 required metric)	EL students making progress toward English Proficiency as measured by the ELPAC assessment	20% Data Year: 2022-23 Data Source: ELPAC, caaspp-elpac.ets.org	19% Data Year: 2023-24 Data Source: Summative ELPAC, caaspp-elpac.ets.org	20% Data Year: 2024-25 Data Source: Summative ELPAC, caaspp-elpac.ets.org	3% annual increase 29% Data Year: 2025-26 Data Source: ELPAC, caaspp-elpac.ets.org	0%
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 Data Source: Dashboard	PA = green BA = blue SM = red HA = red Data Year: 2024-25 Data Source: Dashboard	improve to orange or better Data Year: 2025-26 Data Source: Dashboard	Maintained green at PA, increased to blue at BA, but added SM and HA as red

8 (State priority 4 required metric)	EL Reclassification Rate	20% Data Year: 2022-23 Data Source: CALPADS	15% Data Year: 2023-24 Data Source: CALPADS	24% Data Year: 2024-25 Data Source: CALPADS	1% annual increase in redesignation rate 23% Data Year: 2025-26 Data Source: CALPADS	+ 4%
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	<= 40% Regular Ed. = 10.26% >= 80% Regular Ed. = 67.12% Data Year: 2025-26 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. = - 2.87 >= 80% Regular Ed. = + 4.07

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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:

Action 1: Multi-tiered systems of support were fully implemented as planned, for the majority of the actions, with some minor adjustments.

Action 1.1: Student Success Specialist (S3) Teachers: 9.0 FTE at elementary, was accomplished with maintenance of the individuals occupying the S3 roles since their hire for the 24-25 school year. Action 1.2, provide 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), was fully implemented as planned. Action 1.3, Professional Development to enhance and expand MTSS systems and supports, was fully implemented as planned. A different funding source (Title II) was utilized for this action.

Action 1.4: Provide reading intervention and Tier 2 materials for elementary sites, including materials and curriculum, was fully implemented as planned, yet required less funds than anticipated as we purchased only essential items for replenishment. Action 1.5, support for Spanish Intervention at DLI sites, was fully implemented as planned. Baywood Elementary and Pacheco Elementary each received a 0.5 FTE allocation for a certificated teacher to deliver Spanish Intervention throughout the year. Action 1.6, elementary Academic Intervention Teachers (AITs) to support Tier 2 intervention, was fully implemented as planned, with 19 AITs being employed across 9 of our elementary sites.

Action 1.7: Provide online courses for credit/grade recovery, and was fully implemented as planned. Action 1.8, utilizing a reading and math screening assessment (Star) 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, was fully implemented as planned. Star was administered three times throughout the 25-26 school year.

Action 2: Strengthen academic support including ELD supports, interventions, and accelerations, with additional focus on students who qualify as SED, EL, LTEL and/or FHY, was fully implemented as planned. Actions 2.1, 2.2, 2.3, 2.4, and 2.8 outlined staff salaries and benefits to support English Learners and all positions were filled throughout the school year. Action 2.5, 2.6 and 2.7 were implemented as planned and provided students with supplemental ELD materials, software to assist with the monitoring, and an assessment tool to measure and progress monitor our students' bilingual abilities within the DLI programs. Action 2.9 was implemented as planned, allowing for interpretation and translation materials at sites and the district office throughout the school year.

Action 3: Consultation and professional development from Cultural Creations, was fully implemented. This organization provided capacity-building training in goal setting and action planning for both elementary and secondary leaders and their teams.

Action 4: Support and strengthen 7-12 Advancement Via Individual Determination (AVID) programming, was fully implemented. This school year AVID membership, AVID student college trips, AVID professional development/conferences, AVID sections salary and benefits for 3.0 FTEs, collaboration/recruitment, teacher hourly, and substitutes were provided.

Action 5: Co-taught sections in secondary classrooms, was fully implemented as planned. The cost of 8.4 FTE worth of sections was expended from this action item.

In summary, all planned actions within Goal 2 were implemented as described above and as outlined in the Board-adopted LCAP.

Overall challenges:

Actions 1 and 2: Ongoing budget reductions impacting supplemental positions (i.e. positions not funded through the state or federal government), Academic Intervention Teacher (AIT) turnover and retention within these part-time roles at some sites.

Overall implementation successes:

Action 2: We were fully staffed for all allocated positions supporting English learners (ELs), updated materials and resources purchased for middle and high school ELD, year two implementation of “Newcomer” programs at Laguna Middle and SLO High. Ellevation software has kept our district on top of parent communication and compliance-related monitoring for our English Learners. The STAMP3 Spanish Language Fluency Assessment was rolled out at our DLI sites this year, with our first look into bilingual proficiency levels for our 3rd and 5th graders enrolled in these programs; data was discussed with families during parent-teacher conferences.

Action 3: Cultural Creations provided guidance so that site teams were able to analyze data and set meaningful goals to work towards closing their achievement gaps. Sites participated virtually in two check-in meetings during the year to report on progress and receive feedback. During an end-of-year wrap up following the last day of school, sites will report on their accomplishments and next steps for school year 2026-27.

Action 4: 303 students across our 4 secondary sites participated and benefited from AVID programming this school year.

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

There were no material differences between budgeted and actual expenditures. Salaries came in slightly under budget as of March, yet we still have a few months left and expect salaries to come in closer to budget in June. We budgeted $5,241,495 for goal 2 expenditures and have spent $4,683,359 as of the end of March.

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

Goal 2, Actions 1, 2, 4 and 5:

CAASPP ELA, 2024 to 2025 comparison: All 0 change, SED -3%, EL -3%, LTEL -1%, RFEP 0 change, SWD +4%, FHY n/a (<11 students)

CAASPP Math, 2024 to 2025 comparison: All -2%, SED -5%, EL -6%, LTEL +2%, RFEP 0 change, SWD -23%, FY n/a (<11 students)

CAASPP Science, 2024 to 2025 comparison: All 0 change, SED -1%, EL -3%, LTEL 0 change, RFEP +5%, SWD +1%, FY n/a (<11 students)

These results indicate that Actions 1, 2, 4, and 5 were limited in effectiveness in improving CAASPP outcomes for student groups. While these actions provided expanded intervention supports, ELD services, AVID programming, and co-teaching models, the lack of growth or declines in CAASPP performance suggest that the intensity, consistency, or alignment of these supports to grade-level standards was not sufficient to accelerate academic achievement during this cycle.

Star Reading and Math data will be utilized as a measure of effectiveness as we move into school year 2026-27 and have comparison data to determine the strength of our actions. Our district is currently in transition from FastBridge to Star, leaving us in a position where we are not able to directly compare the two different measures of ELA and math proficiency.

ELPAC increased from 19% to 20% from 2024 to 2025. We saw a 9% increase in our reclassification rate from 15% to 24% from 2024 to 2025, well above our goal of a 1% annual increase. These results demonstrate that Action 2 was effective in improving English learner outcomes because increased ELD staffing, targeted instructional supports, and improved progress monitoring systems provided more consistent and focused language development instruction, leading to gains in reclassification and overall English learner progress.

Inside Regular Classroom (IRC) data showed a welcomed decrease of 2% for students who spend less than 40% of their time in general education classrooms, and we saw a 4% increase for students who spend more than 80% of their time in general education classrooms. Each measure exceeded the district's annual goal. This improvement indicates that Action 5 was effective in increasing inclusion for students with disabilities because co-teaching models and additional classroom support allowed students greater access to general education instruction while still receiving targeted support.

Graduation rates, 2024 to 2025 comparison: All, SED and SWD demonstrated growth. EL and LTEL maintained their 100% graduation rate.

Additional Action 2 measures:

English Leaner Progress Indicator (ELPI) 2025 ratings: Pacheco "green", Baywood "blue", C.L. Smith "red", Hawthorne "red". Pacheco's "Red" for English Learner progress on the CA Dashboard in 2023 improved to "Green" in 2024 and remained at "Green" once more for 2025. Baywood's English Learner progress moved into the "Red" category in 2024, then made a huge rebound to "Blue" in 2025.

Additional Action 4 measures:

A-G Completion rate increased by 4% for all students from 2024 to 2025.

This year has been focused on recalibrating and educating as we implemented a new district common assessment: Star Reading and Star Math. We usually rely heavily on our district common assessments to inform intervention, teaching practices and class placements. As we moved to this screening tool, staff meeting time was utilized to help educate and instruct teachers on the various uses of Star, as well as the reports and data visuals. Principals, and at the elementary level Student Success Specialists (S3s), led this work with support from the district office. Star Reading and Math data will be utilized as a measure of effectiveness as we move into school year 2026-27 and have comparison data to determine the strength of our actions. Our district is currently in transition from FastBridge to Star, leaving us in a position where we are not able to directly compare the two different measures of ELA and math proficiency.

Overall, the actions associated with Goal 2 demonstrated mixed effectiveness. Actions related to English learner supports and inclusion (Actions 2 and 5) were effective in improving reclassification rates, English learner progress, and access to general education settings because they increased targeted instructional support and monitoring systems. However, Actions 1 and 4 were not effective in producing measurable gains in CAASPP outcomes for student groups, indicating that current intervention and instructional strategies need to be refined to more directly impact academic achievement. The district will use these findings to adjust implementation, increase the intensity and alignment of supports, and better connect intervention efforts to grade-level standards and assessments.

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.

As shared in Goal 1, we made a noteworthy adjustment within the 2025-26 LCAP that will continue in 2026-27 with LCAP; supplemental dollars as well as Title I, II, III and IV dollars will be braided together to ensure uninterrupted supplemental and enhanced services for students.

In order to 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:

Action 1.1: Student Success Specialists (S3s) reduced from 9.0 FTE to 4.0 FTE accomplished via braided funding (LCAP and Title I) along with assignments at multiple sites.

Action 1.3 (25-26): Elimination of professional development to enhance and expand MTSS systems and support from LCAP. Shift to utilize MTSS TOSA for development and delivery of professional learning.

Action 1.4 (26-27): MTSS TOSA will continue to provide support to elementary schools while simultaneously expanding to the middle level.

Action 1.5 (25-26): Elimination of Tier II intervention material expenses from the LCAP.

Action 1.6 (25-26): Support for Spanish Intervention at DLI sites will continue in the 26-27 LCAP, with a shift to the use of classified staff instead of certificated.

Action 2.1: Small decrease in EL Specialist FTE, from 6.3 FTE to 6.0 FTE.

Action 2.2 (26-27): Guided Language Acquisition Design (GLAD) train-the-trainer professional learning will be added to the LCAP following the closure of the Educator Effectiveness Funds grant that paid for year one of TOSA training. This endeavor will allow SLCUSD to house two full-certified teachers who are able to deliver GLAD training to SLCUSD staff members in the future. This approach will save the district money over time by allowing for in-house training versus hiring outside consultants/contractors.

Action 3 (25-26): Instead of contracting with Cultural Creations in 2026-27, district personnel will support the data analysis, writing of goals, and monitoring that was learned within this professional development over the past two years.

Action 4 (25-26): AVID Emerge is being added to the LCAP as a middle school level support with ELD and professional development. This continues to strengthen and expand AVID programming, as intended with this 3-year LCAP.

Metrics within Goal 2 will remain the same in this year's LCAP as will target outcomes. In 2025-26, SLCUSD made a shift from FastBridge to Star Reading as our district reading screener in grades K-12. Moving forward, the district will maintain the district-level reading and math metrics across multiple years which will enable better tracking and monitoring of the effectiveness of our LCAP actions. As noted in Goal 1, most reform initiatives in education take several years to see the benefit and desired outcomes. Research on educational reform highlights that it takes three to five years to see significant improvement in both teacher practices and student outcomes. When initiatives are dropped too early, schools lose the chance to overcome the natural hurdles that come with new implementation. True progress requires patience and long-term commitment *(Ventura, n.d.)*.

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	Strengthen district-wide multi-tiered systems of support to meet students' academic needs, particularly students within identified subgroups. 1. Student Success Specialist (S3) Teachers: 4.0 FTE at elementary. Braiding Title I funding with LCAP funding, while S3s serve 2-3 sites. 2. Provide intervention classes at secondary schools: 4.2 FTE of 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). 3. Elementary Academic Intervention Teachers (AITs) to support Tier 2 intervention. 4. Multi-Tiered System of Supports (MTSS) Teacher on Special Assignment (TOSA), providing elementary and middle school support in MTSS programming and progress. 5. Provide online courses for credit/grade recovery. 6. 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.	$932,156 $448,581 (Title I) $430,674 (Title I) $30,391 (Literacy PD)	Y
2	Support and services for English Learners and Long Term English Learners	Strengthen academic supports including ELD supports, interventions, and accelerations, with additional focus on students who qualify as SED, EL, LTEL and/or FHY. 1. Provide 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 6.0 FTE of EL Specialist positions. Secondary salary and benefits totaling 1.6 FTE. Secondary Newcomer Program	$1,949,120	Y

		salary and benefits totaling 1.85 FTE. Elementary and secondary EL Aides/Instructional Aides salary and benefits totaling 7.0 FTE. 2. Purchase supplemental ELD materials, a comprehensive ELD monitoring system, and progress monitoring tools to support English Learners and students participating in Dual Language Immersion (DLI) programs. 3. 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. 4. GLAD Train-the-Trainer participation for 2 district-level TOSAs. 5. Translation and interpretation services for TK-12. 6. To address the school-level ELPI "Red" on the 2023 Dashboard, Pacheco Elementary will receive additional staffing/support.	$91,717 (Title III /Immigrant)	
3	AVID	Implementation and continued expansion of AVID programming. 1. Support and strengthen the 7-12 AVID program through: AVID membership, student college trips (hotel, mileage, food, teacher hourly), staff professional development/conference attendance, funding a total of 3.3 FTE to teach AVID class sections, substitutes and/or teacher hourly to support collaboration and recruitment. 2. AVID Emerge professional learning program and instructional toolkit to support ELD.	$500,039	Y
4	Support for secondary subgroups and students who are dual identified	Provide robust support from highly-qualified teachers for students who qualify as SED, EL, LTEL, FHY, and/or students who are dual identified. 1. Salary and benefits totaling 8.6 FTE of co-taught secondary class sections.	$1,139,951	Y

Insert or delete rows, as necessary.

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. LCAP survey data underscored the importance of the district's focus on: 1). strengthening district-MTSS for social emotional learning (SEL); 2). aligning systems TK-12 to support student behavior; 3). ensuring safe and nurturing campuses.

Feedback from our Student Senators identified four themes. The first two themes align with goals one and two of our LCAP, while the fourth theme aligns with goal three: 1). student engagement, 2). academic challenge, 3). growth mindset, 4). family partnership.

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 and behavior. The action items focus on systems of support, counseling support staff at all levels, parent engagement and education opportunities, equitable and inclusive practices, as well as systems to support chronic absenteeism and behavior.

Beyond the feedback from educational partners, student attendance, chronic absenteeism, and behavioral data provides further justification for our continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools. In short, multiple measures demonstrate 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 (State priority 3 required metric)	Seek parent input & promote parental participation in programs for unduplicated students and	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	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Local Indicator Report	Maintain status Full Implementation and Sustainability Data Year: 2026-27 Data Source: Local Indicator Report	Maintaining status

	students with exceptional needs					
2 (State priority 5 required metric)	Attendance Rate	93.8% as of 6/6/24 Data Year: 2023-24 Data Source: Aeries Daily Attendance Report	93.5% as of 6/5/25 Data Year: 2024-25 Data Source: Aeries Daily Attendance Report	93.9% as of 4/14/26 Data Year: 2025-26 Data Source: Aeries Daily Attendance Report	1% annual increase 96.8% Data Year: 2026-27 Data Source: Aeries Daily Attendance Report	+ 0.1%
3 (State priority 5 required metric)	Chronic Absenteeism	All Students = 22.3% SED = 31.2% EL = 25.4% LTEL = N/A SWD = 31.3% FY = 25.7% Data Year: 2023 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	All Students = 15.7% SED = 23.2% EL = 15.0% LTEL = 21.1% SWD = 23.8% FY = 34.8% Data Year: 2024-25 Data Source: Parsec (Dashboard)	1% annual decrease All Students = 19.3% SED = 28.2% EL = 22.4% LTEL = TBD SWD = 28.3% FY = 22.7% Data Year: 2026 Data Source: Parsec (Dashboard)	All Students = - 6.6% SED = - 8% EL = - 10.4% LTEL = + 3.1% SWD = - 7.5% FY = + 9.1%
4	Chronic Absenteeism, "Red" Dashboard Schools and Subgroups	BP: Hispanic = red LR: 2+ races = red SI: Hispanic = red SED = red	BP: Hispanic = orange LR: 2+ races = yellow SI: Hispanic = yellow SED = orange	BP: Hispanic = orange HA: EL = orange Homeless = red 2+ races = orange	improve to orange or better *Groups for 22-23:* BP: Hispanic = orange LR: 2+ races = orange	Maintained/ improved to orange or better for most sites and subgroups (BP, LR, PA, SI, and LAMS), but dropped from orange to red

		LAMS: school = red Homeless = red SED = red SWD = red White = red LOMS: 2+ races = red Data Year: 2023 Data Source: Dashboard	LAMS: school = orange Homeless = orange SED = yellow SWD = red White = yellow LOMS: 2+ races = orange *New groups for 23-24:* HA: EL = red Homeless = red 2+ races = red PA: Homeless = red Data Year: 2023-24 Data Source: Dashboard	LR: 2+ races = orange PA: Homeless = orange SI: Hispanic = orange SED = yellow LAMS: school = yellow Homeless = orange SED = yellow SWD = orange White = yellow LOMS: 2+ races = red *New groups for 24-25:* DM: EL = red SED = red SWD = red White = red HA: SED = red White = red LR: SWD = red MG: SWD = red White = red SM: Hispanic = red Homeless = red	SI: Hispanic = orange SED = orange LAMS: school = orange Homeless = orange SED = orange SWD = orange White = orange LOMS: 2+ races = orange *Groups for 23-24:* HA: EL = orange Homeless = orange 2+ races = orange PA: Homeless = orange *Groups for 24-25:* DM: EL = orange SED = orange SWD = orange White = orange HA: SED = orange White = orange LR: SWD = orange MG: SWD = orange White = orange	at LOMS for the 2+ races subgroup. Added new red subgroups from DM, HA, LR, MG, SM and LOMS.

				SED = red SWD = red LOMS: Hispanic = red Homeless = red SED = red SWD = red White = red Data Year: 2024-25 Data Source: Dashboard	SM: Hispanic = orange Homeless = orange SED = orange SWD = orange LOMS: Hispanic = orange Homeless = orange SED = orange SWD = orange White = orange Data Year: 2025-26 Data Source: Dashboard	
5 (State priority 5 required metric)	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS Fall 1	1 student Data Year: 2023-24 Data Source: CALPADS, Form 1.14 Dropouts Count - State View	0 students Data Year: 2024-25 Data Source: CALPADS, Form 1.14 Dropouts Count - State View	annual decrease Data Year: 2025-26 Data Source: CALPADS Fall 1	0%
6 (State priority 5 required metric)	High School Dropout Rate	2.97% Data Year: 2022-23 Data Source: CALPADS	2.76% Data Year: 2023-24 Data Source: CALPADS, Form 15.1 Cohort Outcome Count and Rates	1.17% Data Year: 2024-25 Data Source: CALPADS, Form 15.1 Cohort Outcome Count and Rates	annual decrease TBD% Data Year: 2025-26 Data Source: CALPADS	- 1.8%
7 (State priority 5 required metric)	High School Graduation Rate	All Students = 94.4% SED = 89.3%	All Students = 96.3% SED = 94.4%	All Students = 97% SED = 95.2%	1% annual increase All Students = 97.4%	All Students = + 2.6% SED = + 5.9%

		EL = 79.2% LTEL = TBD SWD = 84.3% FY = N/A (<11) Data Year: 2022-23 Data Source: Dashboard	EL = 100% LTEL = 100% SWD = 80.2% FY = N/A (<11) Data Year: 2023-24 Data Source: Dashboard	EL = 100% LTEL = 100% SWD = 84.7% FY = N/A (<11) Data Year: 2024-25 Data Source: Parsec (Dashboard)	SED = 96.4% EL = 100% LTEL = 100% SWD = 87.3% FY = TBD% Data Year: 2025-26 Data Source: Parsec (Dashboard)	EL = + 20.8% LTEL = 0% SWD = + 0.3% FY = N/A
8 (State priority 6 required metric)	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	All Students = 2.5% SED = 4.2% EL = 5.0% LTEL = 7.7% SWD = 5.8% FY = 9.3% African American = 1.4% (“yellow”) Data Year: 2024-25 Data Source: Parsec (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: Parsec (Dashboard)	All = - 0.8% SED = - 1.5% EL = + 2.0% LTEL = + 1.2% SWD = - 1.8% FY = - 7.4% African American = - 9.5%
9	Suspension Rate, “Red” Dashboard Schools and Subgroups	HA: Hispanic = red SED = red SWD = red SM: Hispanic = red	HA: Hispanic = yellow SED = yellow SWD = orange SM: Hispanic = green	DM: Homeless = blue SED = green SWD = green White = green HA: Hispanic = red	improve to orange or better *Groups for 22-23:* HA: Hispanic = orange SED = orange SWD = orange	Maintained/ improved to orange or better for some sites and subgroups (DM, HA, SI, SM, and LAMS); maintained red for one or more

		LAMS: Homeless = red SED = red SWD = red LOMS: 2+ races = red SWD = red SLOHS: Homeless = red SWD = red Data Year: 2022-23 Data Source: Dashboard	LAMS: Homeless = orange SED = green SWD = yellow LOMS: 2+ races = green SWD = yellow 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	SED = red SWD = red SI: SWD = orange SM: Hispanic = blue LAMS: Homeless = green SED = green SWD = green LOMS: 2+ races = orange SWD = red SLOHS: Homeless = red SWD = red *New groups for 24-25:* BP: Hispanic = red SED = red SWD = red HA: EL = red Homeless = red SI: SED = red TE: SED = red LOMS: SED = red	SM: Hispanic = orange LAMS: Homeless = orange SED = orange 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 *Groups for 24-25:* BP: Hispanic = orange SED = orange SWD = orange HA: EL = orange Homeless = orange SI: SED = orange TE: SED = orange	subgroups at HA, LOMS, and SLOHS. Added new red subgroups from BP, HA, SI, TE, LOMS, and SLOHS.

				SLOHS: EL = red Hispanic = red LTEL = red Data Year: 2024-25 Data Source: Dashboard	LOMS: SED = orange SLOHS: EL = orange Hispanic = orange LTEL = orange Data Year: 2025-26 Data Source: Dashboard	
10 (State priority 6 required metric)	Expulsion Rate	0.1% Data Year: 2022-23 Data Source: DataQuest	0.2% Data Year: 2023-24 Data Source: DataQuest	0.0% Data Year: 2024-25 Data Source: DataQuest	maintain or reduce from 0.1% Data Year: 2025-26 Data Source: DataQuest	- 0.1%
11 (State priority 6 required metric)	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% Data Year: 2021-22 Data Source: CHKS Main Report	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% Data Year: 2023-24 Data Source: CHKS Main Report	Perceived safety at school: Grade 7 = 68% Grade 9 = 74% Grade 11 = 81% PBHS = 87% School connectedness: Grade 7 = 65% Grade 9 = 67% Grade 11= 68% PBHS = 76% Data Year: 2025-26 Data Source: CHKS Main Report	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% PBHS = 82% Data Year: 2025-26 Data Source: CHKS Main Report	Perceived safety at school: Grade 7 = + 11% Grade 9 = + 7% Grade 11 = + 2% PBHS = + 2% School connectedness: Grade 7 = + 6% Grade 9 = + 6% Grade 11 = + 3% PBHS = + 3%

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	Elementary = 40% Middle = 50% High = 69% Data Year: 2025-26 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 = + 1% Middle = - 8% High = - 6%
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	Elementary = 2.80 Middle = 3.36 High = 3.64 Data Year: 2025-26 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 = + 0.02 Middle = + 0.08 High = + 0.15
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	Elementary = 2.67 Middle = 3.49 High = 3.48 Data Year: 2025-26 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: YouthTruth - overall	Elementary = - 0.03 Middle = + 0.14 High = + 0.19

					“relationships” summary measure	

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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:

Action 1: Braided funding was utilized from Title I and Medi-Cal to hire 2 Family Advocates from Community Action Partnership of San Luis Obispo (CAPSLO). Counselors for elementary sites, totaling 7.5 FTE, provided counseling support at all 10 schools, supporting students, families and staff. Additional counseling support at the secondary level, including Wellness Center staff and a bilingual counselor at SLO High were funded as planned.

Action 2: Leader In Me contracts were executed as outlined.

Action 3: Parent education opportunities occurred, such as: guest presenter Tony Orozco, parents attending the CABE conference in San Francisco, and a Family Literacy Night with take-home materials for families.

Action 4: 10 of our school sites participated in San Luis Obispo County Office of Education’s SEB (Social Emotional/Behavioral Supports) multi-year program setting up Positive Behavioral Interventions and Supports (PBIS) systems. The sites in year 2 of implementation all utilized the SWIS (Schoolwide Information System) program to assist with identifying student behavioral supports.

Action 5: Refinement of responses to chronic absenteeism, such as additional stipends for teachers to run clubs at LAMS and LOMS.

The implementation of all Goal 3 actions/services developed in the LCAP implemented as described above and as outlined in the Board-adopted LCAP. 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:

Action 1: Students continue to require increased SEL support yet there is reduced counseling support at the elementary level due to budgetary constraints and cuts.

Action 3: Difficulty recruiting new families to attend CABE.

Action 4: Proactive systemic response to student behaviors/Tier 2 interventions are not yet solidly in place.

Overall successes:

Action 1: All counseling positions were filled, Wellness Centers continue to be utilized by students at both comprehensive high schools.

Action 3: High parent attendance at the Tony Orozco events.

Action 4: Continued work in MTSS at 8 elementary sites and both middle schools, SWIS implementation for sites in year 2 of SEB.

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 $1,501,538 and have spent approximately $1,378,048 as of the end of March. There were no material differences between what was budgeted and expended. One challenge that surfaced last school year, that will be ongoing, is supporting the cost of counseling staff amid budgetary shortfalls. Staff for Wellness Centers are being funded through LREBG funds for 2026-27.

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

Goal 3, Actions 1, 2 and 3:

California Healthy Kids Survey (CHKS) 2022 to 2024 School Connectedness comparison: 7th graders -5%, 11th graders by -4%, 9th graders +2%, PBHS students +1%. The 2026 data for School Connectedness showed increases of 2-11% across every grade level.

California Healthy Kids Survey (CHKS) 2022 to 2024 Perceived Safety at School comparison: +3% for 7th graders, +4% for 9th graders, -6% for 11th graders, -5% for students of PBHS. The 2026 data for Perceived Safety at School showed increases of 3-8% across every grade level.

YouthTruth survey results around positive student engagement 2024 to 2025 comparison: elementary rose by 0.02 points, middle ratings increasing by 0.08 points, and high school grew by 0.04 points.

YouthTruth survey results on the percentage of students answering “no” to a question on being bullied 2025 to 2025 comparison: elementary +4%, middle -14%, and high school -5%.

YouthTruth’s relationship measure 2024 to 2025 comparison: elementary -0.02 points, middle +0.09 points, and high +0.09 points.

Attendance Data: Average Daily Attendance (ADA) for 2022-23 was 92.8%; 2023-24 was 93.8%; 2024-25 was 93.5%, 2025-26 was 93.9% as of 4/14/26.

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”. In 2025 improvement was made to “Yellow/Medium” within this student group. Final chronic absenteeism and ADA data will be available after June 15, 2026. At that time, data will be reexamined to pinpoint specific school and student needs for the 2026-27 school year.

Certain schools had areas of concern within Chronic Absenteeism in 2023, 2024, and/or 2025 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”; 2025 - no subgroups in “Red”)
- C.L. Smith (2023 - Hispanic; 2024 - no subgroups in “Red”; 2025 - Hispanic, Homeless, SED, SWD)

- Del Mar (2025 - EL, SED, SWD, White)
- Hawthorne (2023 - Hispanic, SED, SWD; 2024 - EL, Homeless, 2+ races; 2025 - Homeless, SED, White)
- Los Ranchos (2023 - 2+ races; 2024 - no subgroups in “Red”; 2025 - SWD)
- Monarch Grove (2025 - SWD, White)
- Pacheco (2024 - Homeless; 2025 - no subgroups in “Red”)
- Sinsheimer (2023 - Hispanic, SED; 2024 - no subgroups in “Red”, 2025 - no subgroups in “Red”)
- Laguna Middle (2023 - school site “Red”, Homeless, SED, SWD, White; 2024 - SWD; 2025 - no subgroups in “Red”)
- Los Osos Middle (2024 - 2+ races; 2025 - Hispanic, Homeless, 2+ races, SED, SWD, White)
- San Luis Obispo High (2023 - Homeless, SWD; 2024 - no subgroups in “Red”; 2025 - no performance level)

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 2025 this indicator had improved to “Yellow/Medium” for this student group.

Certain schools had areas of concern within Suspension in 2023, 2024 and/or 2025 for either the entire site, or specific subgroups, where a “Red/Very Low” rating was provided:

- Bishop’s Peak (2025 - Hispanic, SED, SWD)
- Del Mar (2024 Suspension - Homeless, SED, SWD, White; 2025 - no subgroups in “Red”)
- Sinsheimer (2024 - SWD; 2025 - SED)
- Laguna Middle School (2024 - Homeless, SED, SWD; 2025 - no subgroups in “Red”)
- Los Osos Middle School (2024 - 2+ races, SWD; 2025 - SED, SWD)
- San Luis Obispo High (2023 - Homeless, SWD; 2024 - Homeless; 2025 - EL, Hispanic, Homeless, LTEL, SWD)
- Teach (2025 - SED)

Expulsion rates for 2020-21 and 2021-22 were 0.0%; 2022-23 was 0.1%; 2023-24 was 0.2%, 2024-25 was 0.0%.

Dropout rates declined from 1 student at the middle level in 2024 to 0 students in 2025; at the high school level the percentage decreased from 2.76% in 2024 to 1.17% in 2025.

Graduation rates increased for all students from 2024 to 2025, moving from 96.3% to 97%. All subgroups increased or maintained 100% graduation rate.

The Goal 3 initiatives have proven effective with some elements of our data, while a few sources point to the need for the district to continue this work. In 2024, our CA Dashboard data on Chronic Absenteeism showed a decrease of 6.9%, which put SLCUSD in the “Yellow/Medium” range. Despite continuing the actions that proved effective in the previous school year, in 2025 we moved into the “Orange/Low” category.

The data is telling us that we must reexamine the outreach efforts and enhance our focus to proactively respond to absenteeism before it becomes chronic.

In 2023, CA Dashboard data showed the district's Suspension Rate as "Yellow/Medium". In 2024,the district made gains and achieved the rating of "Green/High". This rating of "Green/High" was maintained in 2025. Both high schools continued to implement a program for alternative means of correction to address infractions, and 8/10 of the elementary sites engaged in PBIS (Positive Behavioral Interventions and Supports). This contributed to the maintenance of a 2.5% suspension rate from 2024 to 2025 for all students. The disproportionate increases for subgroups is of concern and we are excited to have schools in the SEB program entering Tier II of the program, where interventions become a focus to create alternate means of correction (AMC). We expect this initiative and collaborative focus to lower our suspension rates in the coming years.

Students at our elementary and secondary schools had access to mental health support from contracted MFT (Marriage and Family Therapist) services that were provided at our sites.

Graduation rates are a bright spot with increases (or maintenance of 100%) overall and within subgroups.

The district is implementing the SWIS 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 now have 5 additional elementary sites as well as both middle schools in various stages of implementation aligned with their participation in SLOCOE's SEB program.

Outside of chronic absenteeism data, we can conclude that these results correlate to our goal 3 action items in the 2025-26 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.

Counseling services totaling 6.5 FTE will be provided across the elementary sites. A total of 10.3 FTE in counseling staff will serve the middle and high school sites, including a bilingual counselor at SLOHS. Two full-time counselors at each comprehensive high school will be funded through the LREBG to staff the Wellness Centers at MBHS and SLOHS. LCAP funding for these positions is less for elementary and has increased for secondary in the 26-27 LCAP, although the total amount has not significantly changed.

Following this year's success with increased attendance at parent engagement opportunities, the district plans to continue its focus on parent education. We will once again provide offerings delivered in Spanish with English interpretation. There will be additional outreach to our families who have students in the identified subgroups for these events.

Action 2.2: Title I and San Luis Coastal Education Foundation are no longer contributing to this action, and it is eliminated from the LCAP in 26-27.

Action 2.3: Title I is no longer funding the parent outreach and engagement effort described in the 25-26 LCAP. For 26-27, Title 3 and LCFF will fund our parent outreach and engagement.

Action 2.4: SEB participation with SLOCOE will be co-funded between LCAP and Title IV.

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 and support for identified subgroups	Strengthen district-wide multi-tiered systems of support to meet students' social emotional needs, particularly students within identified subgroups. 1. Continue to provide counseling support at all elementary schools (salary and benefits for 6.5 FTE) to support students, staff, and families. 2. Continue to provide counseling support at all secondary schools (salary and benefits for 10.3 FTE). (Equity Multiplier at Pacific Beach HS) 3. Coordinate with CAPSLO to provide Family Advocates in SLO and on the Coast to support families in accessing community-based services with outreach to SED families via Family Advocates from CAPSLO (contract for 2.0 FTE). 4. Wellness Center Staff: Learning Recovery Emergency Block Grant (LREBG) Funds: The district will utilize LREBG funds to support additional counseling services through the high school wellness center to address identified student needs related to engagement, attendance, and school climate. Analysis of California School Dashboard and local data indicates elevated chronic absenteeism among student groups including socioeconomically disadvantaged students, students experiencing homelessness, foster youth, and students with disabilities, as well as areas of need related to student engagement and mental health.	$2,272,425 $9,980 (Equity Multiplier) $119,960 (CTE Grant) $254,769 (LREBG)	Y

		This action aligns with allowable uses under Education Code 32526(c)(2), specifically supporting pupil social-emotional well-being and access to instruction. The provision of counseling services is designed to address barriers such as anxiety, trauma, and disengagement that limit students' ability to attend school consistently and fully participate in learning. Research indicates that access to school-based mental health services is associated with improved student attendance, increased engagement, and reductions in behavioral incidents because these supports address underlying social-emotional barriers that interfere with learning. By increasing access to school-based mental health supports, students will be better able to attend school regularly and engage in instruction because these services directly address underlying factors contributing to absenteeism and disengagement. The effectiveness of this action will be measured through improvements in chronic absenteeism rates, student engagement indicators, and school climate data. Metric: 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		
2	Learning opportunities, curriculum and programming to support identified subgroups	Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. 1. District Leader in Me Membership. 2. Continue the Superintendent's Student Senate; materials, food, transportation, and field trip experience funded through the Superintendent's Office.	$7,536 (Unrestricted Lottery) $10,000 (Supt.'s Office)	N
3	Parent outreach, engagement and education	Engage and educate parents regarding SLCUSD academic and social-emotional programs. 1. 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 (paid for out of Title III), staff hourly (prep and presentation), materials.	$20,000 $6,000 (Title III)	Y
4	Positive Behavioral Interventions and Supports (PBIS) Systems	Continue to align systems TK-12 around response to student behavior, including positive behavioral interventions and supports.	$72,416	N

	and Alternative Means of Correction	1. 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. 2. School-wide Information Systems (SWIS), an electronic resource tool to monitor student referrals and repetitive behaviors for 8 elementary sites and 2 middle school sites in partnership with SLOCOE. 3. SWIS Facilitation and SEB Sustainability Coaching support through SLOCOE. 4. 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.	$15,503 (Title IV)	
5	Chronic Absenteeism System Refinement	Refine systems surrounding response to chronic absenteeism, including increased monitoring and outreach. 1. Implement a refined tiered response to chronic absenteeism that provides progressive outreach and support, with additional emphasis	$12,000	N

		placed on monitoring the “Red” subgroups and schools below. This will include prioritized outreach from school personnel to the identified “Red” subgroups. 2. Increase student engagement and attendance by offering lunchtime and afterschool clubs at Laguna Middle and Los Osos Middle; funding of staff stipends. 3. 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.		

Insert or delete rows, as necessary.

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 2025 "Orange" status (previously "Red" in 2023) 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.

Over the LCAP 3-year cycle, Pacific Beach High School's (PBHS) students, particularly those identified in the lowest performance level on the California School Dashboard College/Career Readiness Indicator (currently Orange), will engage in expanded STEAM/CTE courses and show improvement in college/career preparedness as measured by improvement in the College/Career Readiness Indicator and increased dual enrollment course participation.

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 (State priority 4 required metric)	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	PBHS: All Students = orange Homeless = no color (4%) SED = orange No new groups Data Year: 2024-25	improve to orange or better PBHS: All Students = orange Homeless = orange SED = orange Data Year: 2025-26	All students and SED subgroup improved to orange; Homeless data no color (4%); no added red groups

				Data Source: Dashboard	Data Source: Dashboard	
2 (State priority 8 required metric)	High School Dual Enrollment Course Participation (enrolled in at least 1 course)	PBHS = 8% Data Year: 2022-23 Data Source: Parsec (Aeries)	PBHS = 13% Data Year: 2023-24 Data Source: Parsec (Aeries)	PBHS = 13% Data Year: 2024-25 Data Source: Parsec (Aeries)	3% annual increase PBHS = 17% Data Year: 2025-26 Data Source: Parsec (Aeries)	+ 5%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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:

Action 1.1: The CTE construction course teaching position was filled and the course was offered to students.

Action 1.2: Split funding for increased counseling support was executed as planned.

Actions 1.3 and 1.6: These actions, creating a medical workplace course and drivers education course, were not implemented.

Action 1.4: digital media art courses were offered after the position was filled.

Action 1.5: The EL Student Liaison position continued to be filled this school year.

Most of the planned actions within Goal 4 were implemented as described above and as outlined in the Board-adopted LCAP. Two action items were not implemented; a medical 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 course. Lack of student interest prevented the Driver’s Education course from being implemented for the second year in a row. It will not be included in the 2026-27 plan.

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 families.

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 $168,274 and have spent $114,976 as of the end of March 2026. The difference in expected versus actual expenditures is due to unfilled staffing for the medical workplace program and drivers education course.

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 (medical workplace course and drivers education course) could not be measured for effectiveness. CA Dashboard data demonstrates an improvement in College/Career dashboard subgroups from “Red” to “Orange”. Dual enrollment participation has increased from 8% baseline to 13% over the past two years.

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 to fund: the CTE construction course and staff, providing increased counseling support, supplementing digital media art classes, and funding an EL liaison. PBHS will continue to pursue the addition of a medical workplace course/program. The school has determined that it will not use these funds to offer driver education next school year.

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 course offerings and counseling support This action was initially developed in response to the school's 2023 Dashboard performance at the "Red" level on the College/Career Readiness Indicator. While performance has improved and is currently at the "Orange" level, this remains the lowest performance level for the site. Therefore, this action continues to be implemented to address ongoing needs in college and career readiness and to further improve outcomes for identified student groups.	Expand integrated STEAM/CTE opportunities for Pacific Beach High School students. 1. Staffing the CTE construction course, funding .25 of a .5 FTE teacher. 2. Counseling support with County Behavioral Health services. 3. Medical workplace course and staff a 0.2 FTE teacher for this course. 4. Use Prop 28 dollars to staff a .2 FTE Digital Media Arts teacher. 5. Fund a PBHS EL Student Advocate to liaise with families and provide direct support to students. 6. 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 by funding a Career Pathways Specialist at 1.0 FTE.	$139,565 (Equity Multiplier) $19,562 (General Fund) $14,936 (Prop 28) $28,136 (Title I) $36,867 (Other funds)	N

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,639,257.00	$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
8.47%	0%	$0	8.47%

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	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. Feedback from educational partners indicates professional development is a priority.	Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas. 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	CAASPP - math, ELA, science, A-G completion, EAP conditional/ready categories. We will also seek feedback from staff about the professional learning opportunities.

	See also: Engaging Educational Partners and Metrics sections.	gaps." (Goodwin, 2022. Unleashing the power of best first instruction. McREL International). To strengthen teachers' depth of knowledge and 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.	
Goal 3, Action 2 Goal 3, Action 3	Survey data revealed inconsistencies across sites in student perceptions around safety, connectedness, engagement and relationships. 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. Feedback from educational partners indicated a desire for ongoing training and support for staff and families to ensure safe and nurturing campuses. See also: Engaging Educational Partners and Metrics sections.	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. Through local partnerships, parent education, and staff training, we will continue to expand and strengthen district work around safe and nurturing campuses. To help close the achievement gap, the Common Ground Advisory Task Force will persist in identifying and removing underlying obstacles to student achievement while building sustainable partnerships with our historically underserved parent groups. Additionally, the district plans to continue expanding its current parent education opportunities, with specific offerings for families who have students in the identified student	CHKS, YouthTruth Survey, Attendance data, Suspension rates. We will monitor survey results around school climate and inclusivity as reported in student and parent surveys.

		groups. 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, and setup systems, to create safer and more inclusive classrooms. 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.	
Goal 1, Action 5	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. Educational partner feedback indicated a need to focus on individualizing instruction. See also: Engaging Educational Partners and Metrics sections.	Use of assessment and data to drive instructional decision making. 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	CAASPP - math, ELA, science. We will also seek positive feedback from teachers regarding the effectiveness of data-driven instruction in professional development surveys.

		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.	
Goal 2, Action 1 Goal 2, Action 4	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. Educational partner feedback indicated that a focus on a multi-tiered system of support to help students was a priority. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	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. 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 a reduced amount of S3 (Student Success Specialists) staffing, while simultaneously aligning our systems across sites. At the elementary level, these positions will coach AITs (Academic Intervention Teachers) who provide targeted intervention classes; they will also continue providing 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 expand its MTSS model to the middle	CAASPP - math, ELA, science, District Common Assessments, ELPAC disaggregated for SWD, EL reclassification rate disaggregated for SWD, IRC data disaggregated for EL and SWD, Graduation rates disaggregated for EL and SWD. We will also seek feedback from educational partners regarding the interventions and services.

		level, 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 team 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. To foster a diverse workforce, SLCUSD remains dedicated to hiring practices that actively attract and support teachers and staff from various backgrounds.	
Goal 2, Action 3	A review of data indicates there is a need to increase the graduation rate of foster youth and socioeconomically disadvantaged students, compared to all students. See also: Engaging Educational Partners and Metrics sections.	Implementation and continued expansion of AVID programming. 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	Graduation rate, A-G Completion rate, CAASPP - math and ELA. We will also seek feedback from secondary students and staff about AVID.

		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.	
Goal 3, Action 1	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. Educational partner feedback indicated Culture of Care is a top priority, specifically providing safe, caring environments and showing responsiveness to students' social-emotional needs. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	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. 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 CAPSLO, SLCUSD aims to improve access to community services, especially for low-income families. Counseling services will be provided at all levels, including Wellness Center staff who offer ongoing assistance to students and families. 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.	CHKS, YouthTruth Survey, Attendance data, Suspension rates, Expulsion rates, Dropout rates, Graduation rates. We will also seek feedback from educational partners about the social emotional supports and actions.

		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.	
Goal 3, Action 3	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. Educational Partner Feedback indicated that school wide SEL and ongoing training and support for staff and families to ensure safe and nurturing campuses were both desired areas of focus. See also: Engaging Educational Partners and Metrics sections.	Engage and educate parents regarding SLCUSD programs, resources, and systems. 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.	CHKS, YouthTruth Survey, Attendance data, Suspension rates, Expulsion rates, Dropout rates, Graduation rates. We will also seek feedback from parents about the parent education opportunities.

Insert or delete rows, as necessary.

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	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. Educational partner feedback indicated the need to strengthen English Language Development (ELD) academic supports through intervention, supplemental materials, and programs. 2023 “Red” Dashboard indicators for school sites: Pacheco - EL Progress (increased to “Green” in 2024 and 2025)	English Learner (EL) and Long term English Learner (LTEL) Support and Services 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 utilized 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 has been 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	CAASPP - Math, ELA, CAST-science, District Common Assessment, ELPAC, ELPI, Reclassification rate. We will seek feedback from ELD teachers and EL parents to continue to inform the support provided.

	2024 “Red” Dashboard indicators for school sites: Baywood - EL Progress (increased to “Green in 2025) 2024 and 2025 “Red” Dashboard indicator for students groups: ELA and Math - Long Term English Learners See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	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, including the implementation of GLAD (Guided Language Acquisition Design) train-the-trainer professional learning. This approach will develop internal district capacity by preparing certificated staff to deliver GLAD strategies to teachers, which will increase the consistency and quality of language development instruction across classrooms because staff will be equipped with research-based strategies to support ELs’ access to academic content and language acquisition. 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 classified 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.	

Insert or delete rows, as necessary.

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.

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

Local Control and Accountability Plan (LCAP) Action Tables Template 2025-2026

Developed by the California Department of Education, July 2023

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 104,879,109	$ 7,410,584	7.066%	0.000%	7.066%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,989,763	$ 159,580	$ 350,901	$ 950,251	$ 9,450,495.10	$ 8,194,990	$ 1,255,505

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
G1	A01,02	Elementary Tier 1 Professional Development, New Teacher Academy	ALL	Yes	Schoolwide	All	ELEMENTARY	All year	$ 11,500	$ -	$ 11,500	$ -	$ -	$ -	$ 11,500	0.000%
G1	A02.01,02	Secondary Tier 1 Professional Development and Formal New Teacher Training	ALL	Yes	Schoolwide	All	SECONDARY	All year	$ 11,500	$ -	$ 11,500	$ -	$ -	$ -	$ 11,500	0.000%
G1	A03.01	Elementary and Secondary Curriculum Teachers on Special Assignment	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ 271,293	$ (0)	$ 271,293	$ -	$ -	$ -	$ 271,293	0.000%
G1	B01	University of Washington (Center for Educational Leadership)	All	No	Schoolwide	All	SECONDARY	All year	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	$ 60,000	0.000%
G1	C01.01,02	Refinement of interview protocol and hiring panel guide	All	No	LEA-wide	All	LEA-WIDE	All year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
G1	D01.01	iInnovate implementation	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ -	$ 179,401	$ -	$ -	$ 179,401	$ -	$ 179,401	0.000%
G1	D01.01,02,03	iInnovate teacher hourly, for lesson and curriculum development, classified hourly for curriculum development, materials for lab consumable supplies and LED unit Materials	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ -	$ 31,500		$ -	$ 31,500	$ -	$ 31,500	0.000%
G1	E01	Refine and implement district-wide K-12 Common Assessments including assessment tools and professional development on using data to inform instruction	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 283,202	$ 283,202	$ -	$ -	$ -	$ 283,202	0.000%
G1	E02,01,02	K-2 Administration of Common Assessments	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ 65,000	$ 1,000	$ 66,000	$ -	$ -	$ -	$ 66,000	0.000%
G2	A01	Elementary Student Success Specialists	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ 1,099,255	$ -	$ 854,090	$ -	$ -	$ 245,165	$ 1,099,255	0.000%
G2	A02	Provide intervention classes at Secondary schools	All	Yes	Schoolwide	All	SECONDARY	All year	$ 490,942	$ -	$ 490,942	$ -	$ -	$ -	$ 490,942	0.000%
G2	A03.01,02,03	Professional development to enhance and expand MTSS	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
G2	A04	Provide reading intervention and Tier II materials for Elementary sites	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
G2	A05	Support for Spanish intervention at DLI sites	All	Yes	Schoolwide	All	DLI SITES ONLY	All year	$ 131,179	$ 0	$ 131,179	$ -	$ -	$ -	$ 131,179	0.000%
G2	A06	Elementary Academic Intervention Teachers to support Tier II intervention	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ 514,495	$ 0	$ 83,431	$ -	$ -	$ 431,064	$ 514,495	0.000%
G2	A07	Provide online courses for credit/grade recovery	All	Yes	Schoolwide	All	SECONDARY	All year	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
G2	B01	Provide Elementary supplemental English Learner Development (ELD) for beginning ELS (English Learners), as well as ongoing monitoring of ELS' academic progress	EL	Yes	Schoolwide	All	ELEMENTARY	All year	$ 913,114	$ (0)	$ 913,114	$ -	$ -	$ -	$ 913,114	0.000%
G2	B02	Provide Secondary supplemental English Learner Development for beginning EL's as well as ongoing monitoring of EL's academic progress	EL	Yes	Schoolwide	All	SECONDARY	All year	$ 299,231	$ -	$ 299,231	$ -	$ -	$ -	$ 299,231	0.000%
G2	B03,01,02	Secondary Newcomer Program	EL	Yes	Schoolwide	All	SECONDARY	All year	$ -	$ 13,000	$ 13,000	$ -	$ -	$ -	$ 13,000	0.000%
G2	B03,03	Secondary Newcomer Program	EL	Yes	Schoolwide	All	SECONDARY	All year	$ 296,357	$ -	$ 296,357	$ -	$ -	$ -	$ 296,357	0.000%
G2	B04	Provide supplemental English Learner Development (ELD) for beginning ELS, as well as ongoing monitoring of ELS' academic progress	EL	Yes	LEA-wide	All	LEA-WIDE	All year	$ 341,228	$ 0	$ 341,228	$ -	$ -	$ -	$ 341,228	0.000%
G2	B05	High School supplemental ELD materials	EL	Yes	Schoolwide	All	SECONDARY	All year	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
G2	B06	ELD (English Language Development) monitoring system	EL	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 22,575	$ 22,575	$ -	$ -	$ -	$ 22,575	0.000%
G2	B07	Purchase supplemental materials and progress monitoring tools to support English learners and students attending DLI (Dual Language Immersion) sites	EL	Yes	Schoolwide	All	DLI SITES ONLY	All year	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
G2	B08	Coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered system of support, including equitable practices	EL	Yes	LEA-wide	All	LEA-WIDE	All year	$ 163,466	$ -	$ 78,500	$ -	$ -	$ 84,966	$ 163,466	0.000%
G2	B09	Translation	EL	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 88,000	$ 88,000	$ -	$ -	$ -	$ 88,000	0.000%
G2	C01	Cultural Creations	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	$ 30,000	0.000%
G2	D01.01,02,03,04,05,06	Support and Strengthen 7-12 AVID Program	All	Yes	Schoolwide	All	SECONDARY	All year	$ 325,000	$ 82,000	$ 407,000	$ -	$ -	$ -	$ 407,000	0.000%
G2	E01	Co-taught sections in Secondary Classrooms	All	Yes	Schoolwide	All	SECONDARY	All year	$ 1,525,026	$ -	$ 1,525,026	$ -	$ -	$ -	$ 1,525,026	0.000%

2025-2026 Total Planned Expenditures Table

G3	A01	Coordinate Family Resource Centers in SLO and Coast to support families in accessing community-based services with outreach to SED families (Medi-Cal for a portion of the cost)	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 35,000	$ -	$ -	$ 25,000	$ 10,000	$ 35,000	0.000%
G3	A02	Continue to provide counseling supports at all Elementary schools to support students, staff, and families	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ 1,004,761	$ -	$ 1,004,761	$ -	$ -	$ -	$ 1,004,761	0.000%
G3	A03	Maintain Increased counseling support at both middle schools that were added in 2023-24; additional SLOHS bilingual counselor, 1.0 FTE increase	All	Yes	Schoolwide	All	SECONDARY	All year	$ 352,802	$ -	$ 352,802	$ -	$ -	$ -	$ 352,802	0.000%
G3	A04	Wellness Center Staff	All	Yes	Schoolwide	All	SECONDARY	All year	$ 294,261	$ -	$ 294,261	$ -	$ -	$ -	$ 294,261	0.000%
G3	B01	District Leader In Me membership and Title I Leader In Me Contracts	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ -	$ 51,227	$ 8,000	$ -	$ -	$ 43,227	$ 51,227	0.000%
G3	B02.01,02,03	Athletics For Achievement	All	Yes	Schoolwide	All	ELEMENTARY	All year	$ -	$ 95,000	$ -	$ -	$ 95,000	$ -	$ 95,000	0.000%
G3	B03	Continue the Common Ground Advisory Task Force to lead staff in ensuring safe and nurturing practices in SLCUSD	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 10,000	$ -	$ -	$ 10,000	$ -	$ 10,000	0.000%
G3	B04	Superintendent's Student Senate	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 10,000	$ -	$ -	$ 10,000	$ -	$ 10,000	0.000%
G3	C01	Provide parent education opportunities, provide additional outreach to families of EL (English Learners) students and those qualifying as SED (Socioeconomically Disadvantaged)	All	Yes	LEA-wide	All	LEA-WIDE	All year	$ -	$ 45,000	$ 20,000	$ -	$ -	$ 25,000	$ 45,000	0.000%
G3	D01.01,02,03	Continue to align systems TK-12 around response to student behavior, including PBIS, Systems and AMC	All	No	LEA-wide	All	LEA-WIDE	All year	$ -	$ 93,600	$ 77,771	$ -	$ -	$ 15,829	$ 93,600	0.000%
G3	E01	Increased monitoring and outreach for students and families who are chronically absent	All	No	LEA-wide	All	LEA-WIDE	All year	$ -	$ 17,000	$ 12,000	$ -	$ -	$ 5,000	$ 17,000	0.000%
G4	A01	Increased course offerings: CTE construction course	All	No	Schoolwide	All	SECONDARY	All year	$ 18,502	$ -	$ -	$ 18,502	$ -	$ -	$ 18,502	0.000%
G4	A02	Increased counseling support	All	No	Schoolwide	All	SECONDARY	All year	$ -	$ 70,000	$ -	$ 70,000	$ -	$ -	$ 70,000	0.000%
G4	A03	Create a medical workplace course	All	No	Schoolwide	All	SECONDARY	All year	$ 18,971	$ -	$ -	$ 18,971	$ -	$ -	$ 18,971	0.000%
G4	A04	Digital media art classes	All	No	Schoolwide	All	SECONDARY	All year	$ 18,971	$ -	$ -	$ 18,971	$ -	$ -	$ 18,971	0.000%
G4	A05	Liaison support For EL students	All	No	Schoolwide	All	SECONDARY	All year	$ 28,136	$ -	$ -	$ 28,136	$ -	$ -	$ 28,136	0.000%
G4	A06	Drivers education	All	No	Schoolwide	All	SECONDARY	All year	$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
									$ -	$ -	$ -		$ -	$ -	$ -	0.000%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 104,879,109	$ 7,410,584	7.066%	0.000%	7.066%	$ 7,899,992	0.000%	7.532%	Total:	$ 7,899,992
								LEA-wide Total:	$ 1,104,798
								Limited Total:	$ -
								Schoolwide Total:	$ 6,795,194

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
G1	A01,02	Elementary Tier 1 Professional Development, New Teacher Academy	Yes	Schoolwide	All	ELEMENTARY	$ 11,500	0.000%
G1	A02.01,02	Secondary Tier 1 Professional Development and Formal New Teacher Training	Yes	Schoolwide	All	SECONDARY	$ 11,500	0.000%
G1	A03.01	Elementary and Secondary Curriculum Teachers on Special Assignment	Yes	LEA-wide	All	LEA-WIDE	$ 271,293	0.000%
G1	B01	University of Washington (Center for Educational Leadership)	No	Schoolwide		SECONDARY	$ -	0.000%
G1	C01.01,02	Refinement of interview protocol and hiring panel guide	No	LEA-wide		LEA-WIDE	$ -	0.000%
G1	D01.01	iInnovate implementation	Yes	Schoolwide	All	ELEMENTARY	$ -	0.000%
G1	D01.01,02,03	iInnovate teacher hourly, for lesson and curriculum development, classified hourly for curriculum development, materials for lab consumable supplies and LED unit Materials	Yes	Schoolwide	All	ELEMENTARY	$ -	0.000%
G1	E01	Refine and implement district-wide K-12 Common Assessments including assessment tools and professional development on using data to inform instruction	Yes	LEA-wide	All	LEA-WIDE	$ 283,202	0.000%
G1	E02,01,02	K-2 Administration of Common Assessments	Yes	Schoolwide	All	ELEMENTARY	$ 66,000	0.000%
G2	A01	Elementary Student Success Specialists	Yes	Schoolwide	All	ELEMENTARY	$ 854,090	0.000%
G2	A02	Provide intervention classes at Secondary schools	Yes	Schoolwide	All	SECONDARY	$ 490,942	0.000%
G2	A03.01,02,03	Professional development to enhance and expand MTSS	Yes	Schoolwide	All	ELEMENTARY	$ 3,000	0.000%
G2	A04	Provide reading intervention and Tier II materials for Elementary sites	Yes	Schoolwide	All	ELEMENTARY	$ 10,000	0.000%
G2	A05	Support for Spanish intervention at DLI sites	Yes	Schoolwide	All	DLI SITES ONLY	$ 131,179	0.000%
G2	A06	Elementary Academic Intervention Teachers to support Tier II intervention	Yes	Schoolwide	All	ELEMENTARY	$ 83,431	0.000%
G2	A07	Provide online courses for credit/grade recovery	Yes	Schoolwide	All	SECONDARY	$ 3,000	0.000%
G2	B01	Provide Elementary supplemental English Learner Development (ELD) for beginning ELS (English Learners), as well as ongoing monitoring of ELS' academic progress	Yes	Schoolwide	All	ELEMENTARY	$ 913,114	0.000%
G2	B02	Provide Secondary supplemental English Learner Development for beginning EL's as well as ongoing monitoring of EL's academic progress	Yes	Schoolwide	All	SECONDARY	$ 299,231	0.000%
G2	B03,01,02	Secondary Newcomer Program	Yes	Schoolwide	All	SECONDARY	$ 13,000	0.000%
G2	B03,03	Secondary Newcomer Program	Yes	Schoolwide	All	SECONDARY	$ 296,357	0.000%
G2	B04	Provide supplemental English Learner Development (ELD) for beginning ELS, as well as ongoing monitoring of ELS' academic progress	Yes	LEA-wide	All	LEA-WIDE	$ 341,228	0.000%

2025-2026 Contributing Actions Table

G2	B05	High School supplemental ELD materials	Yes	Schoolwide	All	SECONDARY	$ 2,000	0.000%
G2	B06	ELD (English Language Development) monitoring system	Yes	LEA-wide	All	LEA-WIDE	$ 22,575	0.000%
G2	B07	Purchase supplemental materials and progress monitoring tools to support English learners and students attending DLI (Dual Language Immersion) sites	Yes	Schoolwide	All	DLI SITES ONLY	$ 15,000	0.000%
G2	B08	Coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered system of support, including equitable practices	Yes	LEA-wide	All	LEA-WIDE	$ 78,500	0.000%
G2	B09	Translation	Yes	LEA-wide	All	LEA-WIDE	$ 88,000	0.000%
G2	C01	Cultural Creations	Yes	LEA-wide	All	LEA-WIDE	$ -	0.000%
G2	D01.01,02,03,04,05,06	Support and Strengthen 7-12 AVID Program	Yes	Schoolwide	All	SECONDARY	$ 407,000	0.000%
G2	E01	Co-taught sections in Secondary Classrooms	Yes	Schoolwide	All	SECONDARY	$ 1,525,026	0.000%
G3	A01	Coordinate Family Resource Centers in SLO and Coast to support families in accessing community-based services with outreach to SED families (Medi-Cal for a portion of the cost)	Yes	LEA-wide	All	LEA-WIDE	$ -	0.000%
G3	A02	Continue to provide counseling supports at all Elementary schools to support students, staff, and families	Yes	Schoolwide	All	ELEMENTARY	$ 1,004,761	0.000%
G3	A03	Maintain Increased counseling support at both middle schools that were added in 2023-24; additional SLOHS bilingual counselor, 1.0 FTE increase	Yes	Schoolwide	All	SECONDARY	$ 352,802	0.000%
G3	A04	Wellness Center Staff	Yes	Schoolwide	All	SECONDARY	$ 294,261	0.000%
G3	B01	District Leader In Me membership and Title I Leader In Me Contracts	Yes	Schoolwide	All	ELEMENTARY	$ 8,000	0.000%
G3	B02.01,02,03	Athletics For Achievement	Yes	Schoolwide	All	ELEMENTARY	$ -	0.000%
G3	B03	Continue the Common Ground Advisory Task Force to lead staff in ensuring safe and nurturing practices in SLCUSD	Yes	LEA-wide	All	LEA-WIDE	$ -	0.000%
G3	B04	Superintendent's Student Senate	Yes	LEA-wide	All	LEA-WIDE	$ -	0.000%
G3	C01	Provide parent education opportunities, provide additional outreach to families of EL (English Learners) students and those qualifying as SED (Socioeconomically Disadvantaged)	Yes	LEA-wide	All	LEA-WIDE	$ 20,000	0.000%
G3	D01.01,02,03	Continue to align systems TK-12 around response to student behavior, including PBIS, Systems and AMC	No	LEA-wide		LEA-WIDE	$ -	0.000%
G3	E01	Increased monitoring and outreach for students and families who are chronically absent	No	LEA-wide		LEA-WIDE	$ -	0.000%
G4	A01	Increased course offerings: CTE construction course	No	Schoolwide		SECONDARY	$ -	0.000%
G4	A02	Increased counseling support	No	Schoolwide		SECONDARY	$ -	0.000%
G4	A03	Create a medical workplace course	No	Schoolwide		SECONDARY	$ -	0.000%
G4	A04	Digital media art classes	No	Schoolwide		SECONDARY	$ -	0.000%
G4	A05	Liaison support For EL students	No	Schoolwide		SECONDARY	$ -	0.000%
G4	A06	Drivers education	No	Schoolwide		SECONDARY	$ -	0.000%
							$ -	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,450,495.10	$ 8,652,623.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
G1	A01,02	Elementary Tier 1 Professional Development, New Teacher Academy	Yes	$ 11,500	$ 8,721
G1	A02.01,02	Secondary Tier 1 Professional Development and Formal New Teacher Training	Yes	$ 11,500	$ 3,681
G1	A03.01	Elementary and Secondary Curriculum Teachers on Special Assignment	Yes	$ 271,293	$ 270,267
G1	B01	University of Washington (Center for Educational Leadership)	No	$ 60,000	$ -
G1	C01.01,02	Refinement of interview protocol and hiring panel guide	No	$ -	$ -
G1	D01.01	iInnovate implementation	Yes	$ 179,401	$ 179,401
G1	D01.01,02,03	iInnovate teacher hourly, for lesson and curriculum development, classified hourly for curriculum development, materials for lab consumable supplies and LED unit Materials	Yes	$ 31,500	$ 31,500
G1	E01	Refine and implement district-wide K-12 Common Assessments including assessment tools and professional development on using data to inform instruction	Yes	$ 283,202	$ 287,808
G1	E02,01,02	K-2 Administration of Common Assessments	Yes	$ 66,000	$ 23,624
G2	A01	Elementary Student Success Specialists	Yes	$ 1,099,255	$ 1,099,255
G2	A02	Provide intervention classes at Secondary schools	Yes	$ 490,942	$ 490,942
G2	A03.01,02,03	Professional development to enhance and expand MTSS	Yes	$ 3,000	$ -
G2	A04	Provide reading intervention and Tier II materials for Elementary sites	Yes	$ 10,000	$ 1,050
G2	A05	Support for Spanish intervention at DLI sites	Yes	$ 131,179	$ 131,179
G2	A06	Elementary Academic Intervention Teachers to support Tier II intervention	Yes	$ 514,495	$ 514,495

2025-2026 Annual Update Table

G2	A07	Provide online courses for credit/grade recovery	Yes	$ 3,000	$ -
G2	B01	Provide Elementary supplemental English Learner Development (ELD) for beginning ELS (English Learners), as well as ongoing monitoring of ELS' academic progress	Yes	$ 913,114	$ 913,114
G2	B02	Provide Secondary supplemental English Learner Development for beginning EL's as well as ongoing monitoring of EL's academic progress	Yes	$ 299,231	$ 299,231
G2	B03,01,02	Secondary Newcomer Program	Yes	$ 13,000	$ 9,500
G2	B03,03	Secondary Newcomer Program	Yes	$ 296,357	$ 296,357
G2	B04	Provide supplemental English Learner Development (ELD) for beginning ELS, as well as ongoing monitoring of ELS' academic progress	Yes	$ 341,228	$ 341,228
G2	B05	High School supplemental ELD materials	Yes	$ 2,000	$ 1,448
G2	B06	ELD (English Language Development) monitoring system	Yes	$ 22,575	$ 22,575
G2	B07	Purchase supplemental materials and progress monitoring tools to support English learners and students attending DLI (Dual Language Immersion) sites	Yes	$ 15,000	$ 15,668
G2	B08	Coordinate district-wide core ELD services, and current interventions, including research to implement effective interventions to enhance multi-tiered system of support, including equitable practices	Yes	$ 163,466	$ 163,466
G2	B09	Translation	Yes	$ 88,000	$ 38,042
G2	C01	Cultural Creations	Yes	$ 30,000	$ -
G2	D01.01,02,03,04,05,06	Support and Strengthen 7-12 AVID Program	Yes	$ 407,000	$ 406,420
G2	E01	Co-taught sections in Secondary Classrooms	Yes	$ 1,525,026	$ 1,505,026
G3	A01	Coordinate Family Resource Centers in SLO and Coast to support families in accessing community-based services with outreach to SED families (Medi-Cal for a portion of the cost)	Yes	$ 35,000	$ -
G3	A02	Continue to provide counseling supports at all Elementary schools to support students, staff, and families	Yes	$ 1,004,761	$ 652,761

2025-2026 Annual Update Table

G3	A03	Maintain Increased counseling support at both middle schools that were added in 2023-24; additional SLOHS bilingual counselor, 1.0 FTE increase	Yes	$ 352,802	$ 352,802
G3	A04	Wellness Center Staff	Yes	$ 294,261	$ 294,261
G3	B01	District Leader In Me membership and Title I Leader In Me Contracts	Yes	$ 51,227	$ 51,227
G3	B02.01,02,03	Athletics For Achievement	Yes	$ 95,000	$ 100,000
G3	B03	Continue the Common Ground Advisory Task Force to lead staff in ensuring safe and nurturing practices in SLCUSD	Yes	$ 10,000	$ 10,000
G3	B04	Superintendent's Student Senate	Yes	$ 10,000	$ 10,000
G3	C01	Provide parent education opportunities, provide additional outreach to families of EL (English Learners) students and those qualifying as SED (Socioeconomically Disadvantaged)	Yes	$ 45,000	$ 7,524
G3	D01.01,02,03	Continue to align systems TK-12 around response to student behavior, including PBIS, Systems and AMC	No	$ 93,600	$ 81,221
G3	E01	Increased monitoring and outreach for students and families who are chronically absent	No	$ 17,000	$ 20,327
G4	A01	Increased course offerings: CTE construction course	No	$ 18,502	$ 18,502
G4	A02	Increased counseling support	No	$ 70,000	
G4	A03	Create a medical workplace course	No	$ 18,971	
G4	A04	Digital media art classes	No	$ 18,971	
G4	A05	Liaison support For EL students	No	$ 28,136	
G4	A06	Drivers education	No	$ 5,000	$ -
				$ -	$ -

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 7,410,584	$ 7,899,992	$ -	$ 7,899,992	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
G1	A01,02	Elementary Tier 1 Professional Development, New Teacher Academy	Yes	$ 11,500		0.000%	0.000%
G1	A02.01,02	Secondary Tier 1 Professional Development and Formal New Teacher Training	Yes	$ 11,500		0.000%	0.000%
G1	A03.01	Elementary and Secondary Curriculum Teachers on Special Assignment	Yes	$ 271,293		0.000%	0.000%
G1	B01	University of Washington (Center for Educational Leadership)	No	$ -	$ -	0.000%	0.000%
G1	C01.01,02	Refinement of interview protocol and hiring panel guide	No	$ -	$ -	0.000%	0.000%
G1	D01.01	iInnovate implementation	Yes	$ -		0.000%	0.000%
G1	D01.01,02,03	iInnovate teacher hourly, for lesson and curriculum development, classified hourly for curriculum development, materials for lab consumable supplies and LED unit Materials	Yes			0.000%	0.000%
G1	E01	Refine and implement district-wide K-12 Common Assessments including assessment tools and professional development on using data to inform instruction	Yes	$ 283,202		0.000%	0.000%
G1	E02,01,02	K-2 Administration of Common Assessments	Yes	$ 66,000		0.000%	0.000%
G2	A01	Elementary Student Success Specialists	Yes	$ 854,090		0.000%	0.000%
G2	A02	Provide intervention classes at Secondary schools	Yes	$ 490,942		0.000%	0.000%
G2	A03.01,02,03	Professional development to enhance and expand MTSS	Yes	$ 3,000		0.000%	0.000%
G2	A04	Provide reading intervention and Tier II materials for Elementary sites	Yes	$ 10,000		0.000%	0.000%
G2	A05	Support for Spanish intervention at DLI sites	Yes	$ 131,179		0.000%	0.000%
G2	A06	Elementary Academic Intervention Teachers to support Tier II intervention	Yes	$ 83,431		0.000%	0.000%
G2	A07	Provide online courses for credit/grade recovery	Yes	$ 3,000		0.000%	0.000%
G2	B01	Provide Elementary supplemental English Learner	Yes	$ 913,114		0.000%	0.000%
G2	B02	Provide Secondary supplemental English Learner	Yes	$ 299,231		0.000%	0.000%
G2	B03,01,02	Secondary Newcomer Program	Yes	$ 13,000		0.000%	0.000%

2025-2026 Contributing Actions Annual Update Table

G2	B03,03	Secondary Newcomer Program	Yes	$ 296,357		0.000%	0.000%
G2	B04	Provide supplemental English Learner	Yes	$ 341,228		0.000%	0.000%
G2	B05	High School supplemental ELD materials	Yes	$ 2,000		0.000%	0.000%
G2	B06	ELD (English Language Development) monitoring	Yes	$ 22,575		0.000%	0.000%
G2	B07	Purchase supplemental materials and progress	Yes	$ 15,000		0.000%	0.000%
G2	B08	Coordinate district-wide core ELD services, and	Yes	$ 78,500		0.000%	0.000%
G2	B09	Translation	Yes	$ 88,000		0.000%	0.000%
G2	C01	Cultural Creations	Yes	$ -		0.000%	0.000%
G2	D01.01,02,03,04,05,06	Support and Strengthen 7-12 AVID Program	Yes	$ 407,000		0.000%	0.000%
G2	E01	Co-taught sections in Secondary Classrooms	Yes	$ 1,525,026		0.000%	0.000%
G3	A01	Coordinate Family Resource Centers in SLO and	Yes	$ -		0.000%	0.000%
G3	A02	Continue to provide counseling supports at all	Yes	$ 1,004,761		0.000%	0.000%
G3	A03	Maintain Increased counseling support at both	Yes	$ 352,802		0.000%	0.000%
G3	A04	Wellness Center Staff	Yes	$ 294,261		0.000%	0.000%
G3	B01	District Leader In Me membership and Title I	Yes	$ 8,000		0.000%	0.000%
G3	B02.01,02,03	Athletics For Achievement	Yes	$ -		0.000%	0.000%
G3	B03	Continue the Common Ground Advisory Task	Yes	$ -		0.000%	0.000%
G3	B04	Superintendent's Student Senate	Yes	$ -		0.000%	0.000%
G3	C01	Provide parent education opportunities, provide	Yes	$ 20,000		0.000%	0.000%
G3	D01.01,02,03	Continue to align systems TK-12 around response	No	$ -	$ -	0.000%	0.000%
G3	E01	Increased monitoring and outreach for students	No	$ -	$ -	0.000%	0.000%
G4	A01	Increased course offerings: CTE construction	No	$ -	$ -	0.000%	0.000%
G4	A02	Increased counseling support	No	$ -	$ -	0.000%	0.000%
G4	A03	Create a medical workplace course	No	$ -	$ -	0.000%	0.000%
G4	A04	Digital media art classes	No	$ -	$ -	0.000%	0.000%
G4	A05	Liaison support For EL students	No	$ -	$ -	0.000%	0.000%
G4	A06	Drivers education	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 7,410,584	$ 7,410,584	0.000%	100.000%	$ -	0.000%	0.000%	$ 7,410,584.00	100.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

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

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

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

- For school districts, see *Education Code* Section 52062;
  - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- In addition to this information, the LEA must also identify:
  - o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates

would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for

purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

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

LCFF Carryover Table

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

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

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