



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Cruz City Schools

CDS Code: 44698154440261

School Year: 2025-26

LEA contact information:

Kris Munro

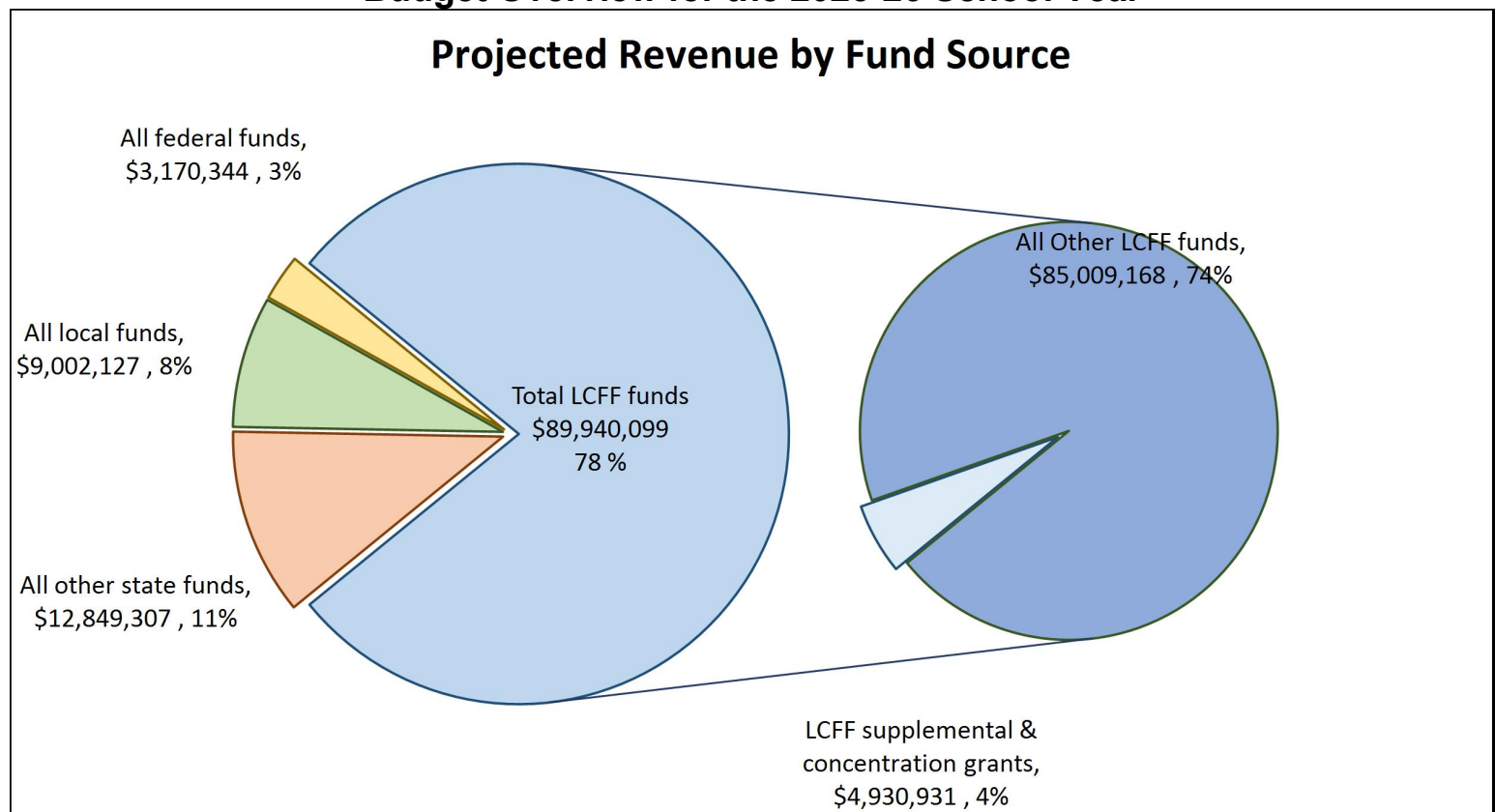
Superintendent

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

Budget Overview for the 2025-26 School Year

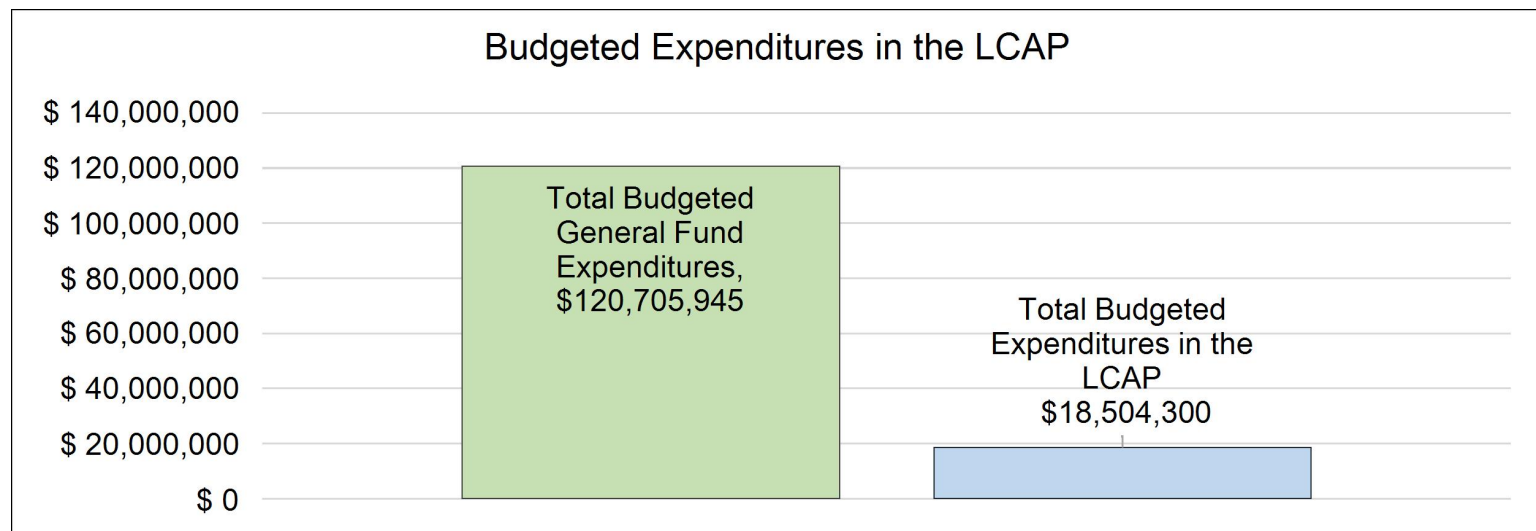


This chart shows the total general purpose revenue Santa Cruz City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Cruz City Schools is \$114,961,877, of which \$89,940,099 is Local Control Funding Formula (LCFF), \$12,849,307 is other state funds, \$9,002,127 is local funds, and \$3,170,344 is federal funds. Of the \$89,940,099 in LCFF Funds, \$4,930,931 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Cruz City Schools plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Cruz City Schools plans to spend \$120,705,945 for the 2025-26 school year. Of that amount, \$18,504,300 is tied to actions/services in the LCAP and \$102,201,645 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

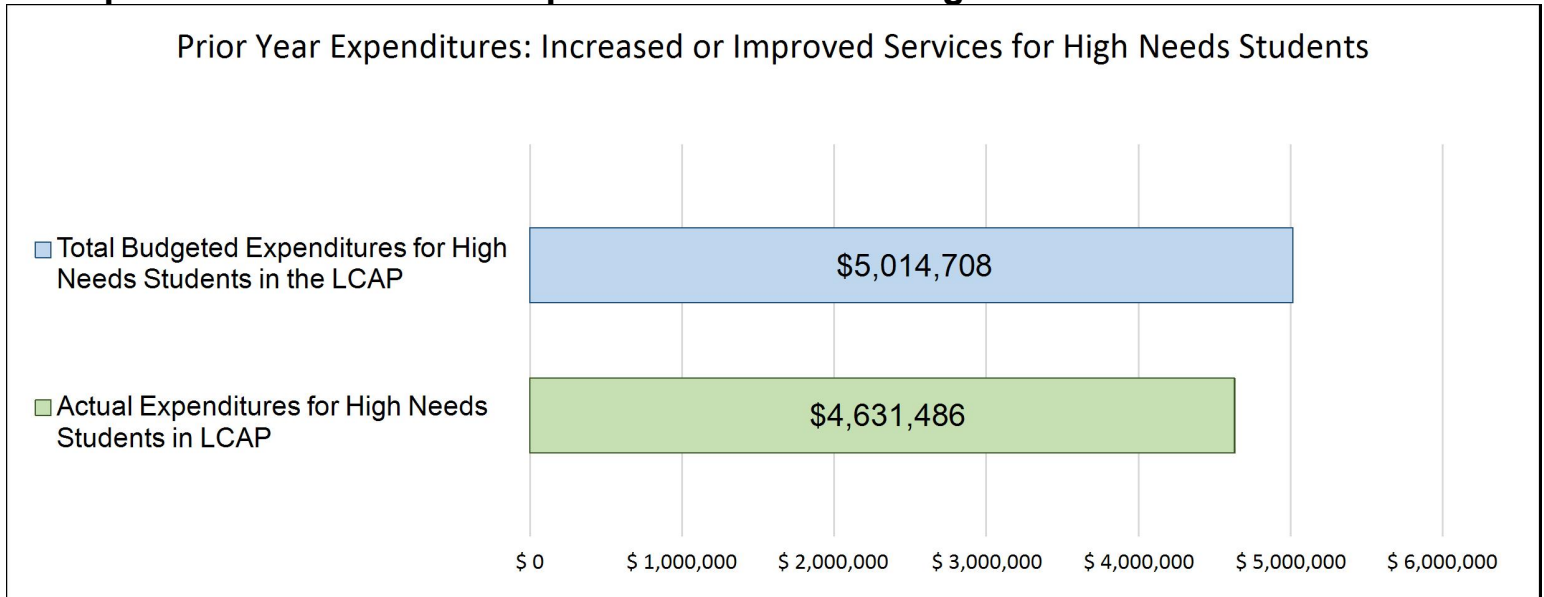
The budgeted expenditures that are not included in the LCAP include the following:
Staff salaries and benefits, facilities upkeep, services, supplies, capital outlay and reserves

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

In 2025-26, Santa Cruz City Schools is projecting it will receive \$4,930,931 based on the enrollment of foster youth, English learner, and low-income students. Santa Cruz City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Cruz City Schools plans to spend \$4,937,599 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Santa Cruz City Schools's LCAP budgeted \$5,014,708 for planned actions to increase or improve services for high needs students. Santa Cruz City Schools actually spent \$4,631,486 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$383,222 had the following impact on Santa Cruz City Schools's ability to increase or improve services for high needs students:

Differences in budgeted and actual expenditures are related to budget alignment, and services remain intact and were not cut.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz City Schools	Kris Munro Superintendent	kmunro@sccs.net (831) 429-3410 ext 48220

Plan Summary [2025-26]

General Information

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

At Santa Cruz City Schools, we believe that every student deserves the opportunity to succeed, regardless of their background. Our commitment is to ensure that student outcomes are not determined by demographics. We work to create schools where every student is known and supported personally and academically, and where their unique needs are identified and addressed. Our goal is to engage the hearts and minds of every student, every day.

A Unique District Structure

Santa Cruz City Schools is unique in that it comprises two districts—elementary and secondary—governed by a single board. While we function as one cohesive district with a single Local Control and Accountability Plan and one Federal Addendum, our structure involves managing two separate California School Dashboards, two funding models (Basic Aid for the elementary district and Average Daily Attendance for the secondary district), and two California Assessment of Student Performance and Progress reports. Additionally, our secondary district serves as the feeder for four single-school elementary districts and two kindergarten through eighth grade districts within Santa Cruz County.

Strong Community Support

We are fortunate to have strong community backing. Local voters have consistently supported our schools, passing two parcel taxes and four school bonds that provide essential funding for programs and facility improvements. These financial resources enable us to maintain a wide range of educational opportunities, including counseling services, library resources, reduced class sizes, music and art programs, life lab experiences, after-school activities, athletics, and Career Technical Education.

In November 2022, our community continued to show its commitment to education by approving Bonds A and B, securing \$208 million to address the pressing needs of our aging school facilities. This support allows us to maintain safe, modern, and engaging learning environments that meet the demands of a 21st-century education.

Our Student Community

During the 2024–2025 school year, Santa Cruz City Schools served 6,082 students from Transitional Kindergarten through twelfth grade across 13 schools. Our diverse student population includes:

- Foster Youth: 9 students (0.15%)
- Students in Transition: 43 students (0.71%)
- English Learners: 567 students (9.32%)
- Low-Income Students: 1,812 students (29.79%)
- Special Education Students: 938 students (15.42%)
- Reclassified Fluent English Proficient Students: 878 students (14.44%)

Although reclassified fluent English proficient students are not specifically designated as a target group for Local Control and Accountability Plan funding, we still allocate resources to support their continued academic progress.

Strategic Focus and Goals

Since 2010, Santa Cruz City Schools has guided its work with six strategic goals:

Goal 1

All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

LCFF Priorities Addressed: 4 (Pupil Achievement), 7 (Course Access)

This goal reflects the district's commitment to ensuring all students meet academic standards, graduate prepared for college and careers, and have access to a broad and rigorous course of study, including Career Technical Education and college readiness supports.

Goal 2

SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social-emotional well-being of all students.

LCFF Priorities Addressed: 5 (Pupil Engagement), 6 (School Climate)

This goal emphasizes the importance of fostering safe, inclusive, and supportive learning environments that promote student connectedness, reduce chronic absenteeism, and support overall well-being.

Goal 3

We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

LCFF Priorities Addressed: 4 (Pupil Achievement), 7 (Course Access)

This goal underscores the district's focus on equity by addressing disparities in academic outcomes and ensuring that all students—regardless of background—have access to high-quality instruction and the full range of academic opportunities.

Goal 4

We will develop a highly collaborative, professional culture focused on supporting effective teaching.

LCFF Priority Addressed: 2 (Implementation of State Standards)

This goal supports the effective implementation of California's academic content standards through professional development, collaboration, and instructional leadership, ensuring all students benefit from high-quality, standards-aligned instruction.

Goal 5

SCCS will maintain a balanced budget and efficient and effective management.

LCFF Priority Addressed: 1 (Basic Services)

This goal ensures that the district meets essential operational standards, including access to fully credentialed teachers, appropriate instructional materials, and safe, well-maintained facilities.

Goal 6

SCCS will maintain strong communication and partnerships with its diverse community.

LCFF Priority Addressed: 3 (Parental Involvement)

This goal reflects the district's dedication to authentic engagement with families and community members, promoting shared responsibility for student success and supporting inclusive decision-making processes.

Data-Driven Equity Approach

In 2018, Santa Cruz City Schools received the California Scale Up Multi-Tiered System of Support (MTSS) Statewide Initiative grant, which allowed us to implement the MTSS framework. This approach helps us systematically address four key areas of student support: literacy, mathematics, English learner progress, and school connectedness.

We identified these areas through a comprehensive analysis of state and local assessments, attendance data, student mobility rates, discipline records, dropout rates, and college entrance requirements. We paid particular attention to the needs of English learners, low-income students, and foster youth, who often face additional challenges.

To address these needs, we established two tiers of support within each grade span to provide targeted interventions. Our Local Control and Accountability Plan (LCAP) resources are aligned with these support tiers, ensuring that evidence-based practices are consistently implemented to maximize student outcomes.

A Commitment to Inclusive Practices

We strive to be culturally responsive and inclusive in our communication. In our Local Control and Accountability Plan, we use the term "Latine" as a gender-neutral alternative to "Latinx," reflecting linguistic accuracy and cultural preferences within the Spanish-speaking community.

In our analysis of student performance data, we consistently compare outcomes based on key demographic groups, including Latine/Hispanic students, English learners, White students, low-income students, and special education students. This focused approach helps us identify and address gaps in achievement and ensure that our strategies are responsive to our diverse student body.

Santa Cruz City Schools remains committed to fostering equitable, engaging, and academically rigorous learning environments for every student. By continuously refining our strategies and leveraging community support, we ensure that all students have the opportunity to succeed and thrive.

Reflections: Annual Performance

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

Dashboard Performance

Santa Cruz City Schools remains steadfast in our commitment to equitable education, ensuring every student has the opportunity to succeed regardless of background. Our dedication to implementing a strong Multi-Tiered System of Support (MTSS) has been a central focus throughout the 2023–2024 school year. By emphasizing Tier 1 instruction—the foundation of good first teaching—we have worked to build consistent, high-quality learning environments across all schools.

To support this commitment, we have stationed a full-time Response to Intervention (RtI) Coordinator at every site, along with an additional Math RtI Coordinator at the elementary level. These dedicated professionals are essential in accelerating learning for students who need additional interventions, helping us close gaps and support growth.

Successes and Ongoing Challenges

Elementary English Language Arts

Our elementary schools continue to demonstrate resilience and dedication in English Language Arts (ELA), earning a Green Rating with performance 11.3 points above standard on the California School Dashboard. While this reflects overall strength, a slight decline of 0.9 points signals that maintaining momentum requires sustained effort.

Student Groups

- Socioeconomically Disadvantaged: Improved by 1.6 points, but still 43 points below standard
- Latine/Hispanic: Declined by 3.7 points, now 43.6 points below standard
- Ever English Learners: Dropped by 6.6 points, 68.2 points below standard
- Special Education: Declined by 14.1 points, 65.5 points below standard
- Reclassified Fluent English Proficient (RFEP): Significant drop of 19.6 points
- White Students: Maintained performance, 55.1 points above standard

Reflection

While our overall performance remains strong, the data reveals that English Learners, Special Education students, and Latine/Hispanic students continue to face significant challenges. The decline among RFEP students highlights a gap in sustaining language proficiency post-reclassification, emphasizing the need for continued language support even after students have reached proficiency benchmarks. We must deepen our interventions and focus on maintaining consistent progress across all groups.

Elementary Mathematics

In mathematics, our elementary students earned a Yellow Rating with scores 13.7 points below standard, reflecting a minor decline of 1.6 points. While this performance remains consistent, it reveals the need for stronger math interventions.

Student Groups

- Socioeconomically Disadvantaged: Increased by 4.7 points, but still 60.8 points below standard
- Latine/Hispanic: Maintained performance, 65.3 points below standard
- Ever English Learners: Declined by 6.6 points, 84.9 points below standard
- Special Education: Declined by 8.3 points, 82 points below standard
- RFEP: Sharp decline of 20.8 point
- Two or More Races: Significant drop of 26.7 points

Reflection

The improvement among Socioeconomically Disadvantaged students is promising, yet the marked declines for RFEP and students of Two or More Races signal that our current math strategies may not be meeting the needs of these groups. We must strengthen our support systems, particularly by integrating language development with math instruction, to ensure that foundational skills are not lost as students progress.

Secondary English Language Arts

Secondary ELA scores improved significantly, earning a Green Rating and increasing by 8.8 points to 15.5 points above standard. This growth reflects our ongoing commitment to literacy and targeted support.

Student Groups

- Special Education: Increased by 20.6 points, 96 points below standard
- Hispanic Students: Increased by 10.2 points, 24.5 points below standard
- White Students: Increased by 12.6 points, 45.1 points above standard
- Socioeconomically Disadvantaged: Increased by 9.2 points, 28.9 points below standard
- Two or More Races: Declined by 22.9 points
- African American: Declined by 7.2 points

Reflection

While the overall upward trend is encouraging, the decline among African American students and those identifying as Two or More Races signals a need for culturally responsive literacy practices and more individualized support. Building stronger connections between students and culturally relevant content will be essential in maintaining positive momentum for all learners.

Secondary Mathematics

Secondary math performance increased by 6.8 points, earning an Orange Rating, yet remains 48.3 points below standard.

Student Groups

- Special Education: Increased by 21.3 points, 163.7 points below standard

- Latine/Hispanic: Increased by 10.3 points, 101.2 points below standard
- Socioeconomically Disadvantaged: Increased by 9.8 points, 97.3 points below standard
- African American: Declined by 16.9 points, 133.6 points below standard

Reflection

While some groups made progress, the overall gap in math achievement remains significant, particularly among Special Education, African American, and Latine/Hispanic students. We must continue to refine our math intervention strategies, focusing on hands-on learning and real-world problem-solving (as outlined in the new Math Framework, which is our focus in 25 - 26) to make math more accessible and engaging.

Looking Forward

Our data reflects both progress and ongoing challenges. We are encouraged by the gains seen in secondary English Language Arts and targeted math improvements. However, the persistent achievement gaps among English Learners, Special Education students, and students of color require our continued attention and strategic effort.

Next Steps

- Strengthen Language Integration: Continue to support RFEP students with targeted language development embedded in math and literacy instruction.
- Culturally Responsive Teaching: Increase training for educators to implement inclusive and culturally relevant practices, particularly for students of color.
- Math Instructional Shifts: Emphasize foundational math skills and problem-solving while connecting content to students' lived experiences.
- Enhanced Support: Focus on tailored interventions for Special Education, African American, and Latine/Hispanic students to bridge persistent gaps.
- Data-Driven Monitoring: Continuously assess the impact of interventions and adjust strategies as needed to maintain growth and equity.

English Learner Performance Indicator

The 2024 English Learner Performance Indicator (ELPI) reveals a complex picture of progress and challenges for our English learners.

Elementary English Learner Progress

- Percentage Making Progress Toward Proficiency: 51.1% (Maintained -0.6%)
- Grew at Least One Level: 48.3%
- Maintained Level 4: 3.5%
- Maintained at Levels 1, 2L, 2H, 3L, or 3H: 30.9%
- Decreased One or More Levels: 17.4%

Secondary English Learner Progress

- Percentage Making Progress Toward Proficiency: 51.2% (Increased 7.8%)

- Grew at Least One Level: 44.5%
- Maintained Level 4: 6.9%
- Maintained at Levels 1, 2L, 2H, 3L, or 3H: 29.1%
- Decreased One or More Levels: 19.4%

Reflection

While it is promising that over half of our English learners are making progress toward proficiency at both elementary (51.1%) and secondary (51.2%) levels, the data also highlights persistent challenges.

The slight decline among elementary learners (-0.6%) signals that early interventions may need to be more targeted and consistent. Additionally, with nearly one-fifth of both elementary (17.4%) and secondary (19.4%) students decreasing one or more levels, it is evident that some students are not maintaining their language acquisition momentum.

The notable increase of 7.8% at the secondary level reflects the positive impact of recent instructional strategies, interventions, and English learner professional development at the secondary level. However, the fact that 29.1% of secondary learners and 30.9% of elementary learners remain stagnant underscores the need for ongoing support, monitoring and training.

Next Steps

- Strengthen Targeted Interventions: Implement more personalized and data-driven language support for students who are not showing growth.
- Maintain Post-Reclassification Support: Enhance resources for students who have been reclassified to ensure their language skills continue to develop.
- Foster Early and Sustained Language Development: Expand early literacy programs that integrate English language development.
- Continue to expand Newcomer support and Newcomer courses (as needed).
- Pilot English Language Arts curriculum with a strong and robust ELD component.

2022 - 2023 California School Dashboard

Elementary Schools with Red Indicators:

- DeLaveaga Elementary: Chronic Absenteeism
- Westlake Elementary: Chronic Absenteeism
- Branciforte Middle School: Chronic Absenteeism
- Mission Hil Middle School: Chronic Absenteeism
- Harbor High School: English Learner Progress
- Santa Cruz High School: English Learner Progress
- Soquel High School: English Learner Progress

Student Groups with Red Indicators

- Elementary English learners, White students and students of two or more races for Chronic Absenteeism

- Secondary English Learners and African American students for English Language Arts
- Secondary African American students for Math
- Secondary Low Income, Hispanic/Latino, English Learner, Special Education and White students for Chronic Absenteeism

Student Groups within a School with Red Indicators

- DeLaveaga Elementary: English Learner, Hispanic/Latino, Low Income, Students with Disabilities and White students for Chronic Absenteeism.
- Mission Hill Middle School: English Learner, Hispanic/Latino, Low Income, Students with Disabilities and White students for Chronic Absenteeism.
- Harbor High School: English Learner and Low Income students for Suspensions
- Soquel High School: Low Income students for Math

Our sites with red indicators continue to be committed to closing achievement and opportunity gaps through targeted support for English Learners, students struggling academically, and those most impacted by chronic absenteeism and behavioral challenges. The district provides designated and integrated ELD instruction, newcomer support, and bilingual paraeducators to help English learners succeed. A strong MTSS framework, including Rtl Coordinators and small-group interventions, support students below grade level, with a particular emphasis on improving math achievement. To reduce suspensions and improve school climate, school sites have expanded PBIS, SEL instruction, and access to mental health services through Wellness Centers (high schools). Chronic absenteeism is addressed through proactive summer outreach, case management, and standardized attendance protocols. Together, these strategies reflect our schools' ongoing commitment to equity, student well-being, and academic success.

Two of our schools have successfully exited Additional Targeted Support and Intervention (ATSI), reflecting the dedication of our staff and leaders and demonstrating the impact of our strategic focus and sustained efforts described above.

Westlake Elementary School

Qualified for Chronic Absenteeism in all groups

Chronic Absenteeism declined 6.2% over all

All student groups declined by at least 5% and are now "orange" or "yellow" ratings

Harbor High School

Qualified for English Learners

ELA: no longer a significant student group– declined 21 pts

Math: no longer a significant student group– increased 13.3 pts

English Learner Progress: increased 23.5%

Graduation: declined 9%

Suspension: declined 3.2%

Chronic Absenteeism

Chronic absenteeism remains a significant challenge across elementary and middle school grades. While the overall ratings for attendance are marked as Yellow (16.8% for Grades TK-5, 16.9% for Grades 6-8), deeper analysis reveals disparities that disproportionately impact our most vulnerable students.

Overall Chronic Absenteeism

Grades TK-5: 16.8% chronically absent

Grades 6-8: 16.9% chronically absent

Groups with the Highest Absenteeism:

Homeless Students

-TK-5: 50% (Orange Rating)

-6-8: 53.8% (No formal rating due to small numbers)

Low-Income Students

-TK-5: 25% (Yellow Rating)

-6-8: 24% (Yellow Rating)

Students with Disabilities

-TK-5: 21.5% (Yellow Rating)

-6-8: 25.6% (Yellow Rating)

Latine/Hispanic Students

-TK-5: 21% (Yellow Rating)

-6-8: 19.5% (Yellow Rating)

English Learners

-TK-5: 19.3% (Yellow Rating)

-6-8: 14.7% (Yellow Rating)

Reflection

The data paints a concerning picture for our Homeless students, who face the highest rates of chronic absenteeism, exceeding 50% in both grade spans. Addressing the unique challenges these students face—such as housing instability and lack of transportation—requires a more comprehensive, community-based approach.

Similarly, Low-Income students, Students with Disabilities, and Latine/Hispanic students also experience elevated absenteeism, reflecting systemic barriers that hinder consistent school attendance. These trends indicate that we must develop more tailored supports that address the underlying causes of absenteeism, such as family outreach, transportation assistance, and flexible learning options.

Next Steps

- Increase Family Engagement: Develop stronger partnerships with families to address attendance barriers collaboratively.
- Enhance Support Services: Implement wraparound services that include transportation support, mental health counseling, and mentorship programs.
- Monitor Attendance Data: Use real-time data to identify at-risk students and intervene early to prevent chronic absenteeism.
- Outreach: Continue summer outreach to chronically absent students.
- Consolidate Resources: Equip Wellness Centers with resources and focused support for families.

Suspension Rates

Our suspension data indicates overall low rates at the elementary level, but disparities persist, particularly for Students with Disabilities and Homeless students.

Elementary Suspension Data

- Overall: 0.8% (Yellow Rating)
- English Learners: 0.5% (Green Rating)
- Latine/Hispanic: 0.9% (Yellow Rating)
- Low-Income: 1.1% (Yellow Rating)
- Homeless: 2.4% (Yellow Rating)
- Students with Disabilities: 2.6% (Orange Rating)

Secondary Suspension Data

- Overall: 3% (Green Rating)
- Students with Disabilities: 6.9% (Red Rating)
- Homeless: 6.7% (Orange Rating)
- Low-Income: 5.5% (Orange Rating)
- Latine/Hispanic: 5.2% (Orange Rating)
- English Learners: 5.9% (Yellow Rating)

Reflection

The relatively low suspension rate at the elementary level is encouraging, particularly for English Learners, who benefit from positive behavior support. However, the disproportionately high rates among Students with Disabilities indicate a need for more equitable and trauma-informed disciplinary practices. The secondary suspension rates reveal that Homeless students and Students with Disabilities are at significantly higher risk of exclusionary discipline, which can further hinder academic progress.

Next Steps

- Training in Trauma-Informed Practices: Equip staff with strategies to support students with challenging behaviors without resorting to exclusion.
- Strengthening PBIS: Continue to expand Positive Behavioral Interventions and Supports to ensure consistent, fair discipline practices (each middle and high school site is sending a team to the PBIS Conference in 25 - 26).
- Culturally Responsive Approaches: Address the root causes of behavioral issues, particularly among students from diverse backgrounds.

Learning Recovery and Emergency Block Grant

-SCCS has unexpended LREBG funds for the 2025-26 school year.

-LREBG funded actions can be found in Goal 1, Action 1; Goal 2, Action 2; Goal 3, Actions 1 and 7.

A Commitment to Equity and Student Well-Being

Reflecting on our progress and challenges, we are reminded that achieving equitable outcomes requires continuous effort, reflection, and adaptation. By focusing on targeted interventions, building strong community partnerships, and ensuring culturally responsive practices, we are dedicated to supporting every student's path to success. We are committed to learning from our data and taking action to reduce disparities, enhance student engagement, and foster a positive, inclusive school environment.

Reflections: Technical Assistance

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

Differentiated Assistance and Targeted Support and Improvement

Santa Cruz City Schools (SCCS) has qualified for Differentiated Assistance to address challenges faced by our secondary English learners in three key areas: English Language Arts (ELA), Mathematics, and Chronic Absenteeism (grades 6-8). To tackle these issues, we continue collaborative efforts with the County Office of Education, focusing on targeted support and strategic interventions throughout 2024--25 and in the 2025--26 school year.

English Learner Dashboard Results

English Language Arts (N=247):

73.8 points below standard

Maintained at 2.8 points

Mathematics (N=245):

133.7 points below standard

Increased by 8.8 points

Chronic Absenteeism (N=131)

26% chronically absent

Increased by 7%

Actions to Address English Learner Achievement

During the 2023--2024 academic year, SCCS has placed a strong emphasis on supporting English learners (ELs), prioritizing their needs and committing to focused interventions. This work will continue and expand throughout the 2025--2026 school year.

Targeted Efforts for English Learners

Instructional Support and Professional Development:

- Our English Language Development (ELD) Teacher on Special Assignment (TOSA) provides ongoing coaching and instructional support to secondary teachers.
- Professional development workshops led by West Ed focus on Integrated and Designated ELD practices, offered consistently throughout the year.
- Site-led ELD workshops during staff meetings ensure that language development strategies are integrated into everyday instruction.

Newcomer Instruction

Tailored support helps newly arrived ELs adapt to the educational environment while building foundational English skills.

Reclassification and Goal-Setting

We empower students to take ownership of their learning by establishing clear reclassification criteria and helping them set achievable goals.

English Learner Shadowing:

Educational Services staff engage in EL shadowing to gain firsthand insights into the student experience, guiding more responsive staff development and informing our English Learner Action Plan.

Strengthening Mathematics Instruction for English Learners

Improving math outcomes for English learners requires both instructional shifts and targeted interventions.

Math Actions

- Math teachers have refined priority standards to focus on high-impact areas of learning.
- Ongoing training on the new Math Framework, grading practices, and collaboration strategies has been a focal point.
- Math Plus Intervention Classes: These Tier 2 intervention classes offer targeted math support, with progress tracked through grades and assessment scores.

District Collaboration: Math teachers participate in monthly priority standards meetings, release days for planning, and extra collaboration time to align instruction across sites.

Looking Ahead to 2025–2026:

- Establish common prep times for math teachers to foster collaboration.
- Continue monthly standards meetings and provide additional release time for planning.
- Continue Santa Clara County Math Initiative (SCCMI) partnership, training and work that focus on teaching strategies aligned with the new Math Framework.
- Implement new district Math Action Plan based on SCCMI learnings. Action Plan includes Look For tool and lesson studies.

Addressing Chronic Absenteeism

Chronic absenteeism remains a challenge for SCCS, particularly among English learners. To address this, we have developed a coordinated and tiered protocol at each school.

School Attendance Review Team (SART)

Each site has a SART that meets regularly:

Elementary Level: Monthly

Middle and High School: Bi-monthly

Team Composition

Elementary: Attendance Technician, Counselor, Principal, Social Worker, Community Coordinator

Secondary: Site Administrator, Attendance Technician, School Community Coordinator, School Counselor, Social Worker

Communication: Email groups streamline information sharing among SART members.

Outreach and Support Strategies

Outreach:

Attendance Letters and Parent/Guardian Communication (calls, texts, emails)

Parent/Guardian Meetings and Student Study Team Meetings

Home Visits to build relationships and identify barriers

Support Interventions:

- Goal Setting and Reward Systems (led by counselors or social workers)

- Transportation Assistance: Providing bus passes, bicycles, or carpools

- Referrals to Support Services: Partnerships with agencies like Encompass, Positive Parenting, and The Parent Center

- Check-In/Check-Out (CICO) Programs: Providing consistent adult support throughout the day

- SARB (School Attendance Review Board): For chronic cases requiring more intensive intervention

Building Empathy and Community:

Our outreach efforts prioritize empathy and understanding. We recognize that absenteeism often stems from deeper issues such as anxiety, homelessness, or health challenges. By focusing on relationship-building and personalized support, we have begun to see positive trends, with chronic absenteeism gradually declining.

Moving Forward with Purpose:

Santa Cruz City Schools is committed to reversing these concerning trends through targeted professional development, collaborative planning, and equitable support structures. By working closely with the County Office of Education, we will continue to leverage resources and expertise to meet the unique needs of our English learners.

Our goal is to not only improve academic outcomes but to ensure that students feel supported, valued, and motivated to engage fully in their education. Through strategic interventions and a commitment to equity, we will continue to make progress and close the gaps that persist for our English learners.

Targeted Support & Improvement (TSI)

Costanoa Career Prep qualified for TSI due to a 0% college readiness rate (maintained), a declining graduation rate (70.6%, down 5.7%), and an increased suspension rate (13.9%, up 5.7%). To address these challenges, Costanoa Career Prep is transforming its approach to focus on personalized career preparation. All of the actions described below are designed to directly address high school completion, college readiness and suspension.

Each student will have an individualized academic and career plan developed with input from an academic counselor, a CTE counselor, a teacher advisor, and a community mentor. Families will be engaged through orientation sessions, regular progress updates, and opportunities to provide input on program development. The school will also pilot a mentorship program with Rotary, pairing community mentors with small groups of students to support career exploration and academic success. Other key features of this model include the following:

Costanoa Career Prep will host a Student Orientation Week to introduce families to the “Leaving to Learn” model and the new roles of teachers as Career Scouts and Career Developers. Regular family meetings will provide updates on program progress and collect feedback to refine strategies. Metrics will include the number of students completing “Leaving to Learn” certificates and the number of career exploration experiences. This collaborative approach ensures that parents and families are key partners in Costanoa’s improvement efforts.

Also, the addition of the CTE Culinary Arts and Information Technology Essentials classes at Costanoa Career Prep High School share a common goal: engaging students through hands-on, practical learning while preparing them for diverse career opportunities. These programs align with student interests—whether in culinary creativity or technology problem-solving—and offer real-world experiences that make education relevant and meaningful.

Both classes not only build job-specific skills but also develop essential life skills like problem-solving, teamwork, and adaptability. They provide pathways to both entry-level positions and more advanced careers, equipping students with the tools they need to succeed in high-demand industries. By offering these high-interest CTE courses, Costanoa fosters a positive learning environment that motivates students to stay engaged and envision a successful future.

Moving on from Additional Targeted Support and Intervention (ATSI)

Two of our schools have successfully exited Additional Targeted Support and Intervention (ATSI), reflecting the dedication of our staff and leaders and demonstrating the impact of our strategic focus and sustained efforts described above.

Westlake Elementary School

Qualified for Chronic Absenteeism in all groups

Chronic Absenteeism declined 6.2% over all

All student groups declined by at least 5% and are now “orange” or “yellow” ratings

Harbor High School

Qualified for English Learners

ELA: no longer a significant student group– declined 21 pts
Math: no longer a significant student group– increased 13.3 pts
English Learner Progress: increased 23.5%
Graduation: declined 9%
Suspension: declined 3.2%

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners Throughout the 24-25 school year, SCCS gathered input from families, students and staff. Using a variety of tools, we were able to garner input from a myriad of diverse educational partners. -LCAP Family Survey (11/04/24-3/1/25): 1,054 respondents Districtwide -LCAP Student Surveys (11/04/24-3/1/25): 296 respondents in grades 4 -5 and 1,228 respondents in grades 6 - 12 Districtwide -Staff Surveys (11/04/24-3/1/25): 209 respondents Districtwide -SCCE (Santa Cruz Council of Classified Employees): Classified Employees Union LCAP Input Meeting: 11/21/2024 -GSCFT (Greater Santa Cruz Federation of Teachers) Teacher Union LCAP Input Meeting: 12/4/24 -LCAP District Advisory Committee Meetings: 1/27/25; 2/25/25; 3/25/25; 4/29/25 -District English Language Advisory Committee (DELAC) LCAP Input Meeting: 2/13/25 -Superintendent's Student Advisory on Race & Equity LCAP Input: 9/4/24 & 2/5/25 -Student Trustee Meetings: Monthly Meetings -Parent Leader LCAP Input Meeting: 2/13/25 -District Budget Advisory Committee LCAP Input Meeting: 2/25/25 -LCAP Input Sessions in AVID and Leadership Classes: May 2025 -Principal and Assistant Principal LCAP Input Meetings - 5/5/25; 5/6/25; 5/7/25; 5/14/25 -SELPA (Special Education Local Plan Area): Monthly Meetings - Santa Cruz City Schools maintains a strong partnership with the Santa Cruz County SELPA through ongoing collaboration with the Director of Special Education. This coordination plays a key role in shaping our LCAP, particularly in advancing inclusive practices, strengthening MTSS implementation, and addressing chronic absenteeism among
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students with disabilities. --Feedback from SELPA, shared through our Special Education Director, has been integral to informing and refining our LCAP goals and actions.

-Equity Multiplier School (Costanoa Career Prep High School): Throughout the 2024–25 school year, input from student surveys, staff feedback, and ongoing testimonials from students and families has been essential in shaping the development of the “Leave to Learn” model. This collaborative input has directly informed the design of programs aimed at increasing student engagement, improving graduation rates, and enhancing career preparedness. The voices of our school community continue to guide the refinement and implementation of this model to ensure it meets the diverse needs of Costanoa students.

-LCAP family, student and staff survey data and input from DELAC was shared with the District Advisory Committee, district leadership and site administration while updating the LCAP to ensure that priorities and budgeted resources directly connected to and informed goals, actions and services in the new LCAP. Additionally, site administration was given LCAP survey site-specific data to gauge the effectiveness of actions and services at their schools.

Feedback from families, students and staff include the following trends:

Families:

Support programs during the school day are most impactful for students with the following supports deemed as most helpful:

- Help with homework
- Academic counseling
- Support in math
- Social emotional support staff and programs

2024-25 Local Control and Accountability Plan for Santa Cruz City Schools

Families stated that their students needed help the most in these areas:

- Math
- Writing
- Social emotional health
- Homework completion

District English Learner Advisory Committee (DELAC) feedback identified a need for more Newcomer student support and more training on best practices for English Learners.

Based on LCAP survey results, families felt most positively about the following:

- Schools' recognition and value of student accomplishments: 86%
- High expectations for students: 81%

- Support for a child to do better and improve: 79%
- School safety: 90%
- Maintained and clean facilities: 86%
- Courteous attention from site staff: 92%

Other input received include the following:

- Desire for lower class sizes and not combination classes in elementary
- Need for more college and career preparedness counseling
- Need for more academic and social emotional support counseling
- Satisfaction with extracurricular offerings
- Satisfaction with art and music

On the 2024-2025 Elementary Student LCAP Survey, students reported feeling connected and supported at their school with positive responses to the following:

"I feel like I am part of my school": 95%

"I feel that the school wants students to do well and recognizes when they do": 96%

"When I am having a hard time learning, the school helps me to do better and improve": 92%

"When I have problems, there are adults at school who will help me": 90%

Elementary Students:

"When academics are challenging, I feel my school supports me well to do better and improve": 92% agree

"When I have problems or challenges, I feel that there are adults at the school to help and support me": 90%

"All students are well-supported to improve academically": 95%

"I feel safe at my school": 91%

"I feel that teachers and administrators care about all students": 93%

Students also identified needing additional help in these areas:

- Homework completion
- Math
- Writing

2024-25 Local Control and Accountability Plan for Santa Cruz City Schools

Students also identified "after school homework support" as the one support they most utilized at their school.

Secondary Students

Like on the Social Emotional Wellness Survey, secondary student trended lower on the LCAP survey, but still showed strength with over half of students responding positively.

"I feel connected and engaged with school": 82% (up 12% from 23-24)

"When I have problems or challenges, I feel there are adults at the school to help and support me": 75%

"I feel that teachers and administrators care about all students": 75%

Based on the LCAP survey results, secondary students felt most positively about the following:

"I feel safe at my school": 87%

"Teachers have high expectations for students": 75%

Secondary Student LCAP Survey results:

"I feel that the school recognizes and values student accomplishments": 81%

"When I have problems or challenges, I feel there are adults at the school to help and support me": 75%

"I feel that teachers and administrators care about all students": 75%

Students identified needing additional help in these areas:

--Homework completion

--Support in math

--Social emotional health

--Support in writing

Students also identified homework and math support during and after school as the supports they most utilized at their school.

SCCS Staff Working Conditions Survey 24-25 Overall results from the certificated Working Conditions Survey are strong:

"Sufficient resources are available for professional development in my school": 82%

"Professional development offerings are data driven": 85%

"Overall, my school site/department is a good place to work and learn": 96%

Staff: 86% of staff feel that students are connected and engaged at their school

88% of staff feel their school recognizes and values student accomplishments.

85% of staff believe that their school supports students when academics become challenging.

90% of staff feel that adults support students when they have personal problems or challenges.

77% of staff feel that students feel safe at their school.

82% of staff feel that teachers have high expectations for students.

Staff identified the following as areas in which more support is needed for students:

- Writing support
- Math support
- Social emotional support
- Tutoring support

Staff also identified the following staff and programs as having a positive impact on student academic and/or social emotional health:

- Rtl Coordinators
- School Community Coordinators
- Social Workers
- Counseling
- Interventions during the school day

Changes for 2025-2026 Based on Educational Partner Input

Goal 1

Educational partners consistently expressed strong support for initiatives that promote college and career readiness. As a result, several key actions have been expanded or sustained:

- AVID Expansion: In response to positive feedback from students, teachers, and families, the district is continuing to expand AVID course offerings and professional development for AVID teachers at both the middle and high school levels.
 - Career Technical Education (CTE): Additional CTE sections are being added in high-demand areas to meet student interest and strengthen real-world learning opportunities.
 - College & Career Guidance Initiative (CCGI): Implementation of CCGI continues across all secondary sites, ensuring that every student receives access to a structured, standards-based counseling curriculum that supports post-secondary planning.
- These actions directly support students' academic growth and future success, aligning with community priorities around equity and opportunity.

Goal 2

In response to powerful feedback on the importance of mental health services, several key changes have been made:

- Harbor High Wellness Model: Harbor High School will discontinue its underutilized Behavioral Health Services partnership and fully transition to its school-based Wellness Center, which has become the primary access point for student mental health support. The \$20,000 in savings will be reinvested in expanding and enhancing mental health services districtwide.
- PBIS Training for High Schools: Staff from secondary schools will attend the California PBIS Conference to strengthen Tier 1 systems. This training supports safe, inclusive environments by equipping staff with tools to promote positive behavior, foster strong relationships, and build community.
- Wayfinder SEL Curriculum: Both middle schools will implement the Wayfinder curriculum in select grades and courses. Focused on six core competencies—self-awareness, adaptability, empathy, collaboration, agency, and purpose—this curriculum helps students build emotional intelligence and essential life skills.

-Student Safety & Wellness Education: The district will continue and expand its comprehensive education efforts around active consent, harassment and bullying prevention, and suicide awareness. These initiatives aim to ensure students have the knowledge, resources, and support needed to feel safe, valued, and empowered. Staff will receive targeted training, and community partnerships will help create a coordinated support network.

Goal 3

Educator input has led to a shift in how student progress is assessed, especially at the high school level:

-Assessment Changes: Due to concerns about the limitations of MAP and iReady assessments, the district is moving toward a more meaningful, comprehensive approach. This includes the adoption of sitewide writing assessments and CAASPP Interim Assessments. MAP Reading will remain in use only for the purpose of English Learner reclassification.

-eKadence Expansion: The eKadence learning platform, currently being piloted by eight teachers, will expand in 2025–26. This free tool improves access to assignments, resources, and feedback for students, while streamlining planning, communication, and data collection for teachers.

Goal 4

Math instruction and assessment also evolved based on feedback from students, families, and teachers. The shift away from MAP and iReady allows for more authentic assessment of learning through writing tasks and CAASPP interim tools. This change aligns with efforts to support deeper understanding and provide more actionable feedback to improve math outcomes.

Goal 6

Educational partners emphasized the importance of inclusive and meaningful family engagement, especially for historically underserved communities:

-Targeted Family Engagement Strategies: In 2025–26, the district will implement new strategies to increase participation among English Learner, Foster Youth, and Low-Income families. School Community Coordinators attended the California Association for Bilingual Education (CABE) Conference to deepen their knowledge of effective engagement practices.

-The insights gained from CABE and other outreach efforts will inform expanded efforts next year, including more culturally responsive events, parent workshops, and accessible school communications—ensuring all families feel welcomed and connected.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The metrics included in the CA School Dashboard and the UC/CSU A-G requirements serve as benchmarks for measuring college and career readiness, as defined by the California Department of Education. In the 22-23 California School Dashboard, SCCS achieved a "Medium" rating, with 53.3% of students (N=765) deemed prepared for college and career. However, there are notable differences among student groups: English learners and Students with Disabilities rated "Low," Latine/Hispanic, Homeless, and low-income students rated "Medium," and White students rated "High," highlighting disparities.

This "preparedness gap" is further evident in A-G course completion rates. Although overall A-G completion has significantly improved since 2010, with 67% of students meeting requirements in 22-23 compared to 46% in 2010, disparities persist. In 22-23, 81% of White students successfully completed A-G, whereas only 47% of Latine/Hispanic, 13% of English learners, 51% of Low-Income, and 16% of Special Education students did so.

Similar patterns emerge in graduation rates, with 93.8% of White students graduating compared to 91.8% of Latine/Hispanic students, 84% of English learners, 90.9% of low-income students, and 80.5% of Special Education students.

Feedback from student and family surveys and focus groups consistently highlights the need for robust college preparedness support.

While there are positive trends in A-G preparedness and graduation rates over time, SCCS acknowledges the persistence of equity gaps. Efforts to address these gaps include increasing access to advanced coursework, expanding Career Technical Education offerings, enhancing support programs like Advancement Via Individual Determination, and implementing interventions. Despite these efforts, SCCS remains committed to the overarching goal of preparing all students for success beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G (UC/CSU eligible) Rates	2023 -2024 Comprehensive High School Graduates A - G Completion All Students: 68% or 508 out of 746 graduates White: 80% or 294 out of 366 graduates Hispanic/Latine: 53% or 157 out of 297 graduates Asian: 60% or 9 out of 15 graduates English Learners: 13% or 4 out of 32 graduates RFEP: 55% or 101 out of 184 graduates Low Income: 52% or 133 out of 256 graduates Special Education: 23% or 13 out of 57 graduates AVID: 71% or 152 out of 215 graduates	Not yet available.		By 2026-2027, there will be a 10% increase in the percentage of English learners and Students with Disabilities who meet A-G requirements with a 3.3% increase each year for each group (California State Average for A-G completion is 48%).	N/A
1.2	Graduation Rate	2023-2024 Graduation Rate	Not yet available.		By 2026-2027, graduation rates	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 97.7% 830 African American: 100.0% 15 Asian: 100.0% 27 Filipino: 100.0% 8 Hispanic/Latine: 96.0% 349 White: 98.7% 390 Two or More Races: 100.0% 36 Low Income: 96.3% 301 ELD: 86.3% 51 Students with Disabilities: 71.4% 100.0% 5			will remain higher than the state average. The percentage of English learners and Students with Disabilities who graduate will increase 6% with a 2% increase each year for each group (California State Average for Graduation is 86.2%)	
1.3	Dropout Rate	2021-2022 adjusted cohort dropout rate (total students not percentage). Students may be duplicated in multiple student groups: Hispanic/Latine: 12 English Learners: 7 Low Income: 9 Students with Disabilities: 3 There are a total of 14 dropouts for the district.	Not yet available		By 2026-2027, the dropout rate will decrease to five or less students for all student groups.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Advanced Placement/International Baccalaureate Enrollment	2023-2024 AP/IB Enrollment The percentage of student groups enrolled in Advanced Placement/International Baccalaureate courses by demographic group cohort by duplicated count (students are counted more than once): n=1896 Hispanic / Latine: 22% English Learners (RFEP Incl): 25% Low Income: 17% Students with Disabilities: less than 1%	2024-2025 AP/IB Enrollment The percentage of student groups enrolled in Advanced Placement/International Baccalaureate courses by demographic group cohort by duplicated count (students are counted more than once): n=3031 Hispanic / Latine: 33% English Learners (RFEP Incl): 21% Low Income: 23% Students with Disabilities: 4% This data point now includes IB students who were not included in 2023 - 2024.		By 2026-2027, enrollment in Advanced Placement/International Baccalaureate will increase by 9% with a 3% increase each year for each student group.	Advanced Placement/International Baccalaureate (AP/IB) Enrollment – Year-over-Year Change by Student Group 2023–2024 Enrollment (n = 1,896) 2024–2025 Enrollment (n = 3,031) Hispanic/Latine Students 2023–2024: 22% 2024–2025: 33% Change: +11% Low-Income Students 2023–2024: 17% 2024–2025: 23% Change: +6% Students with Disabilities 2023–2024: less than 1% (estimated at 0.9%) 2024–2025: 4% Change: +3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners (including RFEP) 2023–2024: 25% 2024–2025: 21% Change: –4%
1.5	Career Technical Education Enrollment	2023-2024 CTE Participation n= 1738 Hispanic / Latine: 39% English Learners: 5% RFEP: 18% Low Income: 33% Students with Disabilities: 10%	2024-2025 CTE Participation n= 1562 Hispanic / Latine: 41% English Learners: 5% RFEP: 11% Low Income: 27% Students with Disabilities: 11%		By 2026-2027, CTE participation will continue to proportionally reflect student demographics.	Career Technical Education (CTE) Participation – Year-over-Year Change by Student Group 2023–2024 Enrollment (n = 1,738) 2024–2025 Enrollment (n = 1,562) Hispanic/Latine Students 2023–2024: 39% 2024–2025: 41% Change: +2% Students with Disabilities 2023–2024: 10% 2024–2025: 11% Change: +1% English Learners 2023–2024: 5% 2024–2025: 5% Change: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Low-Income Students 2023–2024: 33% 2024–2025: 27% Change: –6% Reclassified Fluent English Proficient (RFEP) Students 2023–2024: 18% 2024–2025: 11% Change: –7%
1.6	Advancement Via Individual Determination (AVID) Participation and College Eligibility	2022-2023 AVID A-G Successful Completion Percentage of AVID students who successfully completed A-G requirements: 92%	Not yet available		By 2026-2027, successful A-G completion by AVID students will increase 2% each year with an overall increase of 6%.	N/A
1.7	National Clearinghouse Data Enrollment in Postsecondary	Enrollment Any Time During the First Two Years After High School by Student Group (Class of 2021) As of December, 2022: White Students: 85.9% (N=368, n=316) Latine: 66.2% (N=302, n=200) English learners: 31.4% (N=35, n=11) Low Income: 68% (N=275, n=187)	Data by demographic group not yet available.		By 2026-2027, there will be a 2% increase of student enrolled in a postsecondary institution any any time two years after high school for each student group with an overall increase of 6%.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 63% (N=73, n=46)				
1.8						

Goal Analysis [2024-25]

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

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

Santa Cruz City Schools is committed to preparing all students for success after high school. By aligning counseling services, expanding college and career readiness initiatives, and providing targeted support, the district aims to close opportunity gaps and increase access to post-secondary pathways.

A comprehensive, districtwide counseling program has been established to ensure consistent support across campuses and address persistent disparities in A–G completion rates between unduplicated students and their White peers. Central to these efforts is the California College & Career Guidance Initiative (CCGI), which delivers a guaranteed, standards-based counseling curriculum.

SCCS was the first district in the county to adopt CCGI, fully implementing it by 2024–25. Last year, students submitted 226 UC, 169 CSU, and 85 community college applications through CCGI, excluding private institutions. To promote early college and career awareness, CCGI has also been introduced at the middle school level, with a particular focus on unduplicated students.

Key components of our guaranteed counseling services include:

- Four-year academic planning workshops starting in 9th grade and continuing annually
- Routine transcript audits to identify and support students at risk of not meeting A–G requirements
- Regular articulation with feeder schools, especially for incoming English learners
- College application, financial aid, and scholarship workshops at all high schools
- Dedicated financial aid workshops for low-income families

In 2024–25, SCCS will continue expanding access to high-interest Career Technical Education (CTE) pathways at all high schools and Costanoa. CTE participation reflects the district’s demographics, with targeted outreach to English learners, Foster Youth, Title I students,

and students with disabilities. Program quality is reviewed annually using California's Eleven Components of a High-Quality CTE Program rubric, and new pathways will be added in the coming year.

The district is also expanding its Advancement Via Individual Determination (AVID) programs at both the middle and high school levels. At Harbor and Soquel High Schools, where the largest number of AVID sections are offered, over 90% of AVID students have completed A–G requirements. The strong college-going culture fostered by AVID has improved student engagement and postsecondary outcomes, significantly contributing to higher A–G completion rates over the past decade.

Finally, Library Media Teachers play a vital role in student achievement by fostering a love of reading, supporting literacy at every grade level, and teaching research and digital literacy skills. By collaborating with classroom teachers and helping students access reliable information, they ensure equitable academic support for all students.

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 are material differences between the budgeted and estimated actual expenditures for some contributing actions in the LCAP. The following actions were over expended

Each ye

1.2 Career Technical Education (CTE): Budgeted \$1,923,114.00 Actual \$2,421,860 - CTE Digital Design labs at the three high schools are refreshed on a rotational basis each year. Harbor High was scheduled for an update in 2025-26, but purchase orders were processed early, causing the budget to be overspent in 2024-25. Since no updates are needed next year, the budget will balance out.

1.3 Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12: Expected budget expenditures for AVID were not accurately determined and have been adjusted for 25-26.

For other actions, there are no material differences between the budgeted and estimated actual expenditures for the contributing actions outlined in the LCAP. Similarly, for these actions, the planned and estimated actual percentages of improved services are consistent.

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

Santa Cruz City Schools is dedicated to preparing every student for success after high school. In 2023–24, SCCS earned a “Green” rating on the California Dashboard, reflecting meaningful progress. At the same time, we remain focused on continuous improvement. The following section reviews the effectiveness of our current actions and identifies areas for ongoing growth.

Career Technical Education (CTE) remains a central component of our college and career readiness efforts, offering students hands-on, real-world experiences. While overall CTE participation decreased slightly from 1,738 students in 2023–24 to 1,562 in 2024–25, the program continues to engage a diverse student body.

Participation among Hispanic/Latine students increased from 39% to 41%, and the proportion of students with disabilities grew from 10% to 11%, signaling improved access and inclusion. English Learner participation held steady at 5%. Although participation rates for RFEP and low-income students declined, these changes may be due to shifting classifications or enrollment trends, rather than a lack of interest.

Looking ahead, Santa Cruz City Schools is committed to further strengthening and expanding CTE pathways, with a continued emphasis on equity, access, and alignment to college and career outcomes.

Santa Cruz City Schools significantly increased AP/IB enrollment from 1,896 students in 2023–24 to 3,031 in 2024–25—a 60% increase. This growth reflects the district’s efforts to expand access to rigorous coursework for all students.

Hispanic/Latine student participation rose from 22% to 33%, low-income students from 17% to 23%, and students with disabilities from less than 1% to 4%. These gains show progress in closing opportunity gaps through targeted supports and inclusive practices.

However, enrollment of English Learners (including RFEP) declined from 25% to 21%, highlighting a need to strengthen support for multilingual learners in advanced courses.

The district remains committed to using data to improve access and ensure that all student groups are prepared for college and career pathways.

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.

Key changes to this goal for 2025-26 include the credit recovery role at our three comprehensive high schools, though scaled back from .6 at each individual high school to .6 for the whole district. This effort is now funded by the Learning Recovery Emergency Block Grant and is now included under Goal #1 on the LCAP.

Baseline AVID Metric was corrected from 92% of AVID students successfully meeting A-G requirements to 70%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) \$131,273- LCFF Base Counselors - .200 FTE (S) \$23,461 - LCFF Supplemental Counselors - 4.00 FTE (E) \$496,252 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) \$367,869 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) \$1,243,921 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) \$257,685 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) \$310,679 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) \$161,894 LCFF Base	We have tailored our counseling program to strongly support unduplicated students in meeting A-G completion requirements, college admission standards, financial aid, and 4-year college and career planning. Because our data highlights a disparity in A-G completion rates between unduplicated students and their White peers, we are committed to the continued implementation of a guaranteed, viable counseling program in order to bolster college and career readiness for all students, with a special emphasis on groups such as Foster Youth, English learners, and low-income students. Actions will include the following: --4-Year planning workshops for 9th graders and continuing in each grade level. --Regular transcript audits designed to improve A-G completion rates for unduplicated students. --Regular articulation effort with our feeder schools, with a particular focus on the needs of incoming English learners. --Workshops on college applications, financial aid, and scholarships conducted at all high schools for families. --Financial aid workshops designed for low income families Additionally, counselors will continue to meet monthly to refine practice, including the ongoing implementation of the College & Career Guidance Initiative (CCGI) and best practices to support unduplicated student A-G completion.	\$3,097,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools \$104,754 Learning Recovery Emergency Block Grant			
1.2	Career Technical Education (CTE) CTE Courses @ all High Schools (LCFF Base, Measure T, CTEIG, Perkins) District CTE TOSA (CTEIG). \$133,476 \$30,000 Your Future is Our Business - CTE Grant Rs 6387 \$83,071 Perkins Grant (4xxx) Rs 3550 CTE Counselor 1.00 FTE (S) - \$166,997 Parcel Tax / Measure T CTE Teachers 9.47 FTE - \$1,243,049 -	CTE programs increase student learning around career skills in general as well as increase their learning and skills in specific industry areas. These programs are highly engaging as they are highly relevant and provide students with hands-on work based learning experiences. Students that complete CTE pathways in our district graduate at a higher rate than their peers that do not complete a CTE pathway. This is a data trend that is seen nation-wide. In 24-25, we will continue to offer a broad Career Technical Education (CTE) program at all high schools and Costanoa with participation that reflects district demographics with a particular focus on English learners, Foster Youth, Title I and Special Education participation in Career Pathways and monitor effectiveness by annually completing the California State CTE rubrics based on the Eleven Components of a High Quality CTE Program. Other efforts include not only increasing the number of Career Pathways at each high school, but supporting increased enrollment and completion of Career Pathways. There has been an overall focus on supporting English Learners, Foster Youth, Title I and Special Education to have access to these courses and pathways. SCCS is also committed to increasing work-based learning opportunities for high school students based on the local labor market and student interest as stated in our district CTE Plan. And we will continue to maintain industry partnership agreements and articulation agreements with Cabrillo, as stated in our district CTE Plan. We will also explore forging new partnerships with our local Chamber of Commerce as part of these efforts.	\$2,029,149.00	No

Action #	Title	Description	Total Funds	Contributing
	Parcel Tax / Measure T CTE Teachers (Subs and ERW's) - \$20,008 Parcel Tax / Measure T CTE Ed Techs .285 FTE - \$35,033 - Parcel Tax / Measure T CTE Teachers 1.200 FTE - \$124,776 - LCFF Base CTE Teachers (HS) 1.97 FTE \$ 179,344 CTE Grant Rs 6387 CTE IT Support .095 FTE \$13,395 - CTE Grant Rs 6387	Because of the expansiveness and complexity of CTE, will will maintain our District CTE Teacher on Special Assisgnment (TOSA) to market CTE programs, study employment trends to inform programs, provide instructional support and complete compliance reports.		
1.3	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors \$20,000 & field trips:	Advancement Via Individual Determination supports unduplicated students who are underrepresented or may be first in their family to attend college to be college-eligible and college-prepared. The AVID program has resulted in increased A-G completion rates for unduplicated students (more than doubled for Low Income students since the 2009-2010 school year).	\$507,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
	\$10,000 LCFF Supplemental Rs 0700 AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) \$249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) \$85,759 LCFF Supplemental Rs 0700 AVID Teachers: .800 FTE (S) \$111,977 Title I Rs 3010			
1.4	California College Guidance Initiative (CCGI) (\$0).	We will continue with the implementation of CCGI in order to provide teachers, counselors and administrators access to data-driven tools that tap directly into students' coursework information to help them plan high school courses, determine college eligibility, and streamline the college and financial aid application process. While beneficial to all students, these tools are particularly helpful to students who are the first in their family to attend college and to unduplicated students as a whole.		No
1.5	1.0 Library Media Teacher at Each School Site Parcel Tax funded	A full-time Library Media Teacher at each school site supports college & career preparedness by supporting informational research and multi-literacy exploration for all students. Additionally, our libraries provide a safe and nurturing space for all students, and allow for the development of	\$1,349,168.00	No

Action #	Title	Description	Total Funds	Contributing
	6.0 FTE (E) 906,767 Meas.U - Parcel Tax 3.50 FTE (S) 442,401 - Meas. T - Parcel Tax	study habits through students working together collaboratively and in small groups. While the LMTs serve all students, they also support unduplicated students with small group academic support and by curating culturally responsive fiction and non-fiction as well as works in representative languages.		
1.6				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The necessity of social-emotional support for all students stands as a foundational pillar of our Multi-Tiered System of Supports (MTSS) program and is of paramount importance. Currently, SCCS has implemented a tiered social-emotional program designed to address the diverse needs of our student body. Moreover, feedback from stakeholders, including families, students, and staff, underscores the ongoing necessity for social-emotional and mental health support.

Prior to the pandemic, instances of dysregulated behavior and mental health challenges were on the rise, and the onset of COVID-19 exacerbated these struggles for students. While there has been some recovery indicated by positive responses on our LCAP Student Survey and our Social Emotional Health Survey, it is evident that certain students, particularly at the secondary level, continue to face difficulties. Additionally, there has been an observed increase in behavioral dysregulation among our youngest students, a phenomenon attributed to children experiencing crucial developmental stages during the pandemic, referred to as "Bunker Babies."

Furthermore, chronic absenteeism rates on the California Dashboard remained persistently high during the 2022-2023 academic year. Importantly, extensive feedback gathered through surveys and focus groups consistently indicates a significant demand for ongoing mental and social-emotional support from both students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Social Emotional Survey Results	2023-2024 Elementary Survey Data: "I feel thankful for my school": 79%	2024-2025 Elementary Social Emotional Health Annual Survey Data:		In 2026-2027: Elementary Data: Continue high levels of students	Elementary Student Survey Results "I feel thankful for my school"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel thankful that my teachers are nice": 95% Secondary Survey Data: "I am satisfied / very satisfied with my school experience": 50% "On most days I feel enthusiastic" (this question was not asked on the 23-24 survey) "I usually expect to have a good day": 66% "I feel I belong to a community": 64%	"I feel thankful for my school": 80% "I feel thankful that my teachers are nice": 94% Secondary Social Emotional Health Annual Survey Data: "I am satisfied / very satisfied with my school experience": 52% "During the past month, I often felt happy": 62% "Overall, I expect more good things to happen to me than bad things": 71% "I feel I belong to a community": 67% "On most days I feel enthusiastic" (this question was not asked on the 24-25 survey) "I usually expect to have a good day" (this question was		feeling thankful and that their teachers are nice (79% & 95%). Secondary Data: Students who felt satisfied with their school experience, enthusiastic and who felt that they belonged to a community will increase by 15% with a 5% increase each year.	2023–2024: 79% 2024–2025: 80% Change: +1 percentage point "I feel thankful that my teachers are nice" 2023–2024: 95% 2024–2025: 94% Change: –1 percentage point Secondary Student Survey Results "I am satisfied / very satisfied with my school experience" 2023–2024: 50% 2024–2025: 52% Change: +2 percentage points "I feel I belong to a community" 2023–2024: 64% 2024–2025: 67% Change: +3 percentage points "During the past month, I often felt happy" 2023–2024: Not asked 2024–2025: 62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not asked on the 24-25 survey)			New item in 2024–25 “Overall, I expect more good things to happen to me than bad things” 2023–2024: Not asked 2024–2025: 71% New item in 2024–25 “On most days I feel enthusiastic” 2023–2024: Not asked 2024–2025: Not asked “I usually expect to have a good day” 2023–2024: 66% 2024–2025: Not asked No year-over-year comparison available
2.2	Student LCAP Survey Results	2023-2024 Elementary Student LCAP Survey (survey is open and percentage may change) "I feel like I am a part of my school": 86%	2024-2025 Elementary Student LCAP Survey (survey is open and percentages may change)		Elementary Data: Increase /maintain positive response trends each year so that all responses are at 86% and above.	Elementary Student LCAP Survey Results “I feel like I am a part of my school” 2023–2024: 86% 2024–2025: 95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel that the school wants students to do well and recognizes when they do.": 90% "When I have problems, there are adults at school who will help me.": 82% "Teachers and principals care about all students." 87% Secondary Student LCAP Survey: "I feel connected and engaged at school": 61% "I feel that the school recognizes and values student accomplishments": 59% "When I have problems or challenges, I feel there are adults at the school to help and support me": 59%	"I feel like I am a part of my school": 95% "I feel that the school wants students to do well and recognizes when they do.": 96% "When I have problems, there are adults at school who will help me.": 90% "Teachers and principals care about all students." 93% Secondary Student LCAP Survey: "I feel connected and engaged at school": 82% "I feel that the school recognizes and values student accomplishments": 81%		Secondary Data: Increase positive response rate for each question by 10% with a 3.3% increase each year	Change: +9 percentage points "I feel that the school wants students to do well and recognizes when they do." 2023–2024: 90% 2024–2025: 96% Change: +6 percentage points "When I have problems, there are adults at school who will help me." 2023–2024: 82% 2024–2025: 90% Change: +8 percentage points "Teachers and principals care about all students." 2023–2024: 87% 2024–2025: 93% Change: +6 percentage points Secondary Student LCAP Survey Results "I feel connected and engaged at school"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I feel that teachers and administrators care about all students": 58%	"When I have problems or challenges, I feel there are adults at the school to help and support me": 75% "I feel that teachers and administrators care about all students": 75%			2023–2024: 61% 2024–2025: 82% Change: +21 percentage points "I feel that the school recognizes and values student accomplishments" 2023–2024: 59% 2024–2025: 81% Change: +22 percentage points "When I have problems or challenges, I feel there are adults at the school to help and support me" 2023–2024: 59% 2024–2025: 75% Change: +16 percentage points "I feel that teachers and administrators care about all students" 2023–2024: 58% 2024–2025: 75% Change: +17 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Dashboard Ratings (Elementary & Middle School)	22-23 School Dashboard Percentage of Chronically Absent Students Grades TK - 5 Overall: 25.8% (Red Rating) N=1,797 English Learners: 31.6% (Red Rating) N=364 Latine/Hispanic: 31.2% (Orange Rating) N=725 Low Income: 36.1% (Orange Rating) N=711 Homeless: 23.5% (Orange Rating) N=38 Students with Disabilities : 33% (Orange Rating) N=361 22-23 School Dashboard Percentage of Chronically Absent Students Grades 6 - 8 Overall: 24.7% (Red Rating) N=1,033 English Learners: 26% (Red Rating) N=131 Latine/Hispanic: 27.3% (Red Rating) N=395 Low Income: 31.4% (Red Rating) M=427 Homeless: 57.9% (Orange Rating) N=19	Not yet available.		Elementary Chronic Absenteeism By 26-27, overall chronic absenteeism rate will decrease by 9% with a 3% decrease each year. Student Group Chronic Absenteeism by Student Group Low income: 9% decrease with a 3% decrease each year Latine/Hispanic: 9% decrease with a 3% decrease each year Ever English Learners: 9% decrease with a 3% decrease each year Special Education: 9% decrease with a 3% decrease each year	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities : 57.9% (Orange Rating) N=187			Middle School Chronic Absenteeism By 26-27, overall chronic absenteeism rate will decrease by 9% with a 3% decrease each year. Student Group Chronic Absenteeism by Student Group Low income: 9% decrease with a 3% decrease each year Latine/Hispanic: 9% decrease with a 3% decrease each year Ever English Learners: 9% decrease with a 3% decrease each year Special Education: 9% decrease with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					a 3% decrease each year	
2.4	Chronic Absenteeism Rate (High School)	Percentage of High School Students Chronically Absent (not reported on California School Dashboard) 2022-2023 Percentage of Students Chronically Absent Overall: 24% (N=3,382) Latine/Hispanic: 32% (N1,330) Low Income: 36% (N=966) Students with Disabilities: 45% (N=352) English learners: 42% (N=228) Homeless: 66% (N=30) Foster Youth: 67% (N=7)	Not yet available.		In 26-27, High School Chronic Absenteeism rates will decrease by 3% each year iwth an overall decrease of 9% by the third year.	N/A
2.5	Suspension Indicator Dashboard Rating	Percentage of students suspended at least 1 day Elementary Overall: 0.3% (Blue Rating) N=1,812	Not yet available.		In 26-27, Elementary Students will maintain low suspension percentages to remain at a Blue Rating.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 0% (Blue Rating) N=366 Latine/Hispanic: 0.3% (Blue Rating) N=731 Low Income: 0.7% (Green Rating) N=718 Homeless: 2.6% (Orange Rating) N=39 Students with Disabilities: 1.4% (Yellow Rating) N=363 Secondary Overall: 3.3% (Yellow Rating) N=4,440 English Learners: 5.6% (Orange Rating) N=412 Latine/Hispanic: 4.3% (Orange Rating) N=1,810 Low Income: 4.9% (Orange Rating) N=1,736 Homeless: 3.6% (Green Rating) N=55 Students with Disabilities: 3.8% (Green Rating) N=636			For Students with Disabilities, the overall suspension rate will decrease by half by the third year. For Secondary, the overall suspension rate will decrease by .05% each year with an overall decrease of 1.5% by three years.	
2.6	Student Participation Rates in School Activities based on Demographics Overall English Learners	No baseline available.	Not yet available.			N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Latine/Hispanic Low Income Homeless Students with Disabilities					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Santa Cruz City Schools has fully implemented a tiered Social Emotional Learning (SEL) program, supported by licensed staff such as Social Workers and Social Emotional Counselors. At the elementary level, PBIS Technicians, guided by the MTSS Health & Wellness Coordinator, provide behavioral and emotional support. Counselors serve all grade levels, offering individual counseling and facilitating student groups based on identified needs.

Our School Connectedness Program is also fully established and has been enhanced by the 5-Star student engagement platform and Envolve training for high school leadership students. Additional SEL supports have been introduced or expanded, including PBIS, the Second Step curriculum at elementary schools, Restorative Practices, Wellness Centers at the high schools, and ongoing professional development for staff.

All schools have staff trained in Threat and Risk Assessment protocols, which have been utilized multiple times this year to ensure student safety and well-being.

In 2023–24, Wellness Centers opened at both Harbor and Soquel High Schools. These thoughtfully designed spaces provide students with a safe and calming environment for stress relief, short-term counseling, and access to resources supporting their mental, emotional, and physical health.

Other essential services—such as student outreach, home visits, distribution of necessities, and transportation support for Students in Transition—have continued throughout the year. However, one planned action, the launch of food pantries at secondary sites, has faced challenges. Despite strong collaboration with Food Services and Second Harvest Food Bank, staffing shortages have prevented implementation at this time.

Our Attendance Intervention Systems remain a strength. Staff offer targeted support, starting outreach in the summer to re-engage chronically absent students and set a positive tone for the school year. This approach led to notable improvements in attendance rates in fall 2024. One ongoing challenge is ensuring that protocols are standardized across all sites, so outreach efforts are consistently implemented districtwide.

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 are material differences between the budgeted and estimated actual expenditures for some contributing actions in the LCAP. The following actions were over expended:

- 2.1 Social Emotional Support Staff & Professional Development : Budgeted \$1,435,409 Actual \$1,853,188 - Due to increased need and opening of the Wellness Centers, the estimated expenditures were underestimated.
- 2.2 School Connectedness: Budgeted \$479,287.00 Actual \$351,904 - Expenditures overestimated.
- 2.3 Social Emotional Programs & Systems: Budgeted \$25,944.00 Actual \$16,984 - Due to scheduling constraints and other priorities, some professional development did not occur.
- 2.4 Mental Health Crisis Protocols: Budget \$9,000.00 Actual \$0 - Santa Cruz County Office of Education covered the cost of these trainings.

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

Santa Cruz City Schools' Social Emotional Program continues to deliver strong, measurable results across the district. Both the LCAP Student Survey and the Social Emotional Health Survey show increased positive student responses, with the greatest gains noted on the LCAP. The Engage program promotes inclusive leadership development at every site, while the new 5-Star Platform allows schools to track the demographics of students involved in activities. This data system will be fully implemented next year and will provide important insight into student engagement.

Our Leadership program also partners with the Superintendent's Student Advisory on Race & Equity to lead major initiatives, including Kindness Week in the fall and an Inclusivity campaign in the spring focused on immigrant and LGBTQ+ students. Many Leadership students serve on the Advisory, which hosted two retreats this year to deepen engagement.

PBIS (Positive Behavioral Interventions and Supports) remains central to our Tier 1 SEL framework across all grades. The MTSS Health & Wellness Coordinator leads monthly professional development for PBIS Technicians, emphasizing best practices, strategy checks, and consistency with the Tiered Fidelity Inventory (TFI). Collaborative tools such as a shared drive support staff in sharing effective practices. Several sites received state recognition for PBIS:

Gault Elementary: Platinum

Bay View Elementary: Gold

Westlake Elementary & Mission Hill Middle: Silver

DeLaveaga Elementary: Bronze

This year, PBIS was introduced at Monarch Elementary and expanded to all high schools. While reductions in suspensions and expulsions are not solely due to PBIS, the program has contributed to a more positive school culture at the secondary level. Next fall, teams from every site will attend the PBIS Conference in Sacramento.

The opening of Wellness Centers at Harbor and Soquel High Schools is a major step in strengthening mental health and student services. These centers have quickly become valued campus resources. However, some students have used them to avoid classroom challenges, impacting instructional time. Schools are addressing this, and despite the issue, the long-term benefits remain clear.

Threat and Risk Assessment protocols are well established and used as needed to support safety, though the district continues to refine team roles and response times.

Attendance systems are in place districtwide and have led to a decrease in chronic absenteeism compared to previous years. Ongoing work is focused on refining protocols and achieving greater consistency across all sites.

Due to staffing shortages, planned on-campus food pantries could not be launched this year. In addition, the Behavioral Health Services program at Harbor High experienced low participation, which limited its impact.

Despite these challenges, our social emotional programs, staff, and supports continue to make a positive difference for students.

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.

Revised Actions

Behavioral Health Services at Harbor High School:

Harbor High School will discontinue its on-campus Behavioral Health Services partnership (\$20,000) due to loss of ESSER (Elementary and Secondary School Emergency Relief) funding.

Positive Behavioral Interventions and Supports (PBIS) at High Schools

To support the continued growth of Positive Behavioral Interventions and Supports (PBIS) across our secondary schools, staff will participate in the California Positive Behavioral Interventions and Supports Conference. This professional development is essential to strengthening Tier 1 behavior systems, which serve as the foundation for creating safe, supportive, and inclusive school environments. By investing in high-quality training, we are equipping our educators with the tools and strategies needed to promote positive behavior, build strong relationships, and foster a culture where every student feels valued and connected.

New Social Emotional Curriculum for Secondary Schools:
To establish a stronger social-emotional foundation, both middle schools will implement the Wayfinder curriculum across select grades and courses. Wayfinder focuses on six core competencies—self-awareness, adaptability, empathy, collaboration, agency, and purpose—helping students build emotional intelligence, foster healthy relationships, and develop essential life skills.

Active Consent, Anti-Harassment, Anti-Bullying & Suicide Prevention
Our district is deeply committed to the well-being and safety of every student, and we recognize that annual education efforts in our middle and high schools need to focus on these essential safety topics. In the coming school year, we will continue our focused efforts to address these issues, continuing and strengthening our comprehensive consent education, education on preventing harassment and bullying and suicide prevention efforts. Our goal is to ensure that students have access to essential information, open dialogue, and expanded mental health resources so they are empowered to seek help and support their peers.

We take this responsibility seriously. Our educators and staff will continue to receive targeted training to recognize signs of crisis and respond with care. We will also collaborate with families and community partners to build a strong, coordinated network of support. By dedicating time and resources to this work, we are affirming our commitment to student safety and well-being, and to creating a school environment where every student feels secure, valued, and heard.

Updated Metrics

Monitoring Inclusivity Through Student Participation:
Beginning in the 2025–26 school year, the 5-Star platform will enable our three comprehensive high schools to track student participation in school events by demographic group. This data will help us measure inclusivity and ensure that all students are actively engaged in campus life.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Support Staff & Professional Development	Our tiered MTSS framework is designed to address student social emotional needs and we have deployed both full-time counselors and LCSW/LMFT Social Emotional Counselors (at the secondary level) to work with students one-on-one and in groups.	\$2,373,211.00	Yes
	Counseling Staff	Our Social Workers play a key role in Tier 3 intervention, and work closely with families in crisis by providing them with ongoing support and outside		

Action #	Title	Description	Total Funds	Contributing
	-Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE \$128,665 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE \$ 315,778 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = \$20,676 LCFF Supplemental Rs 0700 6 @ Secondary = \$20,676 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE	resources. Social Workers and our Social Work Interns conduct home visitations for families in crisis and students with high chronic absenteeism. PBIS Techs work as playground coaches who support students with empathy and self regulation during unstructured time. Additionally, our MTSS Health & Wellness Coordinator has worked to expand both parent and student education around substance abuse, vaping, suicide prevention and consent. Along with our high school academic counselors, we will continue .2 FTE counseling support at both middle schools to ensure students' social emotional needs are addressed with a strategic focus on the connections with our English learners, homeless, Foster Youth and low income students. Professional development for Goal #2 will include the following: -Implementation of a collaborative PLC for Social Emotional Counselors, with the shared purpose of improving students' -A robust parent education offerings calendar for the 2024-2025 school year based on identified needs (ie., vaping, substance abuse, and other relevant topics). -Professional learning plan for PBIS Techs to strengthen capacity. -Professional Development Plans for LMFTs/LCSWs, Counselors, Nurses, Social Workers. -Continued professional development for academic counselors.		

Action #	Title	Description	Total Funds	Contributing
	\$427,113 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE \$152,554 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE \$186,959 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 548,311 LCFF Supp./ \$548,311 LREBG			
2.2	School Connectedness .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School \$161,513 LCFF Supp. Elementary \$4,000 Middle \$2,000 HS	Participation in extracurricular activities has been linked to improved academic performance and supports the development of critical thinking skills, time management, and resiliency. Additionally, school involvement supports social skills and relationship-building. Students valuable life skills such as perseverance, resilience, and problem-solving. For students from under-resourced, these connections and skills are critical for life-long success.. Additionally, Envolv training and United Against Hate Weeks to promote community-building and inclusivity. SCCS has also begun to implement the 5-Star platform which allows sites to track the demographics of students who participate in extracurricular activities. This allows staff to strategize around increased involvement for English learners, low income and students in transition/Foster Youth.	\$414,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
	\$7,500 & Costanoa \$1,000 - LCFF Base Envolve training for high school Activities Directors & Leadership students \$15,000 Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE \$ 28,390 and MHMS .20 FTE \$24,228 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.00 FTE \$100,576 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE \$24,070 LCFF	Harbor High School, a Title I school, has fully implemented the 5 Star platform.		

Action #	Title	Description	Total Funds	Contributing
	Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE \$23,738 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives \$4,500 for each elementary (4) & \$2,000 monarch for a total of \$22,000 (Learning Recovery & Emergency Block Grant)			
2.3	Social Emotional Program & Systems PBIS Programs 20,000 Second Step Curriculum 7,000 - LCFF Base Wayfinder Curriculum Restorative Practices Training	Santa Cruz City Schools has robust Social Emotional Systems of support as part of its larger Multi-Tiered Systems of Support (MTSS) Framework. These efforts include the implementation of research-driven programs and curriculum, ongoing partnerships, ongoing professional training and planning as well as Social Emotional tools. Though social emotional programs and systems benefit all students, Chronic Absenteeism and suspensions disproportionately affect unduplicated student groups. Research-Driven Programs & Curriculum Site Programs: -Positive Behavioral Interventions and Support (PBIS) (all levels) PBIS programs have been implemented at all elementary and middle school sites as a Tier 1 behavioral support system that focuses on clarity of behavioral expectations and positive reinforcement for positive behavior. In 24-25, PBIS will be implemented at the high school.	\$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Wellness Centers @ Harbor & Soquel High School Social Emotional Professional Development	-Second Step Curriculum (elementary) The Second Step curriculum is established at each elementary site and Branciforte Middle School. Second Step is a holistic approach to building supportive communities for every child through social-emotional learning using universal, classroom-based, social-emotional learning curriculum for Kindergarten to Grade 8 that nurtures children's social-emotional competence and foundational learning skills. -Wayfinder Curriculum (middle school) Wayfinder is rooted in six core competencies—self-awareness, adaptability, empathy, collaboration, agency, and purpose which are designed to build emotional intelligence, foster healthy relationships, and equip students with the skills to lead purposeful, connected lives. -Restorative Practices (all levels) Restorative Practices will continue to be explored and implemented at the high school level as a means to support building student community. High School staff will attend Restorative Justice trainings and determine how to begin/maintain implementation at their respective sites to decrease suspension and expulsion rates for secondary unduplicated students, with a particular focus on Hispanic/Latine and low income students. Other Programs & Initiatives -Countywide Counseling Curriculum Handbook at Secondary. -Continued implementation of Trauma Informed Practices. -Continued implementation of the Companion Project Grant to help families connect to counseling/therapy services in our community. -High Schools will maintain a collaborative team comprised of Social Emotional Counselors, Counselors, Rtl Coordinators, Campus Security, Administration, Credit Recovery teachers and/or Peer Tutoring Coordinator who case manage students with academic and/or behavioral issues. -Increased parent education on health related issues including vaping, drug use, suicide prevention and safe use of social media is planned. --A Student Code of Conduct will be completed for 24-25 and will distill positive behavioral expectations across the district in order to align behavioral agreements and responses as well as codify behavioral protocols used by staff.		

Action #	Title	Description	Total Funds	Contributing
		Wellness Centers at Harbor & Soquel High Schools: These facilities will serve as an on-campus hub to connect students with counseling, mentoring, and peer-to-peer support, regardless of insurance status. Students will be provided a safe and judgment-free space to access services. Ongoing Partnerships -Continued partnerships with NAMI (National Alliance on Mental Illness), Monarch Services, Walnut Avenue Family and Women's Center and/or Applied Crisis Training to provide suicide prevention and active consent/sexual harassment training for students and families in secondary. -Implement the Thriving Youth Community Grant to address student substance abuse. -Safety and Wellness Coordinator continued partnership with COE's School Climate and Wellness Coordinator and California PBIS Coalition to be recognized for PBIS implementation following the National PBIS blueprints. -Safe Schools Project works with seven of our sites to create model LGQBT+ schools. Ongoing Professional Training & Planning -Refine PBIS, Trauma Informed Instruction and Restorative Justice systems. -Implementation of a Social Emotional Counselor Professional Learning Community to align practices and establish guaranteed services for students in need. -Use Social Emotional Health Survey follow-up protocol to counsel and provide resources to students identified as "high risk" from survey results. -Continued implementation of Student Services Handbook to reflect MTSS tiered systems. -Continue efforts of the LGBTQ Task Force to support a safe, welcoming environment at all schools including continued implementation of the Safe Schools Index. Systems & Tools -Aligned electronic referral Google form for mental health support services at the site		

Action #	Title	Description	Total Funds	Contributing
		-MOUs to allow social services agencies to collaborate and share information before the start of the school year (ie., shelters). -Alignment of 504 process and implementation protocols including professional development for counselors and teachers -School Wide Information System (SWIS) for monitoring student behavior has been implemented at all elementary sites -New Student Code of Conduct to implement in 2024-2025 to clearly communicate expectations districtwide. Mental/Social Emotional Health Systems (LMFTs / Social Workers / Special Education): Ongoing meetings and trainings focused on Social Emotional Health Survey results to inform social emotional student groups and customized student services. Elementary: PBIS/Social Emotional Program support materials/supplies/incentives \$15,500 (Learning Recovery & Emergency Block Grant)		
2.4	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings	Integral components of social emotional support programs are mechanisms that directly respond to students in crisis, and SCCS has worked diligently to grow this capacity from within. This includes training in Threat and Risk Assessments which allows for the proactive evaluation of students who may pose a harm to themselves or others. The implementation of these assessments are necessary for the safety of all students, but are critical for our unduplicated, under-resourced students.	\$9,000.00	No
2.5	Students in Transition Support Systems and Practices	Students in Transition and Foster Youth continue to experience high levels of needs. A multi-layered approach will continue with the following actions: --Provide continued support for basic needs and materials. --Implementation of Wellness Centers at Harbor & Soquel High Schools.	\$19,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) \$18,156- LCFF Supp. Mileage for staff outreach / home visits \$1,000 LCFF Supp.	--Student Services Administrative Assistant to manage outreach and support efforts. --Continue bus route that includes a direct pick up at shelter for Students in Transition and provide bus passes to students. --Staff home visits and outreach. --Food pantries at each secondary site.		
2.6	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - \$72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE \$29,213 Site LCFF	As mentioned, our unduplicated student groups experience the highest rates of Chronic Absenteeism. Student Services, site staff and Social Workers will continue to collaborate on systems that track and respond to students who are in danger of becoming chronically absent, including outreach, letters, counseling and home visits as needed to intervene on behalf of all students but particularly for students who are displaced, in transition and low income. Summer attendance outreach: Social Workers and one Bilingual School Community Coordinator will case-manage and follow up on chronically absent students throughout the summer and intensively during the first week of school.	\$102,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = \$1,000 MAH)			

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Academic data starkly highlights disparities in academic achievement across various student groups, notably our Latine, English Learners, low-income, Homeless/Foster Youth, and Students with Disabilities, when compared to our White student group. This is evidenced by data from the California School Dashboard and local assessments in both ELA and Math. Notably, the achievement gaps are most pronounced for English learners and Students with Disabilities.

Determining the Initial Baseline (2022-2023 Data)
In Elementary ELA, English learners/RFEP students fall 61.6% below the standard, while low-income students are 44.6 points below. In Elementary Math, the gap widens, with English Learners/RFEP students lagging 78.4 points below standard and low-income students 65.4 points below.

Transitioning to Secondary education, English learners/RFEP students are 73.8 points below standard in ELA, with low-income students trailing by 28.9 points. In Secondary Math, the disparity widens significantly, with English learners/RFEP students 133.7 points below standard and low-income students 97.3 points below.

Additionally, there is room for improvement in English learner language acquisition, with 51.6% of elementary English learners making progress compared to only 43.4% at the secondary level.

Addressing these discrepancies requires a robust, tiered Multi-Tiered System of Supports (MTSS), essential for targeted student groups and the wider student population. Introducing a specialized Math Response to Intervention (Rtl) Coordinator at the elementary allows for timely interventions to prevent early math disengagement.

Furthermore, deploying Rtl Coordinators and intervention programs at all levels enables continuous monitoring of student progress and prompt intervention implementation as needed. Additionally, enhancing and expanding English learner supports tailored for Newcomer and Long-Term English learners increases English learner services.

In conclusion, a comprehensive strategies, incorporating MTSS, targeted intervention, and customized support for English learners is crucial to bridge achievement gap and ensure equitable educational outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Elementary California Dashboard Ratings - CAASPP ELA & Math	2023 Elementary Dashboard Ratings – CAASPP English Language Arts (ELA) All – 12.2 pts Above Standard (N = 805) Increased 5.2 pts Low Income 44.6 pts Below Standard (N = 311) Maintained 0.6 pts Hispanic/Latine 39.9 pts Below Standard (N = 331) Increased 7 pts Ever English Learners (English Learners + Reclassified English Learners) 61.6 pts Below Standard (N = 188) Increased 6.3 pts Special Education 51.4 pts Below Standard (N = 189) Increased 27.3 pts White	2024 Elementary Dashboard Ratings – CAASPP English Language Arts (ELA) All - Green Rating 11.3 points above standard (N = 820) Maintained -0.9 points Low Income 43 points below standard (N = 314) Maintained 1.6 points Latine/Hispanic 43.6 points below standard (N = 347) Declined 3.7 points Ever English Learners 68.2 points below standard (N = 170) Declined 6.6 points Special Education 65.5 points below standard (N = 198)		By 2026-2027, on CAASPP ELA, for all students, there will be an overall 12 point increase overall with a 4 point increase each year. CAASPP ELA Student Group Growth by 2026-2027 Low Income: 9 point growth with a 3 point increase each year Ever English Learners: 9 point growth with a 3 point increase each year Latine/Hispanic: 9 point growth with a 3 point increase each year Special Education: 6 point growth with	2024 CAASPP Elementary English Language Arts Comparison to Baseline All Students 2023: 12.2 points above standard 2024: 11.3 points above standard Change: -0.9 points Annual Target: +4 points English Language Arts (ELA) Low Income 2023: 44.6 points below standard 2024: 43.0 points below standard Change: +1.6 points (growth) Annual Target: 2-point growth Ever English Learners 2023: 61.6 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52.4 pts Above Standard (N = 376) Increased 19.7 pts	Declined 14.1 points		a 2 point increase each year	2024: 68.2 points below standard Change: -6.6 points (decline) Annual Target: 2-point growth
		Two or More Races 45.8 pts Above Standard (N = 51) Maintained -0.3 pts	White 55.1 points above standard (N = 387) Maintained 2.7 points		By 2026-2027, on CAASPP Math, for all students, there will be an overall 9 point increase overall with a 3 point increase each year.	Latine/Hispanic 2023: 39.9 points below standard 2024: 43.6 points below standard Change: -3.7 points Annual Target: 3-point growth
		2023 Elementary Dashboard Ratings – CAASPP Math	Two or more races 34.1 points above standard (N = 40) Declined 11.7 points		CAASPP Math Student Group Growth by 2026-2027	Special Education 2023: 51.4 points below standard 2024: 65.5 points below standard Change: -14.1 points Annual Target: 2-point growth
		All – 12.1 pts Below Standard (N = 805) Increased 19.2 pts	2024 Elementary Dashboard Ratings – CAASPP English Language Arts (ELA)		Low Income: 9 point growth with a 3 point increase each year.	White 2023: 52.4 points above standard 2024: 55.1 points above standard Change: +2.7 points
		Low Income 41.2 pts Below Standard (N = 311) Increased 15.4 pts	All 13.7 points below standard (N = 822) Maintained -1.6 points		Ever English Learners: 9 point growth with a 3 point increase each year.	
		Hispanic/Latine 43.3 pts Below Standard (N = 331) Increased 15.1 pts	Low Income 60.8 points below standard (N = 314) Increased 4.7 points		Latine/Hispanic: 9 point growth with a 3 point increase each year.	
		Ever English Learners (English Learners + Reclassified English Learners) 66.6 pts Below Standard (N = 188) Increased 12.4 pts	Latine/Hispanic		Special Education: 6 point growth with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		82.3 pts Below Standard (N = 189) Increased 22.7 pts White 14.9 pts Above Standard (N = 376) Increased 21.5 pts Two or More Races 33.7 pts Above Standard (N = 51) Increased 12.2 pts	65.3 points below standard (N = 349) Maintained -2 points Ever English Learners 84.9 points below standard (N = 173) Declined 6.6 points EL=101.2 below (N=115) 0 points RFEP= 52.7 below (N=58) - 20.8 points Special Education 82 points below standard (N = 198) Declined 8.3 points White 26.5 points above standard (N = 386) Maintained 1 points Two or more races 7.1 points above standard (N = 40) Declined 26.7 points		a 2 point increase each year.	2023: 33.7 pts above standard (N = 51) Increased 12.2 pts 2024: 34.1 points above standard (N = 40) Declined 11.7 points Change: +0.4 points 2024 CAASPP Elementary Mathematics Comparison to Baseline All 2023: 12.1 points below standard (N = 805) 2024: 13.7 points below standard (N = 822) Change: -1.6 points Annual Target 3-point growth Low Income 2023: 41.2 points below standard 2024: 60.8 points below standard Change: -19.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Annual Target: 3-point growth Ever English Learners 2023: 66.6 points below standard 2024: 84.9 points below standard Change: –18.3 points Annual Target: 2-point growth Latine/Hispanic 2023: 43.3 points below standard 2024: 65.3 points below standard Change: –22.0 points Annual Target: 3-point growth Special Education 2023: 82.3 points below standard 2024: 82.0 points below standard Change: +0.3 points Annual Target: 2-point growth White 2023: 14.9 points above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2024: 26.5 points above standard Change: +11.6 points Two or More Races – 2023: 33.7 points above standard (N = 51) Increased 12.2 points 2024: 7.1 points above standard (N = 40) Change: -26.7 points
3.2	Secondary California Dashboard Ratings - ELA & Math	2023 Secondary Dashboard Ratings – CAASPP English Language Arts (ELA) All – 15.5 pts Above Standard (N = 1,708) Increased 8.8 pts Low Income 28.9 pts Below Standard (N = 666) Increased 9.2 pts Hispanic/Latine 24.5 pts Below Standard (N = 676) Increased 10.2 pts	2024 Secondary Dashboard Ratings – CAASPP English Language Arts (ELA) All 12.9 pts Above Standard (N = 1,689) Maintained -2.7 pts Low Income 35.3 pts Below Standard (N = 632) Declined -6.4 pts		CAASPP ELA Student Group Growth by 2026-2027 All: 9 point growth with a 3 point increase each year Low Income: 9 point growth with a 3 point increase each year Ever English Learners: 9 point growth with a 3 point increase each year	2024 CAASPP Secondary English Language Arts Comparison to Baseline All Students 2023: 15.5 pts above standard 2024: 12.9 pts above standard Change: -2.6 pts Annual Target: +4 points Low Income 2023: 28.9 pts below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ever English Learners (English Learners + Reclassified English Learners) 73.8 pts Below Standard (N = 247) Maintained 2.8 pts Special Education 96 pts Below Standard (N = 269) Increased 20.6 pts White 45.1 pts Above Standard (N = 856) Declined 12.6 pts Two or More Races 26.9 pts Above Standard (N = 70) Declined 22.9 pts Asian 55.8 pts Above Standard (N = 51) Declined 5.5 pts African American 72.3 pts Below Standard (N = 34) Declined 7.2 pts 2023 Secondary Dashboard Ratings – CAASPP Math	Hispanic/Latine 36.5 pts Below Standard (N = 648) Declined -12.1 pts Ever English Learners (English Learners + Reclassified English Learners) 90.5 pts Below Standard (N=253) Declined -16.7 pts Special Education 92.1 pts Below Standard (N = 247) Increased 3.9 pts White 44.9 pts Above Standard (N = 841) Maintained -0.2 pts Two or More Races 42.3 pts Above Standard (N = 110) Increased 15.5 pts Asian 64.4 pts Above Standard (N = 42)		Latine/Hispanic: 9 point growth with a 3 point increase each year Special Education: 9 point growth with a 3 point increase each year By 2026-2027, on CAASPP Math, there will be a 9 point increase overall with a 3 point increase each year. CAASPP Math Student Group Growth by 2026-2027 Low Income: 9 point growth with a 3 point increase each year. Ever English Learners: 9 point growth with a 3 point increase each year.	2024: 35.3 pts below standard Change: –6.4 pts Annual Target: +3 points Latine/Hispanic 2023: 24.5 pts below standard 2024: 36.5 pts below standard Change: -12 pts Annual Target: +3 points Ever English Learners 2023: 73.8 pts below standard 2024: 90.5 pts below standard Change: -16.7 pts Annual Target: +2 points Special Education 2023: 96 pts below standard 2024: 92.1 pts below standard Change: +3.9 pts Annual Target: +2 points Result: Met target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All – 48.3 pts Below Standard (N = 1,708) Increased 6.8 pts Low Income 97.3 pts Below Standard (N = 666) Increased 9.8 pts Hispanic/Latine 101.2 pts Below Standard (N = 674) Increased 10.3 pts Ever English Learners (English Learners + Reclassified English Learners) 133.7 pts Below Standard (N = 245) Increased 8.8 pts Special Education 163.7 pts Below Standard (N = 269) Increased 21.3 pts White 9.7 pts Below Standard (N = 855) Increased 8.4 pts Two or More Races 30.4 pts Below Standard (N = 70) Declined 24.7 pts	Increased 8.6 pts African American 35.5 pts Below Standard (N = 34) Increased 36.8 pts 2023 Secondary Dashboard Ratings – CAASPP Math All 39.8 pts below standard (N = 1696) Increased 8.5 pts Low Income 93.7 pts below standard (N = 634) Increased 3.5 pts Hispanic/Latine 97.9 pts below standard (N = 654) Increased 3.4 pts Ever English Learners (English Learner + Reclassified English Learners) 136.1 pts below standard (N = 265) Maintained -2.4%		Latine/Hispanic: 9 point growth with a 3 point increase each year. Special Education: 6 point growth with a 2 point increase each year.	2024 CAASPP Secondary Mathematics Comparison to Baseline All Students 2023: 48.3 pts below standard 2024: 39.8 pts below standard Change: +8.5 points Annual Target: +3 points Result: Met target Low Income 2023: 97.3 pts below standard 2024: 93.7 pts below standard Change: +3.6 pts Annual Target: +3 points Result: Met target Hispanic/Latine 2023: 101.2 pts below standard 2024: 97.9 pts below standard Change: +3.3 pts Annual Target: +3 points Result: Met target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian 34.7 pts Above Standard (N = 51) Increased 5 pts African American 133.6 pts Below Standard (N = 34) Declined 16.9 pts	Special Education 143 pts below standard (N = 247) Increased 20.8 pts White 0.9 pts below standard (N = 837) Increased 8.8 pts Two or More Races 12.4 pts below standard (N = 113) Increased 18 pts Asian 27.9 pts above standard (N = 43) Declined 6.8 pts African American 75.1 pts below standard (N=34) Increased 58.5 pts			Ever English Learners 2023: 133.7 pts below standard 2024: 136.1 pts below standard Change: -2.4 pts Annual Target: +2 points Special Education 2023: 163.7 pts below standard 2024: 143 pts below standard Change: +20.7 points Target: +2 pts/year Result: Met target White 2023: 9.7 points below standard 2024: 0.9 points below standard Change: +8.8 points Two or More Races 2023: 30.4 points below standard 2024: 12.4 points below standard Change: +18 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Asian Students 2023: 34.7 points above standard 2024: 27.9 points above standard Change: -6.8 points African American Students 2023: 133.6 points below standard 2024: 75.1 points below standard Change: +58.5 points
3.3	Elementary iReady Scores - ELA & Math Winter to Winter	Winter Reading & Math iReady diagnostic assessments Winter 2024 Reading % of student group on grade level "n"= # of students in student group All: 58% n=1,256 Hispanic: 34% n=522 White: 59% n=1,011 EL: 13% n=234 Low income: 38% n=412	Winter 2024-25 Reading % of student group on grade level "n"= # of students in student group All: 58% n=1,252 Hispanic: 35% n=514 White: 59% n=1,011 EL: 14% n=196 Low income: 39% n=451 Special Ed: 27% n=268		By 2026-2027, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 20% with a 6.6% increase each year.	Winter Performance Comparison Reading 2023–2024 to Math 2024–25) All Students Reading: 58% Math: 44% Change: -14 percentage points Hispanic Students Reading: 34% Math: 26% Change: -8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Ed: 27% n=259 Winter 2024 Math % of student group on grade level "n"= # of students in student group All: 45% n=1,361 Hispanic: 25% n=568 White: 45% n=1,085 EL: 9% n=256 Low income: 38% n=437 Special Ed: 17% n=264	Winter 2024-25 Math % of student group on grade level "n"= # of students in student group All: 44% n=1,331 Hispanic: 26% n=552 White: 45% n=1,050 EL: 10% n=211 Low income: 25% n=477 Special Ed: 18% n=282			White Students Reading: 59% Math: 45% Change: –14 percentage points English Learners (EL) Reading: 13% Math: 10% Change: –3 percentage points Low-Income Students Reading: 38% Math: 25% Change: –13 percentage points Students with Disabilities (Special Ed) Reading: 27% Math: 18% Change: –9 percentage points Winter Comparison: Math 2023-2024 to 2024-2025 All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Reading: 58% Math: 44% Change: –14 percentage points Hispanic Students Reading: 34% Math: 26% Change: –8 percentage points White Students Reading: 59% ? Math: 45% Change: –14 percentage points English Learners (EL) Reading: 13% Math: 10% Change: –3 percentage points Low-Income Students Reading: 38% Math: 25% Change: –13 percentage points Students with Disabilities (Special Ed) Reading: 27% Math: 18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: –9 percentage points
3.4	Middle School iReady Scores - ELA & Math Winter to Winter	Grades 6-8 iReady Reading & Math diagnostic assessments Middle School Students do not take an end-of-year iReady assessment as CAASPP is their end-of-year summary exam. Winter 2024 Reading % of student group on grade level "n" = overall # of students in student group All: 51% n=931 Hispanic: 29% n=373 White: 52% n=776 EL: 6% n=106 Low Income: 31% n=308 Special Ed: 22% n=170 Winter 2024 Math % of student group on grade level "n" # of students in student group All: 34% n=935	Winter 2024-25 Math % of student group on grade level "n" # of students in student group All: 34% n=935 Hispanic: 14% n=373 White: 35% n=779 EL: 2% n=107 Low Income: 19% n=308 Special Education: 11% n=171 Winter 2024-25 Math % of student group on grade level "n" # of students in student group All: 28% n=899 Hispanic: 9% n=352 White: 27% n=744 EL: 0% n=71 Low Income: 8% n=293 Special Education: 6% n=160		By 2026-2027, the percentage of overall students and student groups who score on or above grade level on iReady Reading and Math will increase by 20% with a 6.6% increase each year.	Winter 2024–25 Performance Comparison: Reading vs. Math 2023-2024 to 2024-2025 All Students Winter 2024–25: 34% of students were on grade level in math (n=935). Winter 2024–25: 28% of students were on grade level in math (n=899). Change: –6 percentage points Hispanic Students 23-24: 14% on grade level (n=373) 24-25: 9% on grade level (n=352) Change: –5 percentage points White Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 14% n=373 White: 35% n=779 EL: 2% n=107 Low Income: 19% n=308 Special Education: 11% n=171				23-24: 35% on grade level (n=779) 24-25: 27% on grade level (n=744) Change: –8 percentage points English Learners (ELs) 23-24: 2% on grade level (n=107) 24-25: 0% on grade level (n=71) Change: –2 percentage points Low-Income Students 23-24: 19% on grade level (n=308) 24-25: 8% on grade level (n=293) Change: –11 percentage points Special Education Students 23-24: 11% on grade level (n=171) 24-25: 6% on grade level (n=160)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Change: –5 percentage points
3.5	ELPAC Scores	2023-2024 ELPAC - Percentage of students making progress towards English proficiency: Elementary (N = 233) % making Progress towards English proficiency: 51.1% (Maintained -0.6%) Grew at least 1 Level: 48.3% Maintained Level 4: 3.5% Maintained at 1, 2L, 2H, 3L, or 3H: 30.9% Decreased 1 or more Levels: 17.4% Secondary (N = 248) % making Progress towards English proficiency: 51.2% (Increased 7.8%) Grew at least 1 Level: 44.5% Maintained Level 4: 6.9% Maintained at 1, 2L, 2H, 3L, or 3H: 29.1%	2024-2025 ELPAC - Percentage of students making progress towards English proficiency: Elementary (N = 233) % making Progress towards English proficiency: 50.4% Grew at least 1 or more Levels: 24.7% Maintained Level 4: 0.85% Maintained at 1, 2L, 2H, 3L, or 3H: 33.7% Decreased 1 or more Levels: 17.4% Secondary (N = 248) % making Progress towards English proficiency: 53.8%		By 2026-2027, the percentage of students making progress towards English proficiency will increase 9% with a 3% increase each year.	Elementary (N = 233) % Making Progress Toward English Proficiency 2023–24: 51.1% 2024–25: 50.4% Change: –0.7 percentage points Grew at Least 1 Level 2023–24: 48.3% 2024–25: 24.7% Change: –23.6 percentage points Maintained Level 4 2023–24: 3.5% 2024–25: 0.85% Change: –2.65 percentage points Maintained Levels 1–3H 2023–24: 30.9% 2024–25: 33.7% Change: +2.8 percentage points Decreased 1 or More Levels 2023–24: 17.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Decreased 1 or more Levels: 19.4%	Grew at least 1 or more Levels: 25.23% Maintained Level 4: 8.52% Maintained at 1, 2L, 2H, 3L, or 3H: 31.39% Decreased 1 or more Levels: 9.38%			2024–25: 7.91% Change: –9.49 percentage points Secondary (N = 248) % Making Progress Toward English Proficiency 2023–24: 51.2% 2024–25: 53.81% Change: +2.61 percentage points Grew at Least 1 Level 2023–24: 44.5% 2024–25: 25.23% Change: –19.27 percentage points Maintained Level 4 2023–24: 6.9% 2024–25: 8.52% Change: +1.62 percentage points Maintained Levels 1–3H 2023–24: 29.1% 2024–25: 31.39% Change: +2.29 percentage points Decreased 1 or More Levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2023–24: 19.4% 2024–25: 9.38% Change: –10.02 percentage points
3.6	Secondary Grades	23-24 Middle School and High School Grades - D and F Rates Branciforte Middle School: 16.7% Mission Hill Middle School: 21.6% Harbor High School: 33.3% Santa Cruz High School: 18.4% Soquel High School: 29.7%	Not yet available		By 2026-2027, the percentage of students who receive a D or F will decrease by 15% with a 5% decrease each year.	N/A
3.7	Integrated 1 (Algebra Grad Requirement) Passing Rates	2023-2024 83% (n=505, N=605) of 9th grade students passed Integrated 1 with a C- or better	Not yet available		By 2026-2027, 85% of 9th grade students in integrated math will pass with a C- or better.	N/A

Goal Analysis [2024-25]

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

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

All actions under Goal 3 have been fully implemented. Strong iReady growth at the elementary and middle school levels demonstrates the effectiveness of Tier 2 interventions led by RtI Coordinators at each site. These staff members are central to identifying student needs and coordinating targeted supports. In staff feedback, RtI Coordinators were consistently highlighted as a top priority, and teachers praised paraeducators for their critical role in facilitating small group interventions. Both RtI Coordinators and teachers use intervention programs during and after school to support students needing more intensive help in reading and math.

Support for Newcomer students has also expanded. Newcomer sections have been added at the high school level, and a shared Newcomer teacher now serves both Bay View and Gault. In LCAP input, this teacher was recognized for not only providing language instruction but also for supporting students' social-emotional growth, cultural adjustment, and family engagement—all crucial for newly arrived students. More broadly, English Learners have shown steady progress toward language proficiency, thanks in part to continued investment in bilingual paraeducators.

In 2024–25, Santa Cruz City Schools made a strategic investment in math achievement. Although Math RtI Coordinators were initially funded through ESSER, the district has transitioned these positions to LCFF Base funds, emphasizing math as a priority for closing equity gaps. iReady Math data showed gains from the start to the middle of the year, and further growth is expected. Several secondary sites have also introduced math coaching and co-teaching models to strengthen instruction and student outcomes.

While iReady and MAP assessments remain integral to our MTSS framework, challenges with MAP Reading at the high school level continue. Concerns about its relevance reflect broader trends, as many districts have discontinued MAP and iReady in grades 9–12. In response, SCCS is broadening its assessment approach to include writing assessments and/or CAASPP Interim Assessments at all schools. MAP Reading will still be used as required for English Learner reclassification.

This year, all SCCS secondary schools participated in the County Office of Education's Grading for Equity training. This led to significant changes in site practices and the adoption of a new district Administrative Regulation, which establishes that:

- At least 80% of a student's grade reflects mastery of standards, with no more than 20% for habits of work
- A 4-point proficiency grading scale is used
- Homework is graded for completion only and counts under habits of work
- Teacher-developed grading best practices accompany this policy to support implementation

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.

3.5 Grading for Equity: Budgeted \$20,000 Actual \$4,493 - Estimate was overestimated as participation was lower than anticipated as teams neared completion of the PD series.

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

Tiered Intervention and Support Actions for Unduplicated Students - Summary of Effectiveness

It must be noted that some metrics for this goal are not yet available.

Dashboard Results

In 2024, Santa Cruz City Schools made strong progress in elementary mathematics. Most student groups met or exceeded growth targets, including African American students (+58.5 points), students with disabilities (+20.7), students identifying as Two or More Races (+18), White students (+8.8), and both low-income and Latine/Hispanic students. Special education students also showed notable improvement in secondary English Language Arts (+3.9), meeting their annual target.

However, persistent gaps remain. Ever English Learners declined across all areas, with a 16.7-point drop in secondary ELA and an 18.3-point drop in elementary math. Secondary ELA performance also declined for Latine/Hispanic and low-income students. Elementary ELA saw overall declines, particularly for students with disabilities and Ever English Learners.

Moving forward, the district will build on areas of growth while prioritizing targeted supports for multilingual learners and underserved student groups to ensure all students have access to high-quality, inclusive instruction.

ELPAC Results

While fewer students grew at least one proficiency level in 2024–25, both elementary and secondary levels saw significant decreases in the percentage of students who regressed, indicating stronger overall stability. Secondary students showed a modest increase in the percentage making progress toward English proficiency (+2.61), while more students at both levels maintained intermediate levels. However, the sharp decline in students advancing at least one level—especially in elementary (–23.6 percentage points)—highlights a need to strengthen language development instruction and re-engagement strategies to accelerate growth.

As previously mentioned, challenges remain in the areas of staffing, instructional consistency, and selecting the most appropriate high school assessments. However, SCCS sees these not as failures, but as opportunities for learning and improvement. These challenges are part of our ongoing development as we refine strategies to better meet the evolving needs of students and staff.

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.

Recognizing the limitations of MAP and iReady data at the high school level—a concern shared by many districts—SCCS is shifting toward a more comprehensive assessment approach. This includes the implementation of writing assessments and CAASPP Interim Assessments across all sites to better capture student progress. While broader use of MAP is being phased out, MAP Reading will be maintained solely to meet state reclassification criteria for English Learners. MAP Math will also continue to be used in 2025–26.

An additional action is the eKadence program, which is offered for free. Currently, SCCS has approximately 8 teachers piloting eKadence. The eKadence digital platform streamlines access to assignments, resources, and feedback, enhancing organization and engagement for students. For teachers, it simplifies instructional planning and communication, while providing real-time data to support student learning and collaboration. For 25 - 26, the eKadence pilot will be expanded to more teachers.

Metrics Changes

Refining Growth Targets to Strengthen Student Outcomes

Santa Cruz City Schools has thoughtfully revised its CAASPP growth targets to reflect a more strategic, data-informed approach to accelerating student learning—one that balances ambition with sustainability and is grounded in equity.

For Elementary English Language Arts, the annual growth target for all students has been adjusted from 5 points to 4 points, and from 5 points to 3 points for both Special Education and Ever English Learner students. In Elementary Math, the growth target for all students shifted from 4 points to 3 points, and for Ever English Learners, from 5 points to 3 points.

For Secondary English Language Arts and Math, the annual growth target for Ever English Learners has been revised from 5 points to 3 points, and for Special Education students from 3 points to 2 points per year.

These changes are not a step back—they are a step toward greater clarity, focus, and impact. While our previous targets were aspirational, we've aligned our expectations with statewide growth patterns, which show that 1 to 3 points per year is a more realistic benchmark for most student groups, especially those facing persistent opportunity gaps.

Specifically, the target for Special Education students was revised from 3 points to 2 points per year to reflect a more sustainable and meaningful measure of progress. Students with disabilities often begin far below standard, and statewide data confirms that even 2 points of annual growth is significant. This adjustment enables us to better support educators, track growth reliably, and build systems that deliver consistent improvement over time.

By refining these targets, we are emphasizing steady, measurable growth—the kind that leads to improved outcomes, higher Dashboard performance, and greater educational equity. This shift affirms our long-term commitment: high expectations, informed by evidence, and built to support every student's success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Elementary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$541,318 LCFF Supp. 1.0 Math Rtl Coordinator for each elementary site. \$542,751 LCFF Base .40 Rtl Coordinator for Monarch \$43,794 LCFF Base LCFF Supplemental Site-Based: \$185,780 E Academic Paraeducators LCFF Base \$68,228 LCFF Supp. \$137,644 Title I \$75,806 LREBG \$ 201,535 Paraeducators LCFF sup. \$82,710. Title I \$16,717 LREBG \$13,254 Donations \$ 102,653	SCCS will provide a strong tiered academic and intervention program with additional staff to support and intervene on behalf of all students, but particularly for students who are English learners, low income, Students in Transition, Foster Youth and Students with Disabilities. Elementary Rtl Coordinators are a critical part of our MTSS Framework. They plan and facilitate professional development, and then adjust plans based on evaluations to meet the unique needs of each team or department. Additionally, Rtl Coordinators develop and assess surveys to gauge the effectiveness of PLCs and site-based professional development initiatives. Rtl Coordinators also contribute to a comprehensive review of school-wide progress, utilizing data collected from PLCs to inform decision-making. They facilitate grade-level, departmental, or course-alike PLC meetings, ensuring adherence to SCCS PLC Agreements and supporting Priority Standards work. Guiding the analysis of student assessment data, setting SMART goals, and monitoring progress throughout the year. as well as the implementation and interpretation of common assessments are also components of the Rtl Coordinator role. While the services that Rtl Coordinators and the Academic Intervention staff are open to any student in need of support, these resources are specifically in place to target, support, and monitor the growth and achievement of our unduplicated count students. At the Elementary level, Math Rtl Coordinators intensively track and monitor student math growth as well as plan needed math professional development.	\$2,898,646.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) \$319,717 ELOP After School Program Coord. \$100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) \$ 466,000 ELOP			
3.2	Secondary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$ 644,491 LCFF Sup. Academic Intervention para professionals for English Learner Support \$19,068 Title I	SCCS will provide a strong tiered academic and intervention program with additional staff to support and intervene on behalf of all students, but particularly for students who are English learners, low income, Students in Transition and Foster Youth and Students with Disabilities. Like their elementary counterparts, Secondary Rtl Coordinators are a critical part of our MTSS Framework. They plan and facilitate professional development, and then adjust plans based on evaluations to meet the unique needs of each team or department. Additionally, Rtl Coordinators develop and assess surveys to gauge the effectiveness of PLCs and site-based professional development initiatives. Rtl Coordinators also contribute to a comprehensive review of school-wide progress, utilizing data collected from PLCs to inform decision-making. They facilitate grade-level, departmental, or course-alike PLC meetings, ensuring adherence to	\$2,176,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
	\$433,280 LREBG LCFF Supplemental Site-Based Allocation: 903,686 S PE/ELD @ B40 - \$28,390 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) \$51,057 LCFF Sup. Math Coach @ Small Schools (.36) \$40,086 LCFF sup. Santa Cruz High School: AVID/Language & Lit \$56,297 LCFF Sup.	SCCS PLC Agreements and supporting Priority Standards work. Guiding the analysis of student assessment data, setting SMART goals, and monitoring progress throughout the year. as well as the implementation and interpretation of common assessments are also components of the Rtl Coordinator role. While the services that Rtl Coordinators and the Academic Intervention Technicians are open to any student in need of support, these resources are specifically in place to target, support, and monitor the growth and achievement of our unduplicated count students.		
3.3	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. \$108,294 .300 Title III \$46,349 .8 FTE District ELD TOSA Title I S \$52,484 .400FTE	English learners continue to lag behind other groups in achievement, even when compared to our low-income and Latino student populations. To address this disparity, SCCS will continue the implementation and revision of English Learner Master Plan with planned actions for professional development, instructional best practices and Newcomer support. This includes continuing to prioritize professional development in Integrated and Designated English Language Development (ELD) to enhance instructional strategies. Our ELD TOSA will continue to support sites with professional development and actions will include the following: --English Language Proficiency Profile (ELPP) training --English Learner Shadowing	\$563,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Title I E. \$29,403 .200 FTE Title III S. \$57,212 .400 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section \$58,731 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section \$23,693 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE \$128,276 LCFF Sup.	--Writing strategies for English Language Proficiency Assessments for California (ELPAC) Our full-time elementary Newcomer teacher continues to facilitate the intake and assessment of Newcomer students across all elementary sites, with a specific focus on providing direct instruction to Newcomer students at Bay View and Gault Elementary Schools, which have the highest concentration of Newcomer and English learner students. In addition to classroom instruction, our Newcomer teacher offers training sessions, conducts ongoing monitoring and observation of Newcomer students, and maintains records of student achievement.		

Action #	Title	Description	Total Funds	Contributing
	Harbor Newcomer Support (.2) \$28,197 LCFF Sup. Harbor Designated ELD Section .200 FTE \$31,219 LCFF Sup.			
3.4	Assessment Systems to Monitor Progress and Set Goals iReady Assessment Program: \$42,000 LCFF Base MAP Assessment Program: \$26,000 LCFF Base High School Schoolwide Writing	iReady assessment system allows for ongoing monitoring of student progress at the elementary and middle school level. This monitoring is critical in an strong Rtl system designed to best meet the needs of unduplicated students who are achieving at lower rates. iReady also allows for predicting CAASPP achievement, informing instruction and designing intervention programs for all students, but especially unduplicated students. At elementary, intervention groups are evaluated quarterly through Student Learning Teams. Students who have reached achievement levels are moved out, and new students are entered in as assessment indicates need. Rtl coordinators meet monthly to discuss best practices and make adjustments to instruction in intervention groups.	\$68,000.00	No
3.5	Grading for Equity	Transitioning to more equitable and standards-based grading practices mitigates the biases inherent in traditional grading systems, which often create obstacles to success for students of color and those from economically disadvantaged backgrounds. This shift aims to dismantle systemic barriers that students may encounter, such as the lack of conducive after-school environments for completing homework, over which they have little control. As some sites have completed County Office of Education Grading for Equity training series, for 25-26, our goal is to align practices among secondary sites to ensure that grading best practices are implemented and grading is equitable across the district.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading \$72,000 LCFF Base MyPath iReady Math \$75,000 LCFF Base	Elementary site-targeted support funds are allocated to address diverse goals and deliver services and resources specifically tailored to the needs of unduplicated students, as determined by individual school sites and endorsed by both School Site Councils and the Governing Board. These funds are channeled into initiatives aimed at enhancing Math, Literacy, and Technology Integration, thereby bolstering academic intervention, instruction, and formative assessments at the elementary level. To achieve these objectives, resources such as Lexia Reading and MyPath iReady Math are deployed. Lexia Reading offers personalized reading practice and intervention, catering to students at their individual proficiency levels while delivering research-based instruction to enhance their skills. Similarly, MyPath iReady Math provides tailored math practice and intervention, placing students at their appropriate skill levels and offering targeted instruction to address areas where students exhibit below-grade-level competencies. Through these tools and initiatives, elementary schools endeavor to provide targeted support to unduplicated students, fostering their academic growth and success.	\$147,000.00	Yes
3.7	Secondary Intervention Programs Math Plus Read Plus Read 180 \$13,222 LCFF Base	Like elementary, secondary site-targeted support funds are strategically allocated to address a variety of objectives and furnish services and resources tailored to the needs of unduplicated students, as identified by individual school sites and approved by School Site Councils and the Governing Board. These funds are instrumental in supporting math, literacy, and technology integration initiatives aimed at bolstering academic intervention, instruction, and formative assessments across secondary school sites. Notable programs include Math Plus, Read 180, Achieve 3000, and Read Plus. These interventions and tools are specifically tailored to unduplicated students, allowing for increased customization of interventions to address	\$195,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Achieve 3000 \$10,725 LCFF Base Reading/Math Intervention courses during the school day ELO- P After School Intervention Programs \$45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools \$27,340 each LCFF Sup.	individual learning needs effectively. Math Plus serves as a Tier 2 math intervention, with student eligibility determined by various factors such as math class grades, iReady/MAP scores, and teacher recommendations. Similarly, Read 180 and Achieve 3000 provide Tier 3 reading interventions, with student progress monitored through assessment data, iReady Reading scores, and English class grades. Both middle schools continue to use Parcel Tax funding to fund their after school programs. After school programs include academic support and enrichment opportunities and all secondary schools provide peer tutoring. At both middle and high schools, Read Plus offers Tier 2 reading intervention programs devised by SCCS educators to enhance reading skills and support English class grades. Additionally, secondary schools utilize Parcel Tax funding to sustain after-school programs, which encompass academic support and enrichment opportunities. Furthermore, peer tutoring is provided across all secondary schools to further facilitate academic success and growth among unduplicated students. These targeted interventions and supplementary programs have allowed secondary schools to be strategic and intentional about meeting the needs of English learners, low income and students in transition/Foster Youth.		
3.8	Increased Professional Development Time Aligned Professional Development Days at secondary sites (\$0) Common prep periods for math teachers at secondary sites (\$0)	SCCS recognizes that professional learning time and teacher collaboration is necessary to best meet the needs of unduplicated, underresourced students. Additionally, we also recognize that an aligned, guaranteed curriculum with high-leverage priority standards, common assessments and rigor is critical to addressing the achievement gap. Our work is guided by Hattie's research, with collective teacher efficacy having the biggest impact on student achievement. For 25-26, high school sites will continue to share professional development/collaboration time. Additionally, to increase collective teacher efficacy, math teachers will continue to share a common prep period in order to plan together, create common assessments and analyze student work.		No

Action #	Title	Description	Total Funds	Contributing
3.9	Explore & pilot eKadence Digital Platform: \$0	The eKadence digital platform offers significant benefits for both students and teachers across Santa Cruz City Schools. For students, eKadence serves as a centralized hub where they can access assignments, course materials, and grades, supporting organization and academic success. The platform promotes personalized learning through differentiated instruction and provides timely feedback to help students monitor their progress. Collaboration tools and anytime, anywhere access further enhance student engagement and flexibility. For teachers, eKadence streamlines instructional planning and communication, enabling efficient management of assignments, grades, and resources in one place. Real-time data and analytics support informed decision-making, while built-in tools facilitate communication with students and families. Additionally, the platform encourages professional collaboration among staff and supports a range of instructional models, making it a valuable resource for fostering high-quality teaching and learning districtwide. This program is offered for free.	\$0.00	No
3.10	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	Our ELD TOSA will continue to support school sites through targeted professional development designed to strengthen instructional practices for English Learners. For the 2025–26 school year, this support will include: -English Language Proficiency Profile (ELPP) training to help educators analyze and respond to individual student language needs -English Learner Shadowing to deepen teacher understanding of EL experiences throughout the school day -Writing strategies aligned with the ELPAC to better prepare students for success on the state language proficiency -assessment At the high school level, focused efforts to support Long-Term English Learners (LTELs) will continue. These include transcript audits to identify unmet academic needs and schedule reviews to ensure that LTELs are enrolled in appropriate ELD courses while still having access to meaningful elective options.		Yes

Action #	Title	Description	Total Funds	Contributing
		RtI Coordinators play a key role in this work, closely monitoring LTEL progress, providing teachers with intervention strategies, and delivering one-on-one support to help students overcome barriers and accelerate language development. Language Review Teams (LRTs) will continue partnering with RtI Coordinators and school leaders to refine systems for tracking English Learner progress, with a strong emphasis on both LTELs and Reclassified students. In the lead-up to the ELPAC, secondary teachers work directly with English Learners—especially LTELs—to establish individual language goals. This collaborative approach builds student ownership and contributes to a positive, schoolwide culture of achievement, confidence, and growth.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will develop a highly collaborative, professional culture focused on supporting effective teaching.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools is continuing to propel forward with a multi-year professional development plan firmly grounded in the MTSS tiered framework. Recognizing the profound impact of classroom instruction on student success, we are steadfast in our commitment to equipping educators with the tools and opportunities needed to enhance their teaching methods and better serve our students. Through extensive input meetings and surveys, the following outcomes have emerged:

- Ensuring a consistent, comprehensive curriculum district-wide: Teacher teams will refine prioritized standards and craft common formative assessments.
- Implementing effective instructional strategies and emphasizing quality initial teaching (Tier 1). A Walkthrough Tool, harmonized with Hattie's "Visible Learning," has been collaboratively crafted by administration and staff.
- Sustaining Integrated and Designated English Language Development (ELD) professional development initiatives.
- Exploring and embracing fair, equitable grading practices based on standards.
- Fostering Professional Learning Communities (PLCs) across all grade levels to facilitate the exchange of best practices, analysis of student work, and informed instruction.
- Developing a "Culturally Responsive Toolkit" for Principals to aid teachers in integrating Culturally Responsive teaching practices into their classrooms.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Working Conditions Survey	23-24 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:	24-25 Working Conditions Survey Percentage of Teachers who "Agree" with the		By 26-27, responses on the Working Conditions survey will be maintained	Working Conditions Survey – Teacher Perceptions of Professional Development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sufficient resources are available for professional development in my school: 83.02% An appropriate amount of time is provided for professional development: 82.59% Professional development offerings are data driven: 79.87% Teachers have sufficient training to fully utilize instructional technology: 70.41% Teachers are encouraged to reflect on their own practice: 93.04% In this school, follow up is provided from professional development: 74.21% Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 76.77%	following statements: Sufficient resources are available for professional development in my school: 81.97% An appropriate amount of time is provided for professional development: 83.94% Professional development offerings are data driven: 84.37% Teachers have sufficient training to fully utilize instructional technology: 75.07% Teachers are encouraged to reflect on their own practice: 95.24% In this school, follow up is provided from		or increase at 80% or above.	Comparison of 2023–24 and 2024–25 Survey Results (Percentage of teachers who “Agree” with each statement) Sufficient resources are available for professional development 2023–24: 83.02% 2024–25: 81.97% Change: –1.05 percentage points (slight decline) An appropriate amount of time is provided for professional development 2023–24: 82.59% 2024–25: 83.94% Change: +1.35 percentage points (slight improvement) Professional development offerings are data driven 2023–24: 79.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional development is evaluated and results are communicated to teachers: 63.78%	professional development: 78.51% Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 81.02% Professional development is evaluated and results are communicated to teachers: 69.80%			2024–25: 84.37% Change: +4.50 percentage points (notable improvement) Teachers have sufficient training to fully utilize instructional technology 2023–24: 70.41% 2024–25: 75.07% Change: +4.66 percentage points (notable improvement) Teachers are encouraged to reflect on their own practice 2023–24: 93.04% 2024–25: 95.24% Change: +2.20 percentage points (consistently high) Follow-up is provided from professional development 2023–24: 74.21% 2024–25: 78.51% Change: +4.30 percentage points (steady growth)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Professional development provides opportunities to work with colleagues to refine teaching practices 2023–24: 76.77% 2024–25: 81.02% Change: +4.25 percentage points (growth) Professional development is evaluated and results are communicated to teachers 2023–24: 63.78% 2024–25: 69.80% Change: +6.02 percentage points (strongest improvement)
4.2	Staff LCAP Survey	Students feel connected and engaged with my school: 86% Under-performing students are well supported to improve academically at my school: 70%	Students feel connected and engaged with my school: 84% Under-performing students are well supported to improve		By 26-27, the following the following on the Staff LCAP Survey will be maintained or improved: -Students feel connected and	Staff Perception Comparison – Year-over-Year “Students feel connected and engaged with my school” Previous year: 86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I feel there are enough supports for English Learners progress at my school: 51%	academically at my school: 70% I feel there are enough supports for English Learners progress at my school: 54%		engaged with my school: will remain at 80% or higher. -Under-performing students are well supported to improve academically at my school: 80% of responses reflect agreement. I feel there are enough supports for English Learners progress at my school: 65% of responses will reflect agreement.	Current year: 84% Change: –2 percentage points (slight decline) “Under-performing students are well supported to improve academically at my school” Previous year: 70% Current year: 70% Change: No change (remained consistent) “I feel there are enough supports for English Learners’ progress at my school” Previous year: 51% Current year: 54% Change: +3 percentage points (modest improvement)
4.3	Identified Areas of Need from LCAP Survey	2023 - 2024 The following are identified areas of need: Student Engagement:	2024 - 2025 The following are identified areas of need:		By 26-27, Santa Cruz City Schools will improve the effectiveness of academic, wellness, and staff	2023–24 focused on instructional quality, counseling, and ELD professional development, with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Instructional Engagement Toolkit -Priority Standards & Teacher Clarity -Principal Walkthroughs observing High-Impact Instructional Strategies -Attendance Systems: continuance of current best practices and an exploration of best practices deployed in other districts - Social Emotional Health: -District Counseling Program: guaranteed viable counseling program that includes strong 4-year planning and college and career planning through the use of CCG -District Behavioral Systems (Second Step, PBIS & Restorative Justice): Training in restorative and rehabilitative practices including alternative to suspension and social emotional supports - English Learner Supports:	- Academic Support & Intervention -Math Support -Science Support -Homework Help / Homework Support -Tutoring -Help During the Day -Writing & Reading Support -Summer School Programs -During the Day & After -School Interventions -Rtl Coordinators -EL Site Interventions -Bilingual Paraeducators -Newcomer Classes & Support - Social-Emotional & Wellness Support -Social Emotional Support -Social Emotional Counseling -Social Workers -PBIS Aides - Family & Community Engagement		support systems by increasing student engagement, access to targeted interventions, and positive staff feedback on professional development, as measured by staff and student input data. 2024–25 expands significantly into academic interventions, direct student services, and staff support structures, creating a more comprehensive and operationally detailed support framework.	attention to engagement strategies and early SEL systems.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Integrated & Designated English Language Development PD -ELD TOSA support with professional development	-Support Programs During & After School -Homework Help / Homework Support -Math, Writing & Reading Support -Social Emotional Support -School Community Coordinators Staff Support & Development -Staff Surveys -Program Coordination -School Community Coordinators			

Goal Analysis [2024-25]

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

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

Learning & Achievement

This year, Santa Cruz City Schools prioritized meaningful and collaborative professional development to strengthen instructional practice and student outcomes across the district. Our participation in the Santa Cruz County Math Initiative (SCCMI) Math Institute, in partnership with the Public and Business Coalition (PEBC), was a cornerstone of these efforts. Educators from all schools and grade spans took part in a comprehensive professional development series aligned with the new California Math Framework. This collaborative work led to the creation

of a District Math Action Plan that outlines specific, measurable outcomes for the next two years, with the overarching goal of increasing math achievement for all students.

A key feature of this initiative was bringing together a dedicated team of teacher leaders and principals. Participants engaged deeply in instructional best practices and contributed to shaping our district's math vision. The work continued through a two-day Math Justice Institute, focused on equitable math instruction and closing achievement gaps.

Middle school math teachers also dedicated four full days to an in-depth review and collaborative selection process as part of our upcoming middle school math curriculum adoption, ensuring that new materials will align with our instructional goals and the needs of our diverse student population.

In early education, our TK teachers participated in a countywide Transitional Kindergarten Collaborative, where they learned to implement the new TK framework in their classrooms. This collaboration ensures our youngest learners receive a strong, developmentally appropriate foundation.

Supporting English Learners remained a district priority. Teachers received professional development in high-leverage strategies such as "Three Reads" in math and other targeted supports to help English Learners access rigorous content. Our English Learner Teacher on Special Assignment led a full-day designated ELD training for staff, with ongoing support and follow-up at school sites throughout the year.

Additionally, 9th and 10th grade English teachers worked together on the development and implementation of schoolwide common writing assessments, supporting consistency and rigor in literacy instruction. Principals and assistant principals participated in ongoing professional learning on Professional Learning Communities (PLCs), Culturally Responsive Instruction, teacher evaluation, and leadership best practices.

Feedback on professional development has remained consistently positive, with notable growth in key areas this year. Our efforts have strengthened instructional practices, deepened professional collaboration, and fostered a culture of continuous improvement across Santa Cruz City Schools.

Student Services

This year, our district invested in a comprehensive professional development plan for Student Services, ensuring every student receives equitable and robust support from a well-trained staff.

Our Counseling Department created a Comprehensive Scope & Sequence, a detailed plan that guarantees each student—across every grade level—access to consistent guidance and support for college and career readiness. This ensures all students have the knowledge, skills, and resources to confidently navigate their futures.

Districtwide, all staff received training in the Standard Command Response for Schools (SCRS), a safety protocol designed to prepare schools for various emergency situations. SCRS equips educators and staff with a common language and set of actions to keep students

safe in any scenario. In addition, key district leaders participated in Incident Command Training, which develops leadership skills and coordinated response strategies for managing critical incidents on our campuses.

To further support the vital work of our classified staff, we offered quarterly and monthly professional development sessions focused on practical and relevant topics—from student engagement to campus safety—ensuring that every member of our team is prepared and confident in their role.

We also provided Kidpower training to our PBIS (Positive Behavioral Interventions and Supports) Technicians and classroom aides. Kidpower is an internationally recognized program that teaches staff how to empower students with safety skills, including communication, setting boundaries, and resolving conflicts effectively.

Monarch Elementary benefited from a full implementation of PBIS training for all staff, promoting a school-wide culture of positive behavior, inclusivity, and support. Across the district, PBIS Technicians received additional Handle with Care training, which included techniques for verbal de-escalation, safe physical restraint when absolutely necessary, and the use of behavioral data systems (SWIS) to set goals and monitor student progress.

Special Education

Through these coordinated professional development efforts, our district is strengthening the foundation of student support, safety, and wellbeing—ensuring every student has the opportunity to succeed in a nurturing and well-prepared school environment.

The Special Education Department offers dedicated professional development four times a year, organized by grade spans—from preschool through eighth grade, and from ninth grade through post-secondary. This approach fosters strong professional learning communities within each site while also providing meaningful opportunities for staff to collaborate in job-alike breakout sessions on topics tailored to their specific roles.

Each year, all special education staff are invited to share their professional development needs and interests with the Santa Cruz Instructional Leadership (SCIL) team. This valuable input guides our annual planning and ensures that our professional learning is relevant and responsive. We remain flexible, making adjustments to our sessions throughout the year to address new challenges and emerging priorities, ensuring ongoing growth and support for our staff and students.

Securing substitute teachers for professional development sessions during the school day remains a significant challenge. To address this, SCCS is intentional in scheduling trainings—avoiding Mondays and Fridays and ensuring that multiple sessions do not overlap. Although we have responded to staff feedback by making professional development more relevant and timely, some teachers are still reluctant to be away from their classrooms. We continue to explore ways to support teachers' participation in high-quality training while minimizing classroom disruption.

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.

4.6 Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan: Budgeted \$435,700.00 Actual \$512,248 - English Learner TOSA moved from a .8 to a 1.0 due to need at all sites for Integrated and Designated ELD continuing professional development.

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

We require feedback from all participants following professional development sessions, and overall, the input has been very positive. This reflects our commitment to involving teachers in the planning process and setting clear learning outcomes and success criteria. Our work is further informed by The PD Book: 7 Habits That Transform Professional Development by Elena Aguilar and Lori Cohen, which guides us in designing effective adult learning experiences. We also prioritize modeling best instructional practices throughout our sessions, ensuring that our professional development is both meaningful and impactful for our educators.

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.

Recognizing the limitations of MAP and iReady data at the high school level—a concern shared by many districts—SCCS is shifting toward a more comprehensive assessment approach. This includes the implementation of writing assessments and CAASPP Interim Assessments across all sites to better capture student progress. While broader use of MAP is being phased out, MAP Reading will be maintained solely to meet state reclassification criteria for English Learners.

An additional action is the eKadence program, which is offered for free. Currently, SCCS has approximately 8 teachers piloting eKadence. The eKadence digital platform streamlines access to assignments, resources, and feedback, enhancing organization and engagement for students. For teachers, it simplifies instructional planning and communication, while providing real-time data to support student learning and collaboration. For 25 - 26, the eKadene pilot will be expanded to more teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	English Language Development (ELD) Professional Learning on Best Practices	A rigorous professional development plan addresses the needs of English learners in the district through participation in research-based and data-driven ELD pedagogy including an ELD Teacher on Special Assignment (TOSA) to coordinate trainings and provide coaching. These trainings will be districtwide and available for all teachers:	\$154,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
	ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp.	Specific actions will include facilitated by our ELD TOSA will include: --Dedicated ELD Curriculum Study & Development at all grade spans --Integrated & Designated ELD ongoing training --ELPAC Practice Test to inform English learner interventions --Training for new English learner Newcomer curriculum & instructional best strategies will continue in 25-26 --Implementation of new English learner curriculum		
4.2	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - \$72,520 LCFF Supplemental Rs 0700 SCIL Stipends (S) - \$145,040 LCFF Supplemental Rs 0700 SCIL Stipends SPED \$7,018 E LCFF Sup. SCIL Stipends SPED \$7,018 S LCFF Sup.	Site Leadership Teams play a pivotal role in directly supporting unduplicated students by enhancing and refining professional learning opportunities on school campuses, guided by student achievement data. These teams work collaboratively to uplift and transform educational practices to address the unique needs of diverse student populations. District teacher leadership teams remain at the forefront of driving professional development initiatives both at the site and district levels. Their efforts are dedicated to advancing the objectives outlined in the Local Control and Accountability Plan (LCAP), with a specific emphasis on English learners, Foster Youth, and economically disadvantaged students, aiming to narrow the achievement gaps among student groups. The Santa Cruz Instructional Leadership (SCIL) team continues its steadfast support of professional learning communities (PLCs) across all school sites, as part of the Local Control Funding Formula (LCFF) Supplemental efforts. Their initiatives include: --Participating in training sessions to enhance skills in facilitating PLCs and professional development. --Spearheading transformative leadership endeavors to foster collaboration and enhance student outcomes.	\$231,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Leading professional development sessions and faculty meetings, customizing plans based on ongoing evaluations. --Designing and conducting surveys to assess the effectiveness of PLCs and site-based professional development activities. --Contributing to comprehensive school-wide progress reviews by analyzing data and assessing outcomes derived from PLCs. --Guiding grade-level or departmental PLC meetings, ensuring alignment with SCCS PLC Agreements. --Directing attention toward Priority Standards work, assisting in lesson planning and assessment development aligned with district objectives. --Facilitating data analysis, goal setting, and progress monitoring during PLC meetings, and supporting the implementation and interpretation of common assessments. The Teacher Leader PLC remains committed to nurturing future school leaders through continuous training programs. These groups prioritize equity and emphasize the pivotal role of instructional leaders in closing the achievement gap, thereby ensuring a focus on equitable outcomes for all students.		
4.3	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools	To bolster districtwide efforts for unduplicated and Title I students, targeted Title I allocations will fund site interventions and training initiatives. Professional development will remain a cornerstone, focusing on core content areas and academic language development for English learners. Support for Professional Learning Communities (PLCs) will be continued, fostering focused collaboration at sites to drive student achievement. This	\$506,373.00	No

Action #	Title	Description	Total Funds	Contributing
	\$229,816 E \$276,557 S	includes directing resources to Title I eligible schools to align with their individual plans for student success. Membership in the Silicon Valley Math Initiative (SVMI) will also continue, ensuring ongoing professional development in alignment with Common Core Mathematics standards and assessments. Additionally, ongoing support for Teacher Leader PLCs will continue, alongside efforts to nurture future school leaders through continuous training. An overall emphasis will be placed on cultivating high-functioning PLCs to enhance strategic collaboration and ultimately improve student outcomes.		
4.4	Educational Technology Ed Tech Specialists (S) 2.00 FTE \$206,095 LCFF Base	Our two full-time Educational Technology Specialists will continue to support site efforts around digital teaching and learning and online intervention programs at the secondary sites. Computer Science for All Teacher on Special Assignment will continue to provide ongoing training in Computer Science integration and provide professional development on educational technology (CS for All Grant).	\$206,095.00	No
4.5	New Teacher Project Teachers on Special Assignment Mentor Teachers 2.00 FTE - \$258,202 Educator Effectiveness Rs 6266 Induction for new teachers @ COE (E) \$10,000 & (S)	Maintaining a highly qualified staff to support all students is a priority for SCCS. Our New Teach Project Teachers on Special Assignment will continue to provide support monitoring and coaching of new teachers to attain clear teaching credentials at all school sites.	\$349,337.00	No

Action #	Title	Description	Total Funds	Contributing
	\$66,000 Title II Rs 4035			
4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00 FTE \$133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE \$56,428.400FTE Local Grants Rs 9010 & 84,643 .600 FTE LCFF Base 1.0 FTE District ELD TOSA (see Action 1)	Teachers on Special Assignment to support professional development throughout the district with a focus on using instructional strategies and curriculum that meet the needs of and engage our English learners, Title 1 students, and Foster Youth. .4 FTE History Social Social Teacher on Special Assignment (TOSA) to support the implementation and refinement of Ethnic Studies courses at the 9th grade level in 24-25. 1.0 CTE TOSA will continue to focus on CTE partnerships, recruitment, career pathways and support of the district's CTE program (secondary). 1.0 Computer Science and Educational Technology TOSA will work on integration of computer science standards and on high impact instructional strategies using technology (elementary & secondary - see Action 4.5). .8 English Language Development TOSA will continue to implement the Road to Reclassification, support ELD curriculum implementation and facilitate EL professional development (.2 elementary & .6 secondary).	\$437,051.00	Yes
4.7	Teacher Professional Development to support implementation of the	For 25-26, professional development will be focused on accelerated learning as well as the implementation of guaranteed viable curriculum for all students but with focus on English Learners, Students In Transition/Foster Youth and low income students.	\$226,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
	district's Equity & Excellence Plan	Elementary Professional Development:		
	Math Professional Development \$12,000	-SCCMI Math Initiative & District Math Plan Implementation		
		-Integrated & Designated ELD		
		-TK Collaborative		
		-AI Training		
		-Science professional development (C-Sino)		
	SCCMI Math Plan Implementation & Professional Development \$120,000 - LCFF Base	-Literacy Universal Screener Training		
		-Culturally Relevant & Inclusive Instruction		
		-Sub Costs		
		Secondary Professional Development:		
		-SCCMI Math Initiative & District Math Plan Implementation		
		-Integrated & Designated ELD		
	AVID Summer Institute \$40,000 - LCFF Base	-Ethnic Studies collaboration		
		-Schoolwide Writing		
		-Professional Learning Community professional development		
		-Grading Practices and Policies		
	Integrated & Designated ELD \$20,000 - LCFF Base	-Culturally Relevant & Inclusive Instruction		
		-Positive Behavior Interventions & Support (PBIS)		
		-Science Leadership Team collaboration		
		-Professional Development in math, World Language, science, History/Social Science and English Language Arts		
	EWRs for Rtl Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days \$4,000	-Content area supplemental		
	Professional Learning Community Professional Development SCIL (see 4.2)			

Action #	Title	Description	Total Funds	Contributing
	Grading Work (secondary) \$0			
	Science Collaboration and Professional Development C-SINO - \$15,942			
	Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - \$15,000 - LCFF Base			

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	SCCS will maintain a balanced budget and efficient and effective management.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

SCCS's budgets and plans are aligned with our six district goals, prioritizing student-centered outcomes supported by data and input from students, families, and staff. Despite funding reductions, we've diligently preserved programs and staff, emphasizing comprehensive budget-building with input from educational partners. Addressing the phasing out of COVID resources has been a top priority, allowing us to maintain and even expand student services through supplementary funding, grants, and strategic use of our limited general fund. This approach has prevented disruptions and layoffs experienced by other districts, ensuring stability and security for our staff and students. As we face a deepening budget deficit, our commitment to inclusive budget-building processes, strong communication, and transparency remains steadfast. We will continue to responsibly manage resources and prioritize student needs to best serve our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	All district plans and budgets will be aligned with the six district goals.	District plans are aligned with district goals though alignment could be more explicit.	District plans are aligned with district goals though alignment could be more explicit.		District plans will continue to show explicit alignment with district goals.	District plans are aligned with district goals though alignment could be more explicit.
5.2	Facility Inspection Tool (FIT) Report Ratings & Student LCAP Survey Input	100% of district sites are in "good" or better condition based on the 2023-2024 FIT reports. 23 - 24 LCAP Survey Positive responses to the statement "My	100% of district sites are in "good" or better condition based on the 2024-2025 FIT reports.		100% of district sites will continue to be in "good" or better condition based on the 2026-2027 FIT reports.	100% of district sites will continue to be in "good" or better condition based on the 2024-2025 FIT reports.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school is clean and well-taken care of". Elementary "Yes" & "Most of the time": 79% Secondary: "Yes" & "Most of the time": 52%	24 - 25 LCAP Survey Positive responses to the statement "My school is clean and well-taken care of". Elementary "Yes": 79% Secondary: "Yes": 80%		Positive responses to "My school is clean and well-maintained" will increase by 3% each year with a 9% increase by the Year 3.	
5.3	District Advisory Meetings	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT (Certificated Union), SCCE (Classified Union) and Trustees.	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT (Certificated Union), SCCE (Classified Union) and Trustees.		District Advisory Committee meets will continue to meet four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.	District Advisory Committee met four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.
5.4	Principal and Department Budget Meetings	District Budget Monitoring Planning Systems meetings will continue throughout the school year.	District Budget Monitoring Planning Systems meetings will continue throughout the school year.		District Budget Monitoring Planning Systems meetings are established and continue throughout the school year.	District Budget Monitoring Planning Systems meetings occurred throughout the school year.

Goal Analysis [2024-25]

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

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

Santa Cruz City Schools has implemented a unified system that aligns School Plans for Student Achievement (SPSAs) with our Local Control and Accountability Plan (LCAP). For over ten years, our six district goals have guided both district and site-level work. Each school's SPSA reflects these goals while also addressing the unique needs of its community. This alignment ensures we use common metrics, review progress together, and maintain a shared focus on student achievement. Our established practice of aligning plans helps us "speak the same language" districtwide and supports equity and excellence for all students.

Santa Cruz City Schools places a high priority on maintaining clean and orderly schools, recognizing the essential role these environments play in student learning and well-being. This commitment is clearly reflected in our 2024–25 Facility Inspection Tool (FIT) results, with 100% of district sites rated "good" or better. Survey results also affirm this focus, as 79% of elementary and 80% of secondary students reported that their schools are clean and well taken care of. The data confirms that our dedication to providing safe, well-maintained facilities is evident throughout the district.

The District Advisory Committee meets four times a year and includes representation from all key stakeholder groups—Classified, Certificated, Management, GSCFT (Certificated Union), and SCCE (Classified Union). These regular meetings ensure broad input on district priorities and initiatives. In addition, our budget meetings and District Budget Monitoring and Planning Systems are well-established and ongoing, providing a transparent and collaborative approach to resource allocation and financial planning.

Challenges in these areas include resources and time. Though we work diligently to align plans, the time to work together and collaborate is difficult to find with all of our competing interests and urgent matters that arise during the school year. We have been able to calendar time during summer collaboration, monthly Principal meetings, after school collaboration and when the opportunities arise. As far as maintenance of facilities, we have had to scale back our custodial FTE due to the loss of ESSER funds, which does have an impact. Again, with diminishing resources, we have not been able to provide dinner for our District Advisory Committee meetings, but have been pleased with attendance and have worked hard to ensure our agendas and outcomes are relevant and engaging and showcase educational partner voice and input.

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.

5.1 District Budget Monitoring Planning Systems: Budgeted \$29,871.00 Actual \$21,875 - Projected to balance out by the end of the 24-25 fiscal year.

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

Despite significant challenges with limited resources and time, we have remained committed to effective collaboration and shared decision-making. Coordinating schedules for joint planning is increasingly difficult given the many competing demands and urgent matters that arise

during the school year. Even so, we have made it a priority to secure dedicated time for collaboration through summer sessions, monthly principal meetings, and after-school gatherings whenever possible.

Maintaining our facilities has also become more challenging due to reduced custodial staffing following the loss of ESSER funds. While this has had an impact, our staff continues to work hard to ensure schools remain clean and safe for students. Similarly, diminished resources mean we can no longer provide dinner at District Advisory Committee meetings, yet participation and engagement remain strong. By focusing on relevant agendas and elevating the voices of all educational partners, we continue to foster meaningful input and maintain effective, collaborative processes—despite the obstacles we face.

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

There are no changes planned to this goal, metrics, target outcomes or actions for 25 - 26. Communication is and will remain a high priority for SCCS.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). \$22,138 LCFF Sup. Materials & Supplies \$6,000 - LCFF Sup.	SCCS' Business department will continue its ongoing collaboration with departments and sites to ensure that all budget decisions are made collaboratively and thoughtfully and are based on the needs of all students with a particular focus on under-resourced students, including English Learners, Low Income and Students in Transition/Foster Youth: --Site Program Coordinator will continue to monitor supplemental budgets and expenditures. --An Administrative Assistant will continue to monitor supplemental budgets and expenditures. --Continue to meet with sites and departments focused on plans and budget development to ensure alignment with district goals. --Continue to refine metrics to monitor impact of key LCAP initiatives - Academic Rtl and Social Emotional efforts. --Provide site and departments support with continual budget support and meet with them regularly.	\$28,138.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	SCCS will maintain strong communication and partnerships with its diverse community.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Family engagement plays a critical role in supporting the academic success and well-being of low-income, English learners, Students in Transition and Foster Youth by providing them with the necessary support, motivation, communication, and advocacy they need to thrive in school. Family engagement allows parents to have a voice in decision-making processes at the school level. When parents of unduplicated students are actively involved in school activities and committees, they can advocate for the needs of their children and their communities. This involvement can lead to the implementation of policies and programs that better support unduplicated students and address their unique challenges.

In this Goal, the following depicts our robust communication and outreach efforts:

State of the District Mailer: Our annual report to the community at large, mailed to all voters in our district, has traditionally been an opportunity to showcase the student experience in our schools to help the community understand where its investment is going. We publish the report to offer transparency to our community regarding the programming and the work that they support, and to inform them of initiatives that they may not have been aware of otherwise. For each of our last three send outs, we have been able to reach more households, and after each delivery for the last three years, we have received more feedback from neighbors sharing appreciation for the update.

Improved Websites: This year we completed a change-over to new school websites, updating both the content and the interface. We were able to re-organize school information and content around user priorities and experience---making it easier for families to access specifics like bell schedule, food menus, calendars and staff contact information. We simplified navigation in site menus, and offered quick link sections on front pages. Our new sites also allow us to track the proportions of our audience on mobile vs. desktop interfaces (so we know what work to prioritize going forward) and also allows us to track visitor activity on our sites---which helps us understand how people use our websites, so we can make it easier to access most sought-after information. Families and staff had previously expressed frustration at our websites for being outdated and difficult to navigate. So far the response to the new websites has been extremely positive and we are able engage more directly and easily with families who have been using the direct communication feature.

SCCS' Chief Communications Officer oversees and coordinates all communication efforts including webinars, podcasts, written communication and weekly video releases. Additionally, the Communications Officer works closely with Cabinet and site administration on district/school public relations as well as on future family outreach. The Communications Officer makes himself available at community events with a Santa Cruz City Schools table with district information.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	LCAP Family Survey School Engagement Questions and participation rate	2023-2024 Family Survey I participate in parent education offerings (classes, workshops and/or events): 21% I feel that my child is appropriately challenged in school: 73% I feel that my child's school recognizes and values student accomplishments: 91% When academics are challenging, I feel that my child's school supports my child to do better and improve: 87% My child's school and the district seek my input and ideas in decision making - "regularly - always": 55%	2024-2025 Family Survey I participate in parent education offerings (classes, workshops and/or events): 49% I feel that my child is appropriately challenged in school: 81% I feel that my child's school recognizes and values student accomplishments: 86% When academics are challenging, I feel that my child's school supports my child to do better and improve: 79% My child's school and the district		For 26-27, the percentage of parents/caregivers who participate parent education offerings will increase 3% each year with an overall increase of 9% by the third year. For 26-27, the percentage of parents/caregivers who feel that the district seeks their input and ideas in decision making will increase 3% each year with an overall increase of 9% in the third year.	Parent Education Participation 2023–24: 21% 2024–25: 49% Change: +28 percentage points My child is appropriately challenged in school 2023–24: 73% 2024–25: 81% Change: +8 percentage points My child's school recognizes and values student accomplishments 2023–24: 91% 2024–25: 86% Change: –5 percentage points When academics are challenging, my child's school supports them to improve 2023–24: 87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		When I contact my child's school, I receive courteous attention. "regularly - always." 88% I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 75% 1,649 respondents (survey remains open at the time of this report) 1,649 respondents	seek my input and ideas in decision making - "regularly - always": 71% When I contact my child's school, I receive courteous attention. "regularly - always." 90% I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 81% 1,052 respondents			2024–25: 79% Change: –8 percentage points The school and district seek my input in decision-making ("regularly–always") 2023–24: 55% 2024–25: 71% Change: +16 percentage points When I contact my child's school, I receive courteous attention ("regularly–always") 2023–24: 88% 2024–25: 90% Change: +2 percentage points I receive sufficient information about my child's education ("regularly–always") 2023–24: 75% 2024–25: 81% Change: +6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	Provide Family Webinars, regular new videos and implement other forms of communication based on family input	Family webinars occurred throughout the school year. Video updates occurred weekly. Through March, 2024: -Highest viewership in a single week was 221,725 -Highest viewership for a single feature was 15,000	Family webinars occurred throughout the school year. Video updates occurred weekly. Through February 13, 2025: -Highest viewership for a single feature was 16,500		Maintain family webinars. Maintain high levels of video viewership.	2023–24 (Through March 2024) Family webinars were held throughout the school year Weekly video updates were provided Highest weekly viewership: 221,725 views Highest viewership for a single feature: 15,000 views 2024–25 (Through February 13, 2025) Family webinars continued throughout the school year Weekly video updates continued Highest viewership for a single feature: 16,500 views

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Updated and clear district website that is easily navigable with updated information on the following: • Committee Meetings • Parent Meetings • District Events • Bond Projects • Department Resources & Information • Topical News	Website has been updated with clear and pertinent information that is more easily navigable. Site and district department website pages are updated.	Website has been updated with clear and pertinent information that is more easily navigable. Site and district department website pages are updated.		Website showcases current information, news and events and is easily navigable. Additionally, family feedback will remain positive, and adjustments are made based on user activity and feedback.	The website showcases current information, news, and events, and is easily navigable. Family feedback remains positive, and adjustments are made regularly based on user activity and input.
6.4	State of the District mailer	Updated mailer was sent this year with important highlights and a renewed focus on the programs SCCS current and future families.	Updated mailer was sent this year with important highlights and a renewed focus on the programs SCCS current and future families. Feedback is positive.		Mailer has continued to reach all voters and feedback from community remains positive.	Mailer reached all voters and feedback from community was positive in 24-25.

Goal Analysis [2024-25]

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

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

Santa Cruz City Schools has implemented a comprehensive approach to family communication this year. Family webinars, parent leader dinners and parent education opportunities were scheduled throughout the year, providing regular opportunities for families to connect and learn together. Weekly video updates were produced in both English and Spanish to share district news and events in an accessible format,

and email newsletters were sent to all families and students in English and Spanish with a summary of district news and a schedule of upcoming events.

The district has also continued to expand its partnership with local news media, providing regular press releases and invitations to events to allow the wider community a window into public TK-12 education. We have facilitated access for print, television and web stories throughout the district all year celebrating everything from student achievements to bond projects.

Both the School Community Coordinators and the District Communications Officer are well-established pillars of support and communication in Santa Cruz City Schools. Their consistent presence and expertise have become essential to our district's success, ensuring families receive timely information, meaningful outreach, and ongoing support. Their work is valued and relied upon by students, families, staff, and the broader community.

The district website was updated to improve navigation and provide clear, pertinent information for families, with site and department pages regularly refreshed. Additionally, an updated mailer highlighting key programs and district initiatives was sent to all families and all registered voters within the Elementary and Secondary district. These actions reflect our ongoing commitment to keeping families informed and engaged in their students' education.

Budget constraints will continue to present challenges in the coming year, impacting the range of communication tools available to the district. For instance, we will discontinue the use of the Blackboard email and text platform due to cost considerations; however, we will leverage similar features within our Student Information System to continue reaching families. Despite these financial considerations, our commitment to strong, consistent communication and outreach remains unwavering. We will continue to prioritize timely and effective information-sharing, making the best use of our available resources to support all families and maintain a robust connection with our community.

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.

6.1: District Chief Communications Officer Budgeted \$50,792.00 Actual \$55,798 - Budget item was underestimated for 24-25.

6.3: School Community Coordinators: Budgeted \$575,035.00 Actual \$630,072 - Over-expended due to additional hours - meeting translation, family outreach after hours and document translation.

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

Santa Cruz City Schools has made significant strides in family engagement and communication over the past year. Participation in parent education offerings more than doubled, from 21% to 49%. More parents now feel their child is appropriately challenged (rising from 73% to 81%) and that their input is sought in decision making (up from 55% to 71%). Communication also improved, with 81% of parents reporting

they receive sufficient information about their child's education, up from 75%. Courteous attention from school staff increased to 90%. While a few measures saw small declines, the overall trend shows meaningful growth in building strong family-school partnerships.

School Community Coordinators are essential in supporting students and families throughout Santa Cruz City Schools. They serve as the first point of contact for many families, offering translation and interpretation, connecting with parents everywhere from the front lawn to the parking lot, and making sure important information gets home through weekly folders, newsletters, and text messages. Coordinators create a welcoming environment, help families access resources, and guide parents in self-advocacy. They support newcomer families with intake interviews and primary language assistance, connect families to health, academic, and community services, and coordinate transportation to key events like the annual College & Career Night. Their ongoing support strengthens family-school partnerships and ensures all families feel valued and supported.

Our District Communications Officer has been instrumental in strengthening positive public relations and communication across Santa Cruz City Schools. Through video features on students and staff, timely fliers and print materials, social media channels, newsletters, regular outreach to media, and well-maintained websites, the Communications Officer keeps our community informed and engaged. Their work has raised the profile of our schools, highlighted achievements, and ensured strong, consistent communication with families, staff, and the broader community.

Santa Cruz City Schools has prioritized clear and timely communication with families throughout the year, resulting in strong engagement and positive feedback. Weekly video updates ensured that families received consistent, accessible information on district news and events. This strategy has proven highly effective, as reflected in our data: our highest-viewed single video feature reached 16,500 views.

Feedback from families has been overwhelmingly positive, demonstrating that these efforts are meeting their needs and strengthening our connection with the community.

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.

For 25 - 26, we are expanding our strategies to strengthen parent engagement, with a special focus on English Learner, Foster Youth, and Low-Income families. This year, our School Community Coordinators attended the California Association for Bilingual Education (CABE) Conference to deepen their expertise in effective parent engagement. The insights and strategies gained at CABE, along with new initiatives, will be implemented next year to help increase family participation in school events, parent meetings, and educational workshops—ensuring all families feel welcomed and involved in our school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	District Chief Communications Officer \$20,481 .09FTE E \$36,410 .160FTE S \$20,809 Bonds Local Funds E \$36,993 Bonds Local Funds S	The district has hired a Chief Communications Officer in the 20-21 school year to oversee and coordinate all communication efforts including webinars, podcasts, written communication and the district website. This position is funded through LCFF base and Bond funds. Starting in 23/24, 25% of this position was funded out of LCFF Supplemental.	\$114,693.00	Yes
6.2	District Communication Tools and Platforms Survey Monkey \$1,200 LCFF Base State of the District Flyer - once a year \$17,500 LCFF Base Website Online Platform \$5,000 - LCFF Base	District communication tools and platforms are intended to maintain strong communication efforts as well as to elicit input and feedback from all school community educational partners. Continued efforts include the following: --Deployment of Survey Monkey and Google Forms for feedback. --State of the District Flyer --Weekly Video Updates to educate public on Bond work and general district services/operations. --Website Improvements --Infographics on budget and educational initiatives to educate general public to showcase MTSS\PBIS --Outreach to Potential Students/Families that includes the implementation of a marketing plan for schools, outreach at community events with district PR materials, prospective parent webinars, school tours and bolster relationships with preschools & out-of-district elementary and middle schools --Showcase Tables at community events to show the role of schools as a community resource (Chamber Business Fair, Community Health Fairs, Guelaguetza) --Continue strong relationships with Senderos and the Chamber of Commerce community partners	\$23,700.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	School Community Coordinators \$291,815 E LCFF Sup. \$283,228 S LCFF Sup. Attendance at CABA 2,000 Interpreter training 2,000	School Community Coordinators are essential to strengthening family engagement and ensuring that all families—particularly those from historically underserved communities—feel welcomed, informed, and supported. In the 2022–23 Family Survey, only 21% of families reported participating in parent education opportunities such as classes, workshops, or school events. This low level of participation highlights a significant gap in access, outreach, and the relevance of existing engagement efforts. This need is especially critical for the district's English Learner population, which includes 567 students (9.32%), the majority of whom are Spanish-speaking. In addition, the district serves 878 Reclassified Fluent English Proficient (RFEP) students (14.44%), many of whom still benefit from continued family support and engagement to ensure sustained academic success. Language barriers, unfamiliarity with the school system, and cultural disconnects can make it difficult for families of both English Learners and RFEP students to engage fully in their children's education. To address these challenges, Santa Cruz City Schools continues to invest in School Community Coordinators—trusted staff who serve as vital connectors between families and schools. These individuals help organize meaningful, culturally responsive events; provide targeted outreach; and ensure interpretation and translation services are readily available. Their work reduces barriers and strengthens relationships with families of English Learners, RFEP students, low-income families, and other underserved groups. By fostering trust, improving communication, and creating inclusive spaces for engagement, School Community Coordinators play a critical role in advancing equity and supporting student success across the district.	\$579,043.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Enhance student engagement, career readiness, and academic success for all students but with a specific focus on unduplicated students at Costanoa Career Prep High School through the continued implementation of the "Leaving to Learn" model and targeted support services.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Costanoa Career Prep High School serves some of the highest-need students in our district. Many arrive after experiencing disengagement, poor attendance, and a risk of not graduating from their previous schools. Students often share that they faced academic struggles, behavioral challenges, personal hardships, and a lack of connection to traditional learning environments. They frequently felt overlooked, restricted, and as though their talents and interests were unrecognized. To address these challenges, Costanoa has implemented the "Leaving to Learn" model—a transformative approach designed to reengage students through hands-on, real-world learning experiences. This model empowers students by helping them develop self-awareness around their strengths and interests while exploring various career pathways. The focus is on practical, flexible, and student-centered learning, fostering a sense of purpose and belonging. Key Features of the "Leaving to Learn" Model: Career Exploration and Real-World Learning Students participate in internships, job shadowing, and community-based projects that connect classroom learning to practical applications. Personalized Pathways Each student’s unique strengths, interests, and goals are prioritized, helping them build relevant skills for their future careers. Flexible Learning Environment Moving away from rigid schedules and traditional instruction, the model offers adaptable, student-centered learning experiences. Building Self-Awareness and Agency Through mentorship and hands-on projects, students gain confidence, professional skills, and the ability to set and achieve personal goals.
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Initial feedback from students participating in the "Leaving to Learn" model reflects a renewed sense of empowerment, increased engagement, and a positive outlook on their future. This innovative approach not only addresses past challenges but also prepares students for success beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	"Leaving to Learn" Career Readiness Milestones	Costanoa Career Prep High School Completion 25/26 Baseline Data Career Awareness Internet Career Explorations Completed: 10 students Job Site Visits: 15 visits (for small groups to all students) Career Exploration Job Shadows: 7 students Mentor Meetings: 4 meetings/students Career Experiences (Short and Long Term): 21 placements Leaving to Learn Certificates Awarded: 16 Portfolio: *in progress, goal for May 23 = 17+ students completed			By 2026-2027, there will be increases in the following areas: Career Awareness Internet Career Explorations Completed: 30 students Job Site Visits: 25 visits (for small groups to all students) Career Exploration Job Shadows: 15 students Mentor Meetings: Each student engages in at least 2 Mentor check-ins Career Experiences (Short and Long Term): 30 placements	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Career Training Job Ready Certificates Awarded: 30 Jobs: 21 students			Leaving to Learn Certificates Awarded: 25 Portfolio: 25+ students completed Career Training Job Ready Certificates Awarded: 40 Jobs: 30 students	

Goal Analysis [2024-25]

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

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

See Goal Analysis in 2026-2027 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.

See Goal Analysis in 2026-2027 LCAP.

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

See Goal Analysis in 2026-2027 LCAP.

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.

See Goal Analysis in 2026-2027 LCAP.

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
7.1	Transformation Coach: \$35,000 Equity Multiplier	The Transformation Coach at Costanoa Career Prep High School plays a pivotal role in guiding students through career awareness, exploration, preparation, and training as part of the "Leaving to Learn" model. The coach facilitates activities that help students discover career paths and build professional skills, including career videos, guest speakers, career panels, and job site visits. Students then delve deeper through research projects, informational interviews, mentorship connections, and job shadowing. To prepare for the workforce, the coach helps students identify potential careers, build portfolios, practice with mock interviews, and participate in student-run enterprises. Finally, the coach connects students with real-world training through internships, jobs, and hands-on work experiences, empowering them to confidently transition to their future careers.	\$35,000.00	No
7.2	Culinary Arts Class: \$30,000 Equity Multiplier	CTE Culinary Arts at Costanoa Career Prep High School responds directly to student interest and supports career readiness. Students have consistently shown enthusiasm for hands-on, creative classes, and Culinary Arts is a natural fit. Cooking and food preparation not only spark engagement but also offer practical skills that students can use in everyday life and future careers. This program will open doors to diverse job opportunities, from entry-level roles to the possibilities of future advanced careers. Students will also gain essential life skills, including teamwork, time management, and kitchen safety, which are valuable in many industries. By incorporating Culinary Arts, Costanoa will provide a high-interest, real-world learning experience that motivates students to stay engaged and prepares them for successful, fulfilling careers.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	IT Essentials Course: \$30,000 Equity Multiplier	Adding an Information Technology Essentials CTE class at Costanoa Career Prep High School meets strong student interest in technology and supports career readiness. Students are eager to explore the world of IT, and this class offers an engaging, hands-on way to build their skills. With technology driving so many industries, this program opens the door to a wide range of career opportunities, from tech support to advanced roles in networking and cybersecurity. Offering IT Essentials not only aligns with student interests but also prepares them for a future in a high-demand field.	\$30,000.00	No
7.4		Transportation for Job Site Visits and Field Trips is a critical component of Costanoa's "Leaving to Learn" model and CTE programs. Providing transportation ensures that all students, regardless of their personal circumstances, can participate in job site visits, career exploration activities, internships, and field trips. This not only supports equity but also directly impacts student motivation and career readiness by making real-world learning more accessible and consistent which specifically supports unduplicated students. By removing this barrier, Costanoa can fully implement its vision of connecting education with practical, career-focused experiences.	\$10,000.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,930,931	\$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
6.983%	0.438%	\$309,063.00	7.421%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) \$131,273- LCFF Base Counselors - .200 FTE (S) \$23,461 - LCFF Supplemental	Graduation and A–G completion rates are consistently lower for unduplicated students, highlighting the need for targeted academic, social-emotional, and postsecondary support. Counselors at all school levels provide direct guidance, early intervention, and care coordination that are especially critical for low-income students, English Learners, and foster youth. These services help ensure that students with the greatest needs	-A-G Completion Rates -Graduation Rate -Dropout Rate -Postsecondary Enrollment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Counselors - 4.00 FTE (E) \$496,252 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) \$367,869 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) \$1,243,921 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) \$257,685 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) \$310,679 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) \$161,894 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools \$104,754 Learning Recovery Emergency Block Grant Need: Graduation rates and A-G completion are consistently lower for unduplicated students, highlighting the need for targeted guidance and interventions. Counselors at elementary, middle, high, and alternative schools ensure students receive timely support and care coordination, while counseling secretaries and administrative staff help streamline services and outreach. A shared credit recovery teacher expands access to graduation pathways for students most impacted by learning loss. These investments are critical in removing barriers and promoting equitable access to success for our highest-need students.	receive the support necessary to stay on track and graduate prepared. At the same time, the presence of counselors, counseling support staff, and a shared credit recovery teacher benefits all students by increasing access to mental health resources, academic planning, and credit recovery options. These supports foster inclusive, responsive school environments where every student can thrive—while remaining principally directed toward closing opportunity gaps for unduplicated students. Because these needs and benefits span all school sites and grade levels, the actions are implemented on an LEA-wide basis to ensure equitable access to services for every student, with focused attention on those who face the most significant barriers to success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	Action: Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors \$20,000 & field trips: \$10,000 LCFF Supplemental Rs 0700 AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) \$249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) \$85,759 LCFF Supplemental Rs 0700 AVID Teachers: .800 FTE (S) \$111,977 Title I Rs 3010 Need: AVID is a critical support for unduplicated students—English learners, low-income students, and foster youth—who consistently demonstrate lower A–G completion, graduation rates, and college-going outcomes compared to their peers. The AVID program provides targeted academic support, including	AVID plays a vital role in supporting student success across the district by providing tutoring, study skills, and organizational strategies that strengthen academic readiness. In addition, AVID offers targeted support with college applications, financial aid, and FAFSA completion, helping students navigate the path to postsecondary education. Over a decade of district longitudinal data shows a strong correlation between AVID participation and increased A–G completion rates, underscoring its impact on college and career readiness.	-Successful completion of A-G requirement by AVID students -Postsecondary enrollment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	tutoring, study skills, and organizational strategies, that helps students succeed in rigorous coursework. In addition, AVID offers direct assistance with college applications, financial aid, and FAFSA completion—key barriers for many unduplicated students. By building college readiness and providing structured support throughout the secondary experience, AVID helps close opportunity gaps and ensures more equitable access to postsecondary pathways. Scope: LEA-wide		
2.1	Action: Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE \$128,665 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE \$ 315,778 LCFF Supplemental Rs 0700 Social Worker Intern Stipends	The need for social-emotional and mental health support is present across all school sites and student populations. However, unduplicated students—particularly those who are low-income, English Learners, or foster youth—are more likely to experience barriers that impact their emotional well-being and school success. Providing these services on a districtwide basis ensures that all students have access to consistent, high-quality support, while allowing the district to allocate resources strategically to sites with the greatest need. A unified approach also enables staff to collaborate across schools, align practices, and deliver more effective, equity-driven services. These supports are designed to serve all students but remain principally directed toward those most at risk of disengagement due to social-emotional or behavioral challenges.	-Social Emotional Survey results -Student LCAP results -Wellness Center data -Social Emotional Counselor referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	4 @ Elementary = \$20,676 LCFF Supplemental Rs 0700 6 @ Secondary = \$20,676 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE \$427,113 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE \$152,554 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE \$186,959 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 548,311 LCFF Supp./ \$548,311 LREBG Need: Student, family, and staff feedback consistently highlights the need for accessible mental health services, stronger behavioral supports, and increased staff training in social-emotional learning. In particular, families of unduplicated students have emphasized the importance of having trusted, on-site support for students facing trauma, stress, or social challenges. To meet these needs, the district funds a comprehensive support system that includes counselors at every school, social workers, MFTs, behavior technicians, and social work		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interns. Staff also receive targeted professional development, such as Hatching Results training, to better support students' emotional and academic development. These investments reflect a districtwide commitment to wellness and equity and are designed to ensure all students—especially those most at risk—receive timely, culturally responsive care and support. Scope: LEA-wide		
2.2	Action: School Connectedness .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School \$161,513 LCFF Supp. Elementary \$4,000 Middle \$2,000 HS \$7,500 & Costanoa \$1,000 - LCFF Base Involve training for high school Activities Directors & Leadership students \$15,000 Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform	School connectedness expenditures are offered on a schoolwide basis to cultivate a positive, inclusive climate where all students can thrive socially, emotionally, and academically. Creating strong relationships and a sense of belonging across the entire student body lays the foundation for engagement and success, especially for unduplicated students who may face additional challenges in feeling connected to school. A schoolwide approach ensures that activities like leadership opportunities, PBIS initiatives, and student engagement programs are accessible to everyone, while also allowing staff to layer in additional supports and outreach for students who need it most. This model promotes equity by building a strong, inclusive school culture that supports the whole child.	-Chronic Absenteeism Rate -Unduplicated Student Participation Rates in School Activities based on Demographics (using 5-Star Platform) -LCAP Student Survey Data -Social Emotional Health Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE \$ 28,390 and MHMS .20 FTE \$24,228 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.00 FTE \$100,576 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE \$24,070 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE \$23,738 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives \$4,500 for each elementary (4) & \$2,000 monarch for a total of \$22,000 (Learning Recovery & Emergency Block Grant) Need: Data from school climate surveys, chronic absenteeism rates, and stakeholder input (including students and families) indicate a clear need to strengthen inclusive school environments and school engagement as well as promote leadership opportunities for historically underserved student groups. Scope: LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	Action: Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) \$18,156- LCFF Supp. Mileage for staff outreach / home visits \$1,000 LCFF Supp. Need: Students experiencing housing instability face significant barriers to school attendance, engagement, and success. Santa Cruz City Schools has identified a need to strengthen support systems for Students in Transition to ensure they have equitable access to education. Many of these students lack access to basic necessities, which impacts their ability to fully participate in school. Set-aside funding for materials, access to Wellness Centers, and outreach efforts—including home visits and care coordination—help address these challenges directly. A dedicated portion of administrative staff time also supports case	These services are offered schoolwide to ensure that all students, including those experiencing housing instability, can access support without being identified or stigmatized. A schoolwide approach allows staff to proactively identify students in need, provide timely assistance, and build a culture of care and inclusion. While Students in Transition are a priority, many students—particularly those from low-income backgrounds—face similar barriers related to basic needs, wellness, and attendance. Offering these supports universally ensures equity by embedding resources into the fabric of the school community, while still allowing staff to target and prioritize services for those who need them most.	--Chronic Absenteeism Rate --Academic Achievement: (ELPAC, iReady and Secondary Grades)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	management, coordination with community agencies, and timely responses to student and family needs. These investments are essential in reducing barriers and providing stability for some of our most vulnerable students. Scope: LEA-wide		
2.6	Action: Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - \$72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE \$29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = \$1,000 MAH)	Chronic absenteeism disproportionately affects unduplicated students, including English Learners, low-income students, and foster youth. These actions—such as social work support, site-based attendance staff, and summer outreach—address barriers like housing instability, transportation, and access to care. Providing these services on an LEA-wide basis ensures consistent, equitable access to attendance supports across all schools, targeting students most at risk of disengagement while building a districtwide system of early intervention.	-Chronic Absenteeism Rates by student group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Santa Cruz City Schools continues to prioritize reducing chronic absenteeism among unduplicated students, including English Learners, low-income students, and foster youth. These students are disproportionately impacted by barriers such as housing instability, health concerns, and limited access to transportation—all of which contribute to inconsistent attendance and increased academic risk. To address these challenges, the district has invested in a multi-tiered attendance intervention system designed to provide proactive, student-centered support. This includes a 0.6 FTE District Social Worker and a 0.6 FTE Attendance Social Worker, both funded through Medi-Cal, who focus on case management, home visits, and connecting families with essential community resources. A 0.25 FTE Attendance Intervention position at Mission Hill Middle School, funded by Site LCFF Supplemental, provides school-based support, parent communication, and early outreach for at-risk students. In addition, a summer outreach effort engages three social workers and a bilingual coordinator, each working 10 hours to reconnect students and families prior to the start of the school year. This outreach is designed to prevent further disconnection and to ensure a strong transition back to school,		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	particularly for students with a history of chronic absenteeism. These investments are principally directed toward supporting unduplicated students, who face the greatest risk of disengagement due to chronic absence. The district's approach emphasizes early intervention, culturally responsive outreach, and strong relationships to help ensure all students are present, supported, and ready to learn. Scope: LEA-wide		
3.1	Action: Elementary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$541,318 LCFF Supp. 1.0 Math Rtl Coordinator for each elementary site. \$542,751 LCFF Base .40 Rtl Coordinator for Monarch \$43,794 LCFF Base LCFF Supplemental Site-Based: \$185,780 E Academic Paraeducators LCFF Base \$68,228 LCFF Supp. \$137,644 Title I \$75,806 LREBG \$ 201,535 Paraeducators	These supports are offered schoolwide to ensure that all students have access to timely academic interventions and enrichment opportunities, while still allowing for targeted support for unduplicated students who face greater barriers to achievement. A schoolwide approach promotes equity by embedding these services into the daily fabric of instruction, reducing stigma and ensuring that students are not singled out for needing help. It also allows staff to monitor progress, respond to emerging needs, and adjust instruction for all learners. While unduplicated students are a clear priority, offering supports schoolwide ensures a cohesive, inclusive system that benefits every student while narrowing achievement gaps.	--ELA & Math Dashboard Ratings --English Learner (ELPI) Dashboard Ratings --ELA & Math iReady Data --ELPAC & Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LCFF sup. \$82,710. Title I \$16,717 LREBG \$13,254 Donations \$ 102,653 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) \$319,717 ELOP After School Program Coord. \$100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) \$ 466,000 ELOP Need: These supports are essential to addressing persistent achievement gaps in ELA and especially in math, where unduplicated students—English learners, low-income students, and foster youth—consistently perform below their peers. The Rtl program provides targeted academic interventions during the school day, allowing for early identification and support for students who are not meeting grade-level standards. After-school assistance and enrichment opportunities offer additional instructional time and individualized support, helping students reinforce foundational skills and stay on track. Together, these supports create a multi-tiered		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	system that directly responds to the academic needs of unduplicated students and works to close opportunity gaps. Scope: LEA-wide		
3.2	Action: Secondary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$ 644,491 LCFF Sup. Academic Intervention para professionals for English Learner Support \$19,068 Title I \$433,280 LREBG LCFF Supplemental Site-Based Allocation: 903,686 S PE/ELD @ B40 - \$28,390 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) \$51,057 LCFF Sup. Math Coach @ Small Schools (.36) \$40,086 LCFF sup. Santa Cruz High School: AVID/Language & Lit \$56,297 LCFF Sup. Need:	These supports are offered schoolwide to ensure that all students have access to timely academic interventions and enrichment opportunities, while still allowing for targeted support for unduplicated students who face greater barriers to achievement. A schoolwide approach promotes equity by embedding these services into the daily fabric of instruction, reducing stigma and ensuring that students are not singled out for needing help. It also allows staff to monitor progress, respond to emerging needs, and adjust instruction for all learners. While unduplicated students are a clear priority, offering supports schoolwide ensures a cohesive, inclusive system that benefits every student while narrowing achievement gaps.	--ELA & Math Dashboard Ratings --English Learner Progress Indicator (ELPI) Ratings --ELA & Math iReady Data (middle school) --ELPAC & reclassification rates --Secondary Grades --Successful Integrated I math completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These supports are essential to addressing persistent achievement gaps in ELA and especially in math, where unduplicated students—English learners, low-income students, and foster youth—consistently perform below their peers. The Rtl program provides targeted academic interventions during the school day, allowing for early identification and support for students who are not meeting grade-level standards. After-school assistance and enrichment opportunities offer additional instructional time and individualized support, helping students reinforce foundational skills and stay on track. Together, these supports create a multi-tiered system that directly responds to the academic needs of unduplicated students and works to close opportunity gaps. Scope: LEA-wide		
3.6	Action: Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading \$72,000 LCFF Base MyPath iReady Math \$75,000 LCFF Base	These programs play a key role in addressing persistent achievement gaps, particularly for unduplicated students—English learners, low-income students, and foster youth—who are performing below grade level in literacy and math. Lexia Reading and MyPath i-Ready Math provide adaptive, personalized instruction along with real-time data to help teachers deliver targeted, effective support. Implementing these programs schoolwide ensures that all students benefit from consistent access to high-quality academic tools while creating a shared instructional framework across classrooms. This broad implementation supports overall instructional improvement and	--ELA & Math Dashboard Ratings --English Learner Progress Indicator (ELPI) Ratings --ELA & Math iReady Data --Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: These programs are essential to addressing persistent achievement gaps in literacy and math, particularly for unduplicated students—English learners, low-income students, and foster youth—who consistently perform below grade level. Lexia Reading and MyPath i-Ready Math offer adaptive, research-based instruction and integrated formative assessments that help teachers identify learning gaps early and deliver targeted, differentiated support. By equipping educators with high-quality tools for both core instruction and intervention, the district is able to accelerate learning and improve outcomes for all elementary students, while focusing on closing the achievement gap for those who need the most support. Scope: LEA-wide	allows for more strategic and intensive interventions for students who require additional support, helping to raise achievement for all while narrowing gaps for those most in need.	
3.7	Action: Secondary Intervention Programs Math Plus Read Plus Read 180 \$13,222 LCFF Base Achieve 3000 \$10,725 LCFF Base Reading/Math Intervention courses during the school day	These supports are provided schoolwide to ensure that all students have equitable access to academic interventions, while still allowing for targeted support for unduplicated students—English learners, low-income students, and foster youth—who face greater academic challenges. A schoolwide model helps create a unified system where teachers can implement consistent strategies and tools across classrooms, making it easier to identify and respond to learning gaps as they emerge. This inclusive approach also helps reduce stigma, as interventions are part of the regular school experience rather than limited to	--ELA & Math Dashboard Ratings --English Learner Progress Indicator (ELPI) Ratings --ELA & Math iReady Data (middle school) --Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELO- P After School Intervention Programs \$45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools \$27,340 each LCFF Sup. Need: These secondary intervention programs are essential in addressing the persistent achievement gap faced by unduplicated students—English learners, low-income students, and foster youth—who continue to perform below their peers in reading and math at the secondary level. Programs such as Math Plus, Read Plus, Read 180, and Achieve 3000 provide targeted, research-based instruction to help accelerate skill development and close these gaps. Reading and math intervention courses during the school day ensure that students receive structured support as part of their core schedule, while after-school programs funded through ELO-P and peer tutoring at all three high schools offer additional academic assistance in flexible, supportive settings. These resources are specifically designed to meet the needs of students who require more time and targeted instruction to succeed, ensuring they stay on track for graduation and future opportunities. Scope:	specific student groups. While all students benefit, unduplicated students receive more focused support within this broader framework, helping to close achievement gaps in a way that promotes both equity and inclusion.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.10	Action: Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures. Need: Long-Term English Learners (LTELs) in Santa Cruz City Schools have distinct and complex needs. Despite years in U.S. schools, many have not yet achieved English proficiency, often due to interrupted language development and limited access to rigorous, language-rich instruction. They may struggle with academic vocabulary, writing fluency, and comprehension across content areas. Additionally, there are substantial achievement gaps on the California Dashboard Academic Indicators and other standardized assessments. LTELs also need stronger academic support systems, including targeted interventions, meaningful access to designated ELD courses, and equitable participation in electives and college-preparatory pathways. Many benefit from individualized learning plans, clear language goals, and increased opportunities for engagement and confidence-building.	The actions outlined—such as targeted professional development, transcript audits, individualized scheduling, direct interventions, and improved progress monitoring—are designed to address the specific and persistent needs of Long-Term English Learners (LTELs), who often struggle with academic achievement and language development despite multiple years in U.S. schools. These students benefit from intentional, data-informed supports that re-engage them in both language acquisition and rigorous academic learning. By implementing these strategies on a schoolwide and LEA-wide basis, Santa Cruz City Schools ensures that all educators are equipped to support English Learners through best practices in instruction and intervention. This approach fosters a more inclusive learning environment that benefits all students, particularly those who need differentiated supports to access grade-level content. Improved systems for progress monitoring, enhanced instructional strategies, and stronger educator collaboration help raise the quality of teaching and learning across classrooms, ensuring that no student is overlooked. While these actions are grounded in the needs of LTELs, they contribute to a broader culture of equity, academic excellence, and individualized support that advances success for all learners.	-English Learner Performance Indicator (ELPI) Dashboard Data -ELPAC Scores -Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, educators working with LTELs need professional development to deepen their understanding of LTEL profiles and implement effective instructional strategies. Systems for monitoring progress must also be refined to identify gaps early and respond with coordinated support. These needs reflect the urgency of accelerating both academic and language growth for LTELs while ensuring they remain connected, motivated, and on track to graduate college- and career-ready. Scope: LEA-wide		
4.1	Action: English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp. Need: With over 567 active English Learners (9.3% of enrollment) and nearly 900 reclassified students, Santa Cruz City Schools must	English Learners are enrolled at every school in Santa Cruz City Schools, requiring a cohesive, districtwide approach to language development and instructional support. The ELD Teacher on Special Assignment provides site-specific professional development and coaching to ensure all educators—across grade levels and subject areas—are prepared to implement effective integrated and designated ELD strategies. Likewise, the Newcomer Teacher offers targeted instruction and transition support wherever newly arrived students are placed, allowing the district to respond to needs in real time. Implementing these actions districtwide ensures that all English Learners, regardless of school site,	-Reclassification data -ELPAC scores -California Dashboard ELPI Indicator growth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continuously enhance instructional capacity to meet diverse language needs. Staff feedback and achievement data underscore the importance of high-quality, standards-aligned ELD strategies—both integrated across content areas and in designated ELD blocks—to accelerate language acquisition and close academic gaps. To meet this need, we fund an ELD Teacher on Special Assignment (TOSA) who delivers a menu of site-tailored professional learning—drawing on Title III (elementary) and Title I (secondary and elementary) resources—to equip teachers with best practices in scaffolding, language modeling, and culturally responsive pedagogy. Complementing this, a Newcomer Teacher, supported by LCFF Supplemental funds, provides targeted, small-group instruction and transition support for newly arrived ELs, ensuring they access rigorous content from day one. Together, these roles build educator expertise and deliver equitable, language-rich learning opportunities for all EL students. Scope: LEA-wide	receive consistent, high-quality instruction, and that staff across the system are supported in creating equitable, language-rich classrooms.	
4.2	Action: Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - \$72,520 LCFF Supplemental Rs 0700	Unduplicated students—including English Learners, low-income students, and foster youth—are enrolled at every school across the district. To ensure instructional equity and coherence, Santa Cruz City Schools implements Site and District	-Site professional development feedback from Working Conditions Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SCIL Stipends (S) - \$145,040 LCFF Supplemental Rs 0700 SCIL Stipends SPED \$7,018 E LCFF Sup. SCIL Stipends SPED \$7,018 S LCFF Sup. Need: Unduplicated students—including English Learners, low-income students, and foster youth—often require more responsive, differentiated instruction to succeed academically. To meet this need, Santa Cruz City Schools invests in Site and District Curriculum Instructional Leadership (SCIL) Teams to strengthen instructional practices and promote equitable outcomes across all schools. SCIL members serve as teacher-leaders who support their colleagues in implementing high-impact, culturally responsive strategies. They help guide site-based professional learning, lead collaborative planning, and ensure instructional decisions are grounded in student data. Special education SCIL stipends further ensure that students with disabilities, including those who are also unduplicated, are supported by knowledgeable and consistent instructional leadership. These actions, funded through LCFF Supplemental, are principally directed toward improving instruction for students most affected by opportunity gaps. By building site-	Curriculum Instructional Leadership (SCIL) Teams at all sites. By providing stipends for teacher-leaders and special education staff at both the elementary and secondary levels, the district builds site-based leadership capacity to guide professional learning, support data-informed instruction, and implement practices that address the specific needs of underserved students. Implementing SCIL Teams on a districtwide basis ensures that every school—regardless of size or student population—has the structures in place to drive continuous improvement and deliver high-quality instruction that benefits all students, with a focused impact on those who need it most.	-Number of SCIL-led, collaborative PD sessions at each site -Growth in student academic achievement measured by local and state assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level leadership and fostering a shared focus on equity, SCIL Teams help ensure all students—especially those who have been historically underserved—receive the high-quality, standards-based education they deserve. Scope: LEA-wide		
4.6	Action: Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00 FTE \$133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE \$56,428.400FTE Local Grants Rs 9010 & 84,643 .600 FTE LCFF Base 1.0 FTE District ELD TOSA (see Action 1) Need: Unduplicated students—including English Learners, low-income students, and foster youth—often face systemic barriers that impact their access to rigorous instruction,	Unduplicated students are present at every school, making it essential that support strategies are embedded into schoolwide systems of instruction. The TOSA roles—focused on Ethnic Studies, Career Technical Education, Computer Science and Educational Technology, and English Language Development—are implemented on a schoolwide basis to ensure that all students benefit from high-quality, inclusive, and future-ready instruction, while addressing the specific needs of English Learners, low-income students, and foster youth. These positions provide site-based coaching, curriculum development, and professional learning that elevate instructional practices across classrooms. While all students gain from more engaging, relevant, and rigorous instruction, unduplicated students especially benefit from increased access to academic language supports, culturally responsive content, and college and career pathways. By building educator capacity and improving instruction for diverse learners, these actions	-Percentage of unduplicated students enrolled in CTE pathways -Increase in reclassification rates for English Learners -Growth in Math & ELA for Unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	culturally relevant curriculum, and pathways to college and career success. To address these inequities, Santa Cruz City Schools invests in Teachers on Special Assignment (TOSAs) who lead professional development aligned with the district's Excellence & Equity Plan. The Ethnic Studies/History–Social Science TOSA (.20 FTE) supports the development and implementation of inclusive, standards-aligned curriculum that affirms student identities and reflects diverse perspectives—particularly important for students who have not historically seen themselves represented in traditional content. The Career Technical Education TOSA (1.0 FTE) expands high-quality CTE pathways and supports teachers in building equitable access to career-connected learning experiences for underrepresented student populations. The Computer Science and Educational Technology TOSA (1.0 FTE) ensures that all students, regardless of background, benefit from access to digital tools and instruction that prepares them for a tech-integrated world. The District ELD TOSA (1.0 FTE) provides coaching and professional development focused on integrated and designated ELD strategies, directly supporting the academic language development and success of English Learners across the district.	promote equitable outcomes while strengthening teaching and learning for the entire school community.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These roles are critical to ensuring that staff are equipped to meet the diverse needs of unduplicated students through instructional practices that are rigorous, inclusive, and culturally responsive. Scope: LEA-wide		
4.7	Action: Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development \$12,000 SCCMI Math Plan Implementation & Professional Development \$120,000 - LCFF Base AVID Summer Institute \$40,000 - LCFF Base Integrated & Designated ELD \$20,000 - LCFF Base EWRs for Rtl Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days \$4,000 Professional Learning Community Professional Development SCIL (see 4.2)	This professional development directly addresses the academic and language needs of unduplicated students by equipping teachers with strategies to improve instruction in math, ELD, and college readiness. It also supports culturally responsive teaching across content areas. Offering this support on an LEA-wide basis ensures all educators have access to consistent, high-quality training aligned with the district's Equity & Excellence Plan, allowing schools to implement effective practices that benefit unduplicated students across all campuses.	-Math CAASPP Results -Math iReady Results and local assessments -Successful A-G completion -Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grading Work (secondary) \$0 Science Collaboration and Professional Development C-SINO - \$15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - \$15,000 - LCFF Base Need: These professional development investments are principally directed to support the unique needs of unduplicated student groups by improving instructional quality and advancing the goals of the district's Equity & Excellence Plan. Training in math instruction and SCCMI implementation addresses achievement gaps for English learners and low-income students, who continue to underperform in math. Integrated and Designated ELD training strengthens language development and access to core content for English learners. AVID Summer Institute supports college and		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	career readiness for first-generation and low-income students. Additional professional development in ELA, Social Studies, Ethnic Studies, and Science ensures culturally responsive, standards-aligned instruction. PLC structures, Rtl coaching cycles, and new teacher support enable data-driven collaboration and targeted intervention planning. Collectively, these actions equip educators to meet the diverse academic and linguistic needs of unduplicated students and promote equitable outcomes across all schools. Scope: LEA-wide		
5.1	Action: District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). \$22,138 LCFF Sup. Materials & Supplies \$6,000 - LCFF Sup. Need: Strategic oversight of supplemental funding is essential to ensuring that resources directly support the needs of unduplicated students,	This action is implemented districtwide to ensure that all schools receive consistent support in managing supplemental funds aligned with LCAP goals. Because unduplicated students are enrolled at every site, a centralized system is essential for maintaining equity, transparency, and strategic use of resources. The Site Program Coordinator and Administrative Assistant offer ongoing support to schools and departments, helping align expenditures with student needs and district priorities. This districtwide approach ensures that all schools, regardless of size or demographics, have the tools and guidance needed to effectively invest in	-Percentage of supplemental funding spent in alignment with LCAP goals and planned actions -Percentage of supplemental funds spent by year-end (indicating effective planning and use)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including English Learners, low-income students, and foster youth. To maintain alignment with LCAP goals and promote equity-driven budgeting, Santa Cruz City Schools continues to invest in systems and staffing that monitor the effective use of these funds. A Site Program Coordinator and a .2 FTE Administrative Assistant, funded through LCFF Supplemental, provide ongoing support to track site and department expenditures, ensuring that supplemental funds are used as intended. These roles also facilitate budget planning that is transparent, data-informed, and responsive to student needs. Key activities include: Regular collaboration with sites and departments to align budgets with district goals Continued refinement of metrics to monitor the impact of key LCAP actions, such as Rtl and social-emotional supports Ongoing support and guidance to ensure funds are allocated and spent effectively This structure strengthens the district's ability to prioritize equity, maintain fiscal responsibility, and ensure that all supplemental investments are advancing student success.	actions that improve outcomes for underserved students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
6.1	Action: District Chief Communications Officer \$20,481 .09FTE E \$36,410 .160FTE S \$20,809 Bonds Local Funds E \$36,993 Bonds Local Funds S Need: Clear, consistent, and accessible communication is essential to fostering trust, transparency, and meaningful engagement across Santa Cruz City Schools. The District Chief Communications Officer ensures that families, staff, and the broader community stay informed and connected to district priorities, initiatives, and student supports. This role is especially critical for reaching unduplicated students and their families, who may face barriers related to language, access, or navigating school systems. The Communications Officer leads inclusive outreach, coordinates translation of key information, and ensures that district messaging is aligned, timely, and accessible across all platforms. The position is partially funded through LCFF Supplemental to support equitable family	The Chief Communications Officer supports all schools and departments across Santa Cruz City Schools, making the role inherently districtwide. Consistent, inclusive communication is essential to ensuring that families, staff, and community members stay informed, engaged, and connected to district priorities. Because unduplicated students are enrolled at every school, a centralized communications strategy ensures equitable access to information—particularly for families who may face language, cultural, or systemic barriers. This position helps coordinate translation services, streamline messaging, and support outreach efforts that are aligned with district goals and responsive to community needs. By providing this support districtwide, the Communications Officer ensures that all school communities—regardless of size or demographics—benefit from clear, accessible communication that promotes engagement and supports student success.	-Annual Family Survey data regarding communication -Data on Weekly Video views -Feedback on State of the District Mailer

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement aligned with LCAP goals, and through local bond funds to manage communication around districtwide facilities projects. This strategic investment helps ensure that all families—particularly those historically underserved—have the information and access they need to support student success. Scope: LEA-wide		
6.2	Action: District Communication Tools and Platforms Survey Monkey \$1,200 LCFF Base State of the District Flyer - once a year \$17,500 LCFF Base Website Online Platform \$5,000 - LCFF Base Need: Santa Cruz City Schools recognizes the critical need for clear, accessible, and inclusive communication to support stakeholder engagement, promote transparency, and build trust across the district. As families and community members increasingly rely on digital access to stay informed and involved, the district must ensure that its communication systems are responsive, reliable, and easy to navigate.	Consistent, accessible communication is essential across all school sites to keep families informed and engaged. Tools like SurveyMonkey, the State of the District flyer, and the district website address systemwide needs by ensuring all stakeholders—regardless of school or demographic—have access to timely updates, critical information, and opportunities to provide input. Because these platforms serve the entire community and support transparency and engagement at every level, they are appropriately implemented as a districtwide action.	-Website analytics - number of visits -Email/newsletter open rates -State of the District flyer annual distribution -Weekly Videos - number of viewers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
6.3	Action: School Community Coordinators \$291,815 E LCFF Sup. \$283,228 S LCFF Sup. Attendance at CABE 2,000 Interpreter training 2,000 Need: Although overall responses on the 2024–25 Annual Family Survey were positive, only 49% of families indicated participation in parent education opportunities such as classes, workshops, and school events. This highlights a critical need to strengthen outreach and improve the accessibility and relevance of engagement opportunities—particularly for families of English Learners, low-income students, and other underserved groups. To address these gaps, the district continues to invest in School Community Coordinators, interpreter training, and, this year, participation in the California Association for Bilingual Education (CABE) Conference. These efforts reflect a broader commitment to creating more inclusive and culturally responsive engagement practices. By expanding interpretation services, building staff capacity, and designing more meaningful, community-centered events, Santa Cruz City Schools	These actions are provided on an LEA-wide basis because the need for culturally responsive outreach and translation services exists at every school. School Community Coordinators are stationed at all sites and play a vital role in building relationships with families, organizing inclusive events, and connecting families with essential resources. Interpreter training enhances the district's capacity to communicate effectively with non-English-speaking families, while CABE participation equips staff with strategies to engage families in ways that honor their language and culture. By implementing these supports across all schools, Santa Cruz City Schools is fostering a more inclusive and welcoming environment—ensuring that all families, regardless of background or language, feel informed, valued, and empowered to participate in their child's education.	-Participation at DELAC and other parent education events -Increase in percentage of parents who state they participate in family education on the Annual Family Survey -Continued positive responses on the Annual Family Survey, particularly from Spanish-speaking families

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	aims to ensure that all families feel welcomed, valued, and empowered to engage actively in their children's education. Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors \$20,000 & field trips: \$10,000 LCFF Supplemental Rs 0700 AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) \$249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) \$85,759 LCFF Supplemental Rs 0700	The AVID program is strategically designed to address the identified needs of unduplicated students—specifically, the need for academic support, college readiness, and access to rigorous coursework. Through dedicated AVID elective classes, students receive structured instruction in essential skills such as organization, inquiry, collaboration, and academic language. Additional supports, including UCSC tutors and college field trips, are intentionally integrated to provide individualized academic assistance and real-world exposure to postsecondary opportunities—key needs identified through student performance data and engagement feedback.	--Successful A-G Completion --Clearinghouse Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	AVID Teachers: .800 FTE (S) \$111,977 Title I Rs 3010 Need: Unduplicated students—English Learners, low-income students, and foster youth—often face structural barriers that limit their access to rigorous coursework, individualized academic support, and exposure to college and career pathways. These students may also lack the sustained mentorship, organizational strategies, and school-based networks that foster academic confidence and long-term planning. The AVID program directly addresses these needs by providing a structured, supportive environment where students build essential academic skills, receive consistent guidance, and are introduced to postsecondary opportunities through tutoring and college visits. Designed with equity at its core, AVID equips unduplicated students with the tools, mindset, and experiences needed to succeed in A–G coursework and pursue college and career goals. Scope: Limited to Unduplicated Student Group(s)	By combining skill development, mentorship, and access, AVID creates a comprehensive support system that empowers unduplicated students to succeed in college-preparatory pathways and envision a future beyond high school.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	Action: Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) \$18,156- LCFF Supp. Mileage for staff outreach / home visits \$1,000 LCFF Supp. Need: Students in transition—those experiencing housing instability or in foster care—face significant barriers that impact their ability to attend school consistently, engage in learning, and access basic resources. These students often need immediate support for essential needs such as clothing, school supplies, hygiene products, and transportation, along with consistent, caring connections to school-based services. To meet these needs, Santa Cruz City Schools has established targeted supports, including set-aside funding for materials and	This action is intentionally structured to meet the urgent and complex needs of students experiencing housing instability or foster care. Set-aside funding for materials ensures students have immediate access to basic necessities—such as clothing, school supplies, and hygiene items—helping to reduce barriers to participation in school. Wellness Centers provide safe, supportive spaces where students can access mental health and social-emotional support. A dedicated Student Services Administrative Assistant coordinates services, manages referrals, and ensures that support is delivered promptly and effectively. Additionally, mileage funding allows staff to conduct home visits and outreach, maintaining critical connections with students and families who may be highly mobile or difficult to reach. Together, these actions create a responsive, coordinated support system that promotes stability, well-being, and consistent engagement in school for students in transition.	-Number of students in transition served with basic needs (e.g., clothing, school supplies, hygiene items) -Number/percentage of students in transition who have a Wellness Center on campus and access it

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	basic needs, access to Wellness Centers for emotional and behavioral health support, and mileage funding for staff to conduct home visits and outreach. A Student Services Administrative Assistant (.12 FTE) provides critical coordination and ensures timely delivery of services. These actions are designed to remove barriers to school participation and provide stability, dignity, and support for students navigating uncertain and often difficult circumstances. Scope: Limited to Unduplicated Student Group(s)		
2.6	Action: Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - \$72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE \$29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = \$1,000 MAH) Need:	These attendance interventions are strategically designed to address the underlying barriers that contribute to chronic absenteeism among unduplicated students. Social workers provide direct outreach, case management, and connections to critical services such as housing support, healthcare, and mental health resources—meeting families where they are to reduce obstacles to regular attendance. A site-based attendance specialist at Mission Hill Middle School offers targeted, on-campus support and early intervention, while bilingual summer outreach ensures re-engagement efforts are culturally and linguistically accessible. Together, these actions foster trust, build strong school-family relationships, and create the conditions for consistent school participation.	-Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Unduplicated students often face complex, compounding barriers that interfere with regular school participation. These may include unstable housing, limited access to transportation, health-related challenges, or a lack of connection to school-based supports. Recognizing these realities, Santa Cruz City Schools has developed a proactive attendance intervention system that centers the needs of these students. Key actions include assigning social workers to provide individualized outreach and support, placing a site-based attendance specialist at Mission Hill Middle School, and conducting bilingual summer outreach to re-engage students before the start of the year. These efforts are supported by dedicated staffing and coordination designed to address both immediate barriers and longer-term patterns of disengagement. Together, these strategies aim to reduce chronic absenteeism, promote equity in access to learning, and ensure that students most at risk of falling behind are supported in returning to and remaining connected with school. Scope: Limited to Unduplicated Student Group(s)	By combining individualized support with systemic outreach, these interventions are designed to improve attendance, strengthen student engagement, and promote equitable access to learning for those most at risk of falling behind.	
3.3	Action: English Learner Supports 1.0 FTE Elementary Newcomer teacher	Increased teacher professional development focused on Integrated and Designated ELD, expanded services for Newcomer students, and continued customized small-group instruction are	--ELPAC achievement data --Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	.700 FTE LCFF Sup. \$108,294 .300 Title III \$46,349 .8 FTE District ELD TOSA Title I S \$52,484 .400FTE Title I E. \$29,403 .200 FTE Title III S. \$57,212 .400 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section \$58,731 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section \$23,693 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE \$128,276 LCFF Sup. Harbor Newcomer Support (.2) \$28,197 LCFF Sup. Harbor Designated ELD Section .200 FTE \$31,219 LCFF Sup. Need:	all designed to improve outcomes for English learners. As enrollment of Newcomer students continues to grow, the district is enhancing its support systems to meet their academic and social-emotional needs. At the elementary level, a dedicated Newcomer teacher will provide direct instruction and case management to ensure students make meaningful progress. At the secondary level, additional Newcomer sections and services will offer more strategic and intentional support, particularly for older students who often face greater challenges in adjusting to a new educational system.	--English Learner Progress Dashboard Indicator Ratings

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners continue to experience the widest achievement gaps in the district, performing below both their peers and other unduplicated student groups in ELA, math, graduation rates, and progress toward reclassification. This persistent disparity highlights the urgent need for targeted, multi-tiered supports—such as Newcomer programs, bilingual instructional staff, and improved ELD instruction—to ensure English learners can fully access and succeed in rigorous academic pathways. Scope: Limited to Unduplicated Student Group(s)		
3.10	Action: Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures. Need: LTELs require targeted supports—such as designated ELD courses, individualized language goals, and access to college-preparatory pathways—to accelerate both language and academic growth. Educators also need specialized training to implement effective strategies and monitor progress with precision. Because these needs are specific to English Learners, the related actions must be	These actions address the specific needs of English Learners—particularly Long-Term English Learners—who often struggle with academic language, access to rigorous coursework, and consistent progress toward reclassification. Professional development for educators, targeted supports like transcript audits and ELD placement reviews, and individualized interventions help ensure EL students receive the instruction and services necessary for success. Because English Learners are enrolled at every school, and consistent support systems are essential across sites, these actions are provided on both a schoolwide and LEA-wide basis to promote equity, continuity, and improved outcomes.	--Data Dashboard Academic Indicator --Reclassification Rates --English Learner Progress Dashboard Indicator Ratings

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	exclusively directed to this group to ensure equity, relevance, and impact. Scope: Limited to Unduplicated Student Group(s)		
4.1	Action: English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp. Need: English learners in Santa Cruz City Schools continue to show the widest achievement gaps, including lower performance, graduation rates, and reclassification progress compared to other students. To address this, the district provides targeted professional development through an ELD Teacher on Special Assignment (TOSA), who offers site-based training and coaching to improve both Integrated and Designated ELD instruction. A dedicated Newcomer teacher also supports staff and students by addressing the specific academic and social-emotional needs of newly arrived English learners. These supports build	To improve outcomes for English learners, the district is investing in targeted ELD professional development and the implementation of updated, research-based curricula. These efforts are led by the district's ELD TOSA, who provides direct coaching and training to strengthen both Integrated and Designated ELD instruction across all schools. Expanded professional learning focused on supporting Newcomer students ensures staff are equipped to meet their unique needs. Schools that have worked closely with the ELD TOSA have already seen positive results, including increased ELPAC scores and higher reclassification rates, demonstrating the impact of these focused actions on English learner achievement.	--ELA & Math iReady scores (elementary & middle school) --Dashboard ELPI growth --Dashboard ELA & Math growth --Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	educator capacity and are essential to improving outcomes for English learners. Scope: Limited to Unduplicated Student Group(s)		

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

Action 1.3: The AVID program is designed to enhance college readiness for all students, with a strategic emphasis on supporting low-income and English learner students who may face greater challenges in accessing postsecondary pathways. Although AVID is a schoolwide initiative, the proportional benefit for unduplicated pupils is calculated based on targeted enrollment, the alignment with Title I goals, and focused instructional support. The inclusion of AVID Teachers funded by LCFF Base reflects the district's commitment to providing high-quality instruction that benefits all students, while Title I-funded FTE specifically targets unduplicated pupils.

Action 3.3: The Elementary Newcomer Teacher and District ELD TOSA are specifically employed to address the needs of English learners, including recent immigrants and students who are in the early stages of acquiring English. These positions are essential for ensuring access to high-quality, language-rich instruction that aligns with state standards and supports students in overcoming language barriers.

The Newcomer Teacher is primarily funded through LCFF Supplemental funds (.7 FTE) because the role directly supports unduplicated students, particularly English learners. The remaining portion (.3 FTE) is funded through Title III to enhance language instruction and integration. The methodology for determining this contribution is based on the direct alignment of services with the needs of newcomers, who are predominantly English learners.

The District ELD TOSA role is funded through a combination of Title I Schoolwide (.3 FTE), Title I Elementary (.2 FTE), and Title III Schoolwide (.3 FTE) funds. This combination reflects the comprehensive support provided to ELs at both the schoolwide and district levels. The methodology for determining the proportional benefit includes evaluating the TOSA's role in professional development for teachers, direct instructional support, and districtwide ELD program coordination. These activities predominantly benefit English learners and are structured to meet the academic and language acquisition needs of this population.

Action 4.4: The ELD Professional Learning initiative is designed to improve instructional practices districtwide, with a particular focus on enhancing the academic success of English learners. The ELD TOSA position supports teachers through professional development sessions, site-based coaching, and instructional strategy modeling, directly impacting the quality of ELD instruction.

LCFF Supplemental (.700 FTE): The majority of the funding for the ELD TOSA comes from LCFF Supplemental funds because the position directly supports unduplicated pupils (English learners) by building teacher capacity to deliver effective language instruction. The methodology for this allocation is based on the role’s focus on professional learning that directly benefits ELs, as well as the proportional impact on school sites with high numbers of unduplicated students.

Title III LEP (.300 FTE): The remaining portion is funded through Title III as it aligns with the federal mandate to improve English proficiency and academic outcomes for limited English proficient (LEP) students. The methodology for determining the proportional benefit from Title III funds includes the TOSA’s role in conducting targeted PD sessions specifically aimed at enhancing ELD practices.

Overall, by strategically combining LCFF Supplemental and other funding, Santa Cruz City Schools ensures that initiatives and programs designed to support unduplicated students are robust, comprehensive, and directly aligned with their needs This coordinated approach not only improves instructional capacity but also addresses the increased and improved services requirement.

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.

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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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	70,617,722	\$4,930,931	6.983%	0.438%	7.421%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,050,553.00	\$2,488,018.00	\$6,459,085.00	\$1,942,865.00	\$18,940,521.00	\$15,854,854.00	\$3,085,667.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) \$131,273- LCFF Base Counselors - .200 FTE (S) \$23,461 - LCFF Supplemental Counselors - 4.00 FTE (E) \$496,252 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) \$367,869 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) \$1,243,921 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) \$257,685 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) \$310,679 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) \$161,894 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools \$104,754 Learning Recovery Emergency Block Grant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$3,097,788.00	\$0.00	\$316,628.00	\$104,754.00	\$2,676,406.00		\$3,097,788.00	
1	1.2	Career Technical Education (CTE)	All	No			All Schools		\$1,916,078.00	\$113,071.00	\$0.00	\$0.00	\$1,589,863.00	\$439,286.00	\$2,029,149.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		CTE Courses @ all High Schools (LCFF Base, Measure T, CTEIG, Perkins) District CTE TOSA (CTEIG). \$133,476 \$30,000 Your Future is Our Business - CTE Grant Rs 6387 \$83,071 Perkins Grant (4xxx) Rs 3550 CTE Counselor 1.00 FTE (S) - \$166,997 Parcel Tax / Measure T CTE Teachers 9.47 FTE - \$1,243,049 - Parcel Tax / Measure T CTE Teachers (Subs and ERW's) - \$20,008Parcel Tax / Measure T CTE Ed Techs .285 FTE - \$35,033 - Parcel Tax / Measure T CTE Teachers 1.200 FTE - \$124,776 - LCFF Base CTE Teachers (HS) 1.97 FTE \$ 179,344 CTE Grant Rs 6387 CTE IT Support .095 FTE \$13,395 - CTE Grant Rs 6387				Specific Schools: Brancifort e Middle, Mission Hill Middle, Harbor, Santa Cruz and Soquel High Schools 6 - 12										
1	1.3	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student	English Learners Foster Youth Low Income	Specific Schools: Brancifort e Middle, Mission Hill Middle,		\$447,072.00	\$60,000.00	\$115,759.00		\$249,336.00	\$141,977.00	\$507,072.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		AVID UCSC tutors \$20,000 & field trips: \$10,000 LCFF Supplemental Rs 0700 AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) \$249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) \$85,759 LCFF Supplemental Rs 0700 AVID Teachers: .800 FTE (S) \$111,977 Title I Rs 3010			Group(s)		Harbor High School, Santa Cruz High School, Soquel High SchoolGrades 7 - 12									
1	1.4	California College Guidance Initiative (CCGI) (\$0).	All	No			Specific Schools: Middle & High Schools 6 - 12									
1	1.5	1.0 Library Media Teacher at Each School Site Parcel Tax funded 6.0 FTE (E) 906,767 Meas.U - Parcel Tax 3.50 FTE (S) 442,401 - Meas. T - Parcel Tax	All	No			All Schools		\$1,349,168.00	\$0.00			\$1,349,168.00		\$1,349,168.00	
2	2.1	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,349,043.00	\$24,168.00	\$1,613,773.00	\$548,311.00	\$211,127.00		\$2,373,211.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE \$128,665 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE \$ 315,778 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = \$20,676 LCFF Supplemental Rs 0700 6 @ Secondary = \$20,676 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE \$427,113 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE \$152,554 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE \$186,959 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 548,311 LCFF Supp./ \$548,311 LREBG														
2	2.2	School Connectedness .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School \$161,513 LCFF Supp. Elementary \$4,000 Middle \$2,000 HS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brancifort e Middle School, Mission Hill Middle School, Costanoa Career Prep		\$362,515.00	\$51,500.00	\$392,015.00	\$22,000.00			\$414,015.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		\$7,500 & Costanoa \$1,000 - LCFF Base Envolve training for high school Activities Directors & Leadership students \$15,000 Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE \$ 28,390 and MHMS .20 FTE \$24,228 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.00 FTE \$100,576 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE \$24,070 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE \$23,738 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incent ives \$4,500 for each elementary (4) & \$2,000 monarch for a total of \$22,000 (Learning Recovery & Emergency Block Grant)					High School, Harbor High School, Santa Cruz High School, Soquel High School									
2	2.3	Social Emotional Program & Systems PBIS Programs 20,000	All	No			All Schools		\$0.00	\$27,000.00	\$0.00	\$27,000.00			\$27,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Second Step Curriculum 7,000 - LCFF Base Wayfinder Curriculum Restorative Practices Training Wellness Centers @ Harbor & Soquel High School Social Emotional Professional Development														
2	2.4	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings	All	No			All Schools		\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
2	2.5	Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) \$18,156-LCFF Supp.	Foster Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$18,156.00	\$1,000.00	\$19,156.00				\$19,156.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Mileage for staff outreach / home visits \$1,000 LCFF Supp.														
2	2.6	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - \$72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE \$29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = \$1,000 MAH)	Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$102,525.00	\$0.00	\$29,213.00		\$73,312.00		\$102,525.00	
3	3.1	Elementary RtI Program 1.0 ELA RtI Coordinator at each school site \$541,318 LCFF Supp. 1.0 Math RtI Coordinator for each elementary site. \$542,751 LCFF Base .40 RtI Coordinator for Monarch \$43,794 LCFF Base LCFF Supplemental Site-Based: \$185,780 E Academic Paraeducators LCFF Base \$68,228 LCFF Supp. \$137,644 Title I \$75,806 LREBG \$ 201,535 Paraeducators LCFF sup. \$82,710. Title I \$16,717 LREBG \$13,254 Donations \$ 102,653	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites		\$2,246,866.00	\$651,780.00	\$1,602,225.00	\$1,101,245.00	\$102,653.00	\$92,523.00	\$2,898,646.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) \$319,717 ELOP After School Program Coord. \$100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) \$ 466,000 ELOP														
3	3.2	Secondary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$ 644,491 LCFF Sup. Academic Intervention para professionals for English Learner Support \$19,068 Title I \$433,280 LREBG LCFF Supplemental Site-Based Allocation: 903,686 S PE/ELD @ B40 - \$28,390 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) \$51,057 LCFF Sup. Math Coach @ Small Schools (.36) \$40,086 LCFF sup. Santa Cruz High School: AVID/Language & Lit \$56,297 LCFF Sup.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites		\$1,272,669.00	\$903,686.00	\$1,724,007.00	\$433,280.00		\$19,068.00	\$2,176,355.00	
3	3.3	English Learner Supports	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		\$563,858.00	\$0.00	\$378,410.00			\$185,448.00	\$563,858.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. \$108,294 .300 Title III \$46,349 .8 FTE District ELD TOSA Title I S \$52,484 .400FTE Title I E. \$29,403 .200 FTE Title III S. \$57,212 .400 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section \$58,731 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section \$23,693 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE \$128,276 LCFF Sup. Harbor Newcomer Support (.2) \$28,197 LCFF Sup. Harbor Designated ELD Section .200 FTE \$31,219 LCFF Sup.			Student Group(s)											
3	3.4	Assessment Systems to Monitor Progress and Set Goals	All	No			All Schools		\$0.00	\$68,000.00	\$68,000.00				\$68,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		iReady Assessment Program: \$42,000 LCFF Base MAP Assessment Program: \$26,000 LCFF Base High School Schoolwide Writing														
3	3.5	Grading for Equity	All	No			Specific Schools: Secondary Sites		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading \$72,000 LCFF Base MyPath iReady Math \$75,000 LCFF Base	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites		\$0.00	\$147,000.00	\$147,000.00				\$147,000.00	
3	3.7	Secondary Intervention Programs Math Plus Read Plus Read 180 \$13,222 LCFF Base Achieve 3000 \$10,725 LCFF Base Reading/Math Intervention courses during the school day ELO- P After School Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites6 - 12		\$82,020.00	\$113,947.00	\$105,967.00	\$90,000.00			\$195,967.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		\$45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools \$27,340 each LCFF Sup.														
3	3.8	Increased Professional Development Time Aligned Professional Development Days at secondary sites (\$0) Common prep periods for math teachers at secondary sites (\$0)	All	No			All Schools									
3	3.9	Explore & pilot eKadence Digital Platform: \$0	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.10	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools									
4	4.1	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp.	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$154,643.00	\$0.00	\$108,294.00			\$46,349.00	\$154,643.00	
4	4.2	Site and District Curriculum Leadership Teams (SCIL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$231,596.00	\$0.00	\$231,596.00				\$231,596.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		SCIL Stipends (E) - \$72,520 LCFF Supplemental Rs 0700 SCIL Stipends (S) - \$145,040 LCFF Supplemental Rs 0700 SCIL Stipends SPED \$7,018 E LCFF Sup. SCIL Stipends SPED \$7,018 S LCFF Sup.				Low Income										
4	4.3	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools \$229,816 E \$276,557 S	All	No			All Schools		\$0.00	\$506,373.00				\$506,373.00	\$506,373.00	
4	4.4	Educational Technology Ed Tech Specialists (S) 2.00 FTE \$206,095 LCFF Base	All	No			All Schools		\$206,095.00	\$0.00	\$206,095.00				\$206,095.00	
4	4.5	New Teacher Project Teachers on Special Assignment Mentor Teachers 2.00 FTE - \$258,202 Educator Effectiveness Rs 6266 Induction for new teachers @ COE (E) \$10,000 & (S) \$66,000 Title II Rs 4035	All	No			All Schools		\$270,837.00	\$78,500.00				\$349,337.00	\$349,337.00	
4	4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00	English Learners	Yes	LEA-wide	English Learners	All Schools		\$437,051.00	\$0.00	\$84,643.00	\$56,428.00	\$133,476.00	\$162,504.00	\$437,051.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		FTE \$133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE \$56,428.400FTE Local Grants Rs 9010 & 84,643 .600 FTE LCFF Base 1.0 FTE District ELD TOSA (see Action 1)														
4	4.7	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development \$12,000 SCCMI Math Plan Implementation & Professional Development \$120,000 - LCFF Base AVID Summer Institute \$40,000 - LCFF Base Integrated & Designated ELD \$20,000 - LCFF Base EWRs for Rtl Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days \$4,000 Professional Learning Community Professional Development SCIL (see 4.2) Grading Work (secondary) \$0 Science Collaboration and Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$226,942.00	\$211,000.00		\$15,942.00		\$226,942.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		C-SINO - \$15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) Social Studies / Ethnic Studies - \$15,000 - LCFF Base														
5	5.1	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). \$22,138 LCFF Sup. Materials & Supplies \$6,000 - LCFF Sup.	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			\$22,138.00	\$6,000.00	\$28,138.00				\$28,138.00	
6	6.1	District Chief Communications Officer \$20,481 .09FTE E \$36,410 .160FTE S \$20,809 Bonds Local Funds E \$36,993 Bonds Local Funds S	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$114,693.00	\$0.00	\$56,891.00		\$57,802.00		\$114,693.00	
6	6.2	District Communication Tools and Platforms Survey Monkey \$1,200 LCFF Base State of the District Flyer - once a year \$17,500 LCFF Base Website Online Platform \$5,000 - LCFF Base	All	No			All Schools		\$0.00	\$23,700.00	\$23,700.00				\$23,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.3	School Community Coordinators \$291,815 E LCFF Sup. \$283,228 S LCFF Sup. Attendance at CABE 2,000 Interpreter training 2,000	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$575,043.00	\$4,000.00	\$579,043.00				\$579,043.00	
7	7.1	Transformation Coach: \$35,000 Equity Multiplier	All	No			Specific Schools: Costanoa Career Prep High School 10 - 12		\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
7	7.2	Culinary Arts Class: \$30,000 Equity Multiplier	All	No			Specific Schools: Costanoa Career Prep High School		\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
7	7.3	IT Essentials Course: \$30,000 Equity Multiplier	All	No			Specific Schools: Costanoa Career Prep High School		\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
7	7.4		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
70,617,722	\$4,930,931	6.983%	0.438%	7.421%	\$7,743,758.00	0.000%	10.966 %	Total:	\$7,743,758.00
								LEA-wide Total:	\$7,365,348.00
								Limited Total:	\$650,832.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) \$131,273- LCFF Base Counselors - .200 FTE (S) \$23,461 - LCFF Supplemental Counselors - 4.00 FTE (E) \$496,252 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) \$367,869 Parcel Tax/Measure U Counselors - 9.00 FTE (HS) \$1,243,921 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) \$257,685 Parcel Tax/Measure T	Yes	LEA-wide	English Learners Foster Youth Low Income		\$316,628.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Counseling Secretaries - 3.00 FTE (HS) \$310,679 Parcel Tax/Measure T Sch Admin Asst II - 1.500 FTE (MS) \$161,894 LCFF Base Credit Recovery Teacher .6 shared between Harbor, Santa Cruz and Soquel High Schools \$104,754 Learning Recovery Emergency Block Grant						
1	1.3	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors \$20,000 & field trips: \$10,000 LCFF Supplemental Rs 0700 AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: 1.79 FTE (S) \$249,336 LCFF Base Rs 0000 AVID Teachers: .400 FTE (S) \$85,759 LCFF Supplemental Rs 0700 AVID Teachers: .800 FTE (S) \$111,977 Title I Rs 3010	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Branciforte Middle, Mission Hill Middle, Harbor High School, Santa Cruz High School, Soquel High School	\$115,759.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Social Workers (E) .1.00 FTE \$128,665 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE \$ 315,778 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = \$20,676 LCFF Supplemental Rs 0700 6 @ Secondary = \$20,676 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE \$427,113 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE \$152,554 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,613,773.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		\$186,959 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.00 FTE - 548,311 LCFF Supp./ \$548,311 LREBG						
2	2.2	School Connectedness .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School \$161,513 LCFF Supp. Elementary \$4,000 Middle \$2,000 HS \$7,500 & Costanoa \$1,000 - LCFF Base Enroll training for high school Activities Directors & Leadership students \$15,000 Superintendent's Advisory on Race & Equity retreats & activities 5 Star Online Platform Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE \$ 28,390 and MHMS .20 FTE \$24,228 LCFF Supplemental Rs 0700	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Branciforte Middle School, Mission Hill Middle School, Costanoa Career Prep High School, Harbor High School, Santa Cruz High School, Soquel High School	\$392,015.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		School Connected Activities Director @ each HS (S) 1.00 FTE \$100,576 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE \$24,070 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE \$23,738 LCFF Base Rs 000 PBIS/Social Emotional Program support materials/supplies/incentives \$4,500 for each elementary (4) & \$2,000 monarch for a total of \$22,000 (Learning Recovery & Emergency Block Grant)						
2	2.4	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF Base Risk Assessment Trainings				All Schools	\$9,000.00	
2	2.5	Students in Transition Support Systems and Practices Assistance with basic needs and materials	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$19,156.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) \$18,156- LCFF Supp. Mileage for staff outreach / home visits \$1,000 LCFF Supp.						
2	2.6	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism - \$72,312 Medical funding Attendance Intervention @ MHMS (S) .25 FTE \$29,213 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE Medical Funding Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = \$1,000 MAH)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$29,213.00	
3	3.1	Elementary Rtl Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites	\$1,602,225.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		1.0 ELA Rtl Coordinator at each school site \$541,318 LCFF Supp. 1.0 Math Rtl Coordinator for each elementary site. \$542,751 LCFF Base .40 Rtl Coordinator for Monarch \$43,794 LCFF Base LCFF Supplemental Site-Based: \$185,780 E Academic Paraeducators LCFF Base \$68,228 LCFF Supp. \$137,644 Title I \$75,806 LREBG \$ 201,535 Paraeducators LCFF sup. \$82,710. Title I \$16,717 LREBG \$13,254 Donations \$ 102,653 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) \$319,717 ELOP After School Program Coord. \$100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) \$ 466,000 ELOP						

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Secondary RtI Program 1.0 ELA RtI Coordinator at each school site \$ 644,491 LCFF Sup. Academic Intervention para professionals for English Learner Support \$19,068 Title I \$433,280 LREBG LCFF Supplemental Site-Based Allocation: 903,686 S PE/ELD @ B40 - \$28,390 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) \$51,057 LCFF Sup. Math Coach @ Small Schools (.36) \$40,086 LCFF sup. Santa Cruz High School: AVID/Language & Lit \$56,297 LCFF Sup.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites	\$1,724,007.00	
3	3.3	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. \$108,294 .300 Title III \$46,349 .8 FTE District ELD TOSA Title I S \$52,484 .400FTE Title I E. \$29,403 .200 FTE Title III S. \$57,212 .400 FTE	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$378,410.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section \$58,731 .400FTE LCFF Sup. Mission Hill Middle School Newcomer Section \$23,693 LCFF Sup. Harbor Spanish for Spanish Speakers section .800 FTE \$128,276 LCFF Sup. Harbor Newcomer Support (.2) \$28,197 LCFF Sup. Harbor Designated ELD Section .200 FTE \$31,219 LCFF Sup.						
3	3.5	Grading for Equity				Specific Schools: Secondary Sites	\$0.00	
3	3.6	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites	\$147,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		academic intervention, instruction and formative assessments for elementary. Lexia Reading \$72,000 LCFF Base MyPath iReady Math \$75,000 LCFF Base						
3	3.7	Secondary Intervention Programs Math Plus Read Plus Read 180 \$13,222 LCFF Base Achieve 3000 \$10,725 LCFF Base Reading/Math Intervention courses during the school day ELO- P After School Intervention Programs \$45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools \$27,340 each LCFF Sup.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Sites	\$105,967.00	
3	3.8	Increased Professional Development Time				All Schools		

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 (%)
		Aligned Professional Development Days at secondary sites (\$0) Common prep periods for math teachers at secondary sites (\$0)						
3	3.9	Explore & pilot eKadence Digital Platform: \$0				All Schools	\$0.00	
3	3.10	Long-Term English Learners Support & Interventions See Action 3.3 for planned expenditures.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4.1	English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$108,294.00	
4	4.2	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - \$72,520 LCFF Supplemental Rs 0700 SCIL Stipends (S) - \$145,040 LCFF Supplemental Rs 0700	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,596.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		SCIL Stipends SPED \$7,018 E LCFF Sup. SCIL Stipends SPED \$7,018 S LCFF Sup.						
4	4.3	Professional Development Materials & Supplies Curriculum Technology Site Allocations to Title I eligible schools \$229,816 E \$276,557 S				All Schools		
4	4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00 FTE \$133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE \$56,428.40FTE Local Grants Rs 9010 & 84,643 .600 FTE LCFF Base 1.0 FTE District ELD TOSA (see Action 1)	Yes	LEA-wide	English Learners	All Schools	\$84,643.00	
4	4.7	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$211,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Math Professional Development \$12,000						
		SCCMI Math Plan Implementation & Professional Development \$120,000 - LCFF Base						
		AVID Summer Institute \$40,000 - LCFF Base						
		Integrated & Designated ELD \$20,000 - LCFF Base						
		EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days \$4,000						
		Professional Learning Community Professional Development SCIL (see 4.2)						
		Grading Work (secondary) \$0						
		Science Collaboration and Professional Development C-SINO - \$15,942						
		Professional Development in World Language, History/Social Studies & English Language Arts (secondary)						

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 (%)
		Social Studies / Ethnic Studies - \$15,000 - LCFF Base						
5	5.1	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). \$22,138 LCFF Sup. Materials & Supplies \$6,000 - LCFF Sup.	Yes	LEA-wide	Foster Youth Low Income		\$28,138.00	
6	6.1	District Chief Communications Officer \$20,481 .09FTE E \$36,410 .160FTE S \$20,809 Bonds Local Funds E \$36,993 Bonds Local Funds S	Yes	LEA-wide	English Learners Foster Youth Low Income		\$56,891.00	
6	6.3	School Community Coordinators \$291,815 E LCFF Sup. \$283,228 S LCFF Sup. Attendance at CABA 2,000 Interpreter training 2,000	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$579,043.00	
7	7.4				English Learners Foster Youth Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$15,854,076.00	\$16,502,213.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) \$148,716- LCFF Base Counselors - .90 FTE (S) \$105,863 - LCFF Supplemental Counselors - 4.00 FTE (E) \$507,500 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) \$362,908 Parcel Tax/Measure U Counselors - 9.10 FTE (HS) \$1,144,283 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) \$252,679 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) \$303,311 Parcel Tax/Measure T Sch Admin Asst II - 1.375 FTE (MS) \$122,005 LCFF Base	No Yes	\$2,946,209.00	\$2,751,828
1	1.2	Career Technical Education (CTE) CTE Courses @ all High Schools (LCFF Supplemental, LCFF Base, Measure T, CTEIG, Perkins)	No	\$1,923,114.00	\$2,421,860

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)
		District CTE TOSA (CTEIG). \$131,547 \$30,000 Your Future is Our Business - CTE Grant Rs 6387 \$83,071 Perkins Grant (4xxx) Rs 3550 CTE Counselor 1.00 FTE (S) - \$164,046 Parcel Tax / Measure T CTE Teachers 9.47 FTE - \$1,273,787 - Parcel Tax / Measure T CTE Teachers (Subs and ERW's) - \$19,275 Parcel Tax / Measure T CTE Ed Techs .285 FTE - \$35,770 - Parcel Tax / Measure T CTE Teachers .970 FTE - \$109,776 - LCFF Base CTE Teachers (HS) 1.37 FTE \$ 172,837 CTE Grant Rs 6387 CTE IT Support .095 FTE \$12,672 - CTE Grant Rs 6387			
1	1.3	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors \$20,000 & field trips: \$10,000 LCFF Supplemental Rs 0700	Yes	\$259,753.00	\$324,354

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)
		AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: .1.85 FTE (S) \$141,487 LCFF Base Rs 0000 AVID Teachers: .77 FTE (S) \$84,779 LCFF Supplemental Rs 0700 AVID Teachers: 1.6 FTE (S) \$199,527 Title I Rs 3010			
1	1.4	California College Guidance Initiative (CCGI) (\$0).	No		
1	1.5	1.0 Library Media Teacher at Each School Site Parcel Tax funded 6.0 FTE (E) 874,813 Meas.U - Parcel Tax 3.50 FTE (S) 518,984 - Meas. T - Parcel Tax	No	\$1,393,797.00	\$1,398,903
2	2.1	Social Emotional Support Staff & Professional Development Counseling Staff -Counselors at each school site (See Goal #1) -Continue .2 FTE counseling support at both middle schools Social Emotional Training & Professional Development - Academic Counselor Hatching Results Professional Learning Need \$ here	No	\$1,435,409	\$1,853,188

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)
		Social Workers (E) .1.00 FTE \$125,974 LCFF Base Rs 0000, Social Workers (S) 2.0 FTE \$ 305,512 LCFF Supplemental Rs 0700 Social Worker Intern Stipends 4 @ Elementary = \$20,692 LCFF Supplemental Rs 0700 6 @ Secondary = \$31,038 LCFF Supplemental Rs 0700 Behavior Tech PBIS (E) 5.875 FTE \$476,026 Base Rs 0000 Behavior Tech PBIS (E) 1.875 FTE \$132,099 LCFF Supplemental Rs 0700 MTSS Health and Wellness Coordinator 1.00 FTE \$159,813 Local funding (9010) MAH & Medical Billing Social Emotional MFT's Counselors (S) 6.0 184,255 LCFF Base			
2	2.2	School Connectedness Elementary: PBIS/Social Emotional Program support materials/supplies/incentives \$15,500 (Learning Recovery & Emergency Block Grant) .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School \$19,289 LCFF Supp.	No Yes	\$479,287.00	448,044

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)
		Elementary \$4,000 Middle \$2,000 HS \$7,500 & Costanoa \$1,000 - LCFF Base Envolve training for high school Activities Directors & Leadership students LCFF supp. \$8,250 United Against Hate Week activities 5 Star Online Platform \$8,640 Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE \$ 35,125 and MHMS .20 FTE \$23,738 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.30 FTE \$163,963 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE \$22,934 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE \$23,738 LCFF Supplemental Site Rs 0700			
2	2.3	Social Emotional Programs & Systems PBIS Programs 20,000 Second Step Curriculum 7,000 - LCFF Base Restorative Practices Training	No	\$25,944.00	\$16,984

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)
		Wellness Centers @ Harbor & Soquel High School Behavioral Health Services on-campus support (Harbor High School) Social Emotional Professional Development			
2	2.4	Mental Health Crisis Protocols Threat Assessment Trainings 9,0000 LCFF base Risk Assessment Trainings	No	\$9,000.00	0
2	2.5	Students in Transition Support Systems and Practices Assistance with basic needs and materials Set aside funding for materials and resources to support Students in Transition Wellness Centers	Yes	\$28,491.00	\$20,775

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)
		Student Services Administrative Assistant (.12 FTE) \$17,491 - LCFF Supp. Bus Passes 10,000 Mileage for staff outreach / home visits\$1,000 LCFF Supp. Food Pantries			
2	2.6	Attendance Intervention Systems .6 Social Worker assigned to address chronic absenteeism Attendance Intervention @ MHMS (S) .25 FTE \$28,214 Site LCFF Supplemental Rs 0700 Attendance Social Worker - .60 FTE \$68,155.62 Attendance Summer Outreach: 3 Social Workers @ 10 hours each; Bilingual Coordinator @ 10 hours (EWR's = \$1,000 ESSR III) Rs 3213	No	\$97,369	\$100,526
3	3.1	Elementary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$541,318 LCFF Supp. 1.0 Math Rtl Coordinator for each elementary site. \$542,751 LCFF Base .40 Rtl Coordinator for Monarch \$43,794 LCFF Base LCFF Supplemental Site-Based: \$185,780 E	Yes	\$1,895,935	\$1,846,172

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)
		Academic Paraeducators LCFF Base \$68,228 LCFF Supp. \$137,644 Title I \$75,806 LREBG \$ 201,535 Paraeducators LCFF sup. \$82,710. Title I \$16,717 LREBG \$13,254 Donations \$ 102,653 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) \$319,717 ELOP After School Program Coord. \$100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) \$ 466,000 ELOP			
3	3.2	Secondary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$ 648,574 LCFF Sup. Academic Intervention para professionals for English Learner Support \$41,051 Title I 253,615 LREBG	Yes	\$1,965,091.00	\$1,845,393

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)
		LCFF Supplemental Site-Based Allocation: 851,031 S PE/ELD @ B40 - \$35,125 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) \$43,662 LCFF Sup. Math Coach @ Small Schools (.36) \$45,332 LCFF sup. Santa Cruz High School: AVID/Language & Lit AVID/World History \$46,701 LCFF Sup.			
3	3.3	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. \$93,552 .300 Title III \$43,244 .8 FTE District ELD TOSA Title I S \$43,244 .300FTE Title I E. \$28,829 .200 FTE Title III S. \$43,244 .300 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students	Yes	\$535,289.00	\$566,230

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)
		Bilingual Paraeducators - See goal 3.2 & 3.1 Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section \$53,661LCFF Sup. Mission Hill Middle School Newcomer Section \$22,161 LCFF Sup. Harbor Spanish for Spanish Speakers section 1.00 FTE \$158,330 LCFF Sup. Harbor Newcomer Support (.2) \$25,672 LCFF Sup. Harbor Designated ELD Section .200 FTE \$23,352 LCFF Sup.			
3	3.4	Assessment Systems to Monitor Progress and Set Goals iReady Assessment Program:42,000 MAP Assessment Program: 26,000 LCF Base	No	\$68,000.00	\$59,791
3	3.5	Grading for Equity 20,000 - LCFF base District Grading Team	No	\$20,000.00	\$4,493
3	3.6	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and	Yes	\$147,000.00	\$137,136

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)
		formative assessments for elementary. Lexia Reading 72,000 MyPath iReady Math 75,000			
3	3.7	Secondary Intervention Programs Math Plus Read Plus Read 180 13,222 LCFF Base Achieve 3000 10,725 LCFF Base Reading/Math Intervention courses during the school day ELO- P After School Intervention Programs \$45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools \$27,340 each LCFF Sup.	Yes	\$141,317.00	\$126,490
3	3.8	Increased Professional Development Time Aligned Professional Development Days at secondary sites (\$0) Common prep periods for math teachers at secondary sites (\$0)	No		
4	4.1	English Language Development (ELD) Professional Learning on Best Practices	Yes	\$136,796.00	\$143,409

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)
		English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp			
4	4.2	Site and District Curriculum Leadership Teams (SCIL) SCIL Stipends (E) - \$72,520 LCFF Supplemental Rs 0700 SCIL Stipends (S) - \$145,040 LCFF Supplemental Rs 0700 SCIL Stipends SPED \$7,018 E LCFF Sup. SCIL Stipends SPED \$7,018 S LCFF Sup.	No	\$231,730.00	\$202,270
4	4.3	Professional Learning Communities and Site Professional Development Site Allocations to Title I eligible schools \$229,816 E \$276,557 S	No	\$424,042.00	\$410,819
4	4.4	Educational Technology Ed Tech Specialists (S) 2.00 FTE \$206,095 LCFF Base	No	\$201,203.00	\$214,911

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	New Teacher Project Teachers on Special Assignment Mentor Teachers 2.00 FTE - \$258,202 Educator Effectiveness Rs 6266 Induction for new teachers @ COE (E) \$10,000 & (S) \$66,000 Title II Rs 4035	No	\$334,202.00	\$326,646
4	4.6	Teachers on Special Assignment (TOSAs) to support Professional Development for Excellence & Equity Plan History Social Science/Ethnic Studies TOSA .20 Title IV (this funding has changed) Career Technical Education TOSA 1.00 FTE \$133,476 CETIG Rs 6387 CS and Ed Tech TOSA 1.00 FTE \$56,428.400FTE Local Grants Rs 9010 & 84,643 .600 FTE LCFF Base 1.0 FTE District ELD TOSA (see Action 1)	No	\$435,700.00	\$512,248
4	4.7	Teacher Professional Development to support implementation of the district's Equity & Excellence Plan Math Professional Development \$12,00 Integrated & Designated ELD	No	40,000	\$40,233

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)
		EWRs for RtI Coordinators and TOSAs to plan coaching cycles & lesson studies TOSAs - New Teachers PD Days \$4,000 Professional Learning Community Professional Development SCIL Grading Work (secondary) \$0 Science Collaboration and Professional Development C-SINO - 15,942 Professional Development in World Language, History/Social Studies & English Language Arts (secondary) WL - Social Studies / Ethnic Studies ELA -			
5	5.1	District Budget Monitoring Planning Systems Administrative Assistant to monitor supplemental budgets and expenditures (.2). \$23,871 LCFF Sup. Materials & Supplies \$6,000 - LCFF Sup.	No Yes	\$29,871.00	\$21,875
6	6.1	District Chief Communications Officer \$18,285 .09FTE E \$32,507 .160FTE S		\$50,792.00	\$55,798

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)
6	6.2	District Communication Tools and Platforms Survey Monkey \$1,200 LCFF Base State of the District Flyer - once a year \$17,500 LCFF Base Website Online Platform \$5,000 - LCFF Base		\$23,700.00	\$21,765
6	6.3	School Community Coordinators \$193,906 E LCFF Sup. \$377,129 S LCFF Sup. Attendance at CABA 2,000 Interpreter training 2,000		\$575,035.00	\$630,072

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,940,549	\$5,014,708.00	\$4,631,486.00	\$383,222.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Accessibility, Support and Guidance for All Students Counselors - .900 FTE (Small Schools) \$148,716- LCFF Base Counselors - .90 FTE (S) \$105,863 - LCFF Supplemental Counselors - 4.00 FTE (E) \$507,500 Parcel Tax/Measure U Counselors - 2.60 FTE (MS) \$362,908 Parcel Tax/Measure U Counselors - 9.10 FTE (HS) \$1,144,283 Parcel Tax/Mesure T Counselors - 1.70 FTE (Small Schools) \$252,679 Parcel Tax/Measure T Counseling Secretaries - 3.00 FTE (HS) \$303,311 Parcel Tax/Measure T Sch Admin Asst II - 1.375 FTE (MS) \$122,005 LCFF Base	Yes	\$375,528.00	\$291,859		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Continued expansion and implementation of Advancement Via Individual Determination (AVID) Grades 6 - 12 AVID UCSC tutors \$20,000 & field trips: \$10,000 LCFF Supplemental Rs 0700 AVID Contract: \$30,000 Title I Rs 3010 AVID Teachers: .1.85 FTE (S) \$141,487 LCFF Base Rs 0000 AVID Teachers: .77 FTE (S) \$84,779 LCFF Supplemental Rs 0700 AVID Teachers: 1.6 FTE (S) \$199,527 Title I Rs 3010	Yes	\$30,226.00	\$89,132		
2	2.2	School Connectedness Elementary: PBIS/Social Emotional Program support materials/supplies/incentives \$15,500 (Learning Recovery & Emergency Block Grant) .4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School \$19,289 LCFF Supp.	Yes	\$479,287.00	\$332,679		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Elementary \$4,000 Middle \$2,000 HS \$7,500 & Costanoa \$1,000 - LCFF Base Envolv training for high school Activities Directors & Leadership students LCFF supp. \$8,250 United Against Hate Week activities 5 Star Online Platform \$8,640 Middle School School Connectedness/PBIS release/support periods (Branciforte .20 FTE \$ 35,125 and MHMS .20 FTE \$23,738 LCFF Supplemental Rs 0700 School Connected Activities Director @ each HS (S) 1.30 FTE \$163,963 LCFF Supplemental Rs 0700 Leadership/Student Engagement @ HRHS (S).20 FTE \$22,934 LCFF Supplemental Site Rs 0700 Leadership/Student Engagement @ MHMS (S).20 FTE \$23,738 LCFF Supplemental Site Rs 0700					
2	2.5	Students in Transition Support Systems and Practices Assistance with basic needs and materials	Yes	\$28,491.00	\$18,748		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Set aside funding for materials and resources to support Students in Transition Wellness Centers Student Services Administrative Assistant (.12 FTE) \$17,491 - LCFF Supp. Bus Passes 10,000 Mileage for staff outreach / home visits \$1,000 LCFF Supp. Food Pantries					
3	3.1	Elementary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$541,318 LCFF Supp. 1.0 Math Rtl Coordinator for each elementary site. \$542,751 LCFF Base .40 Rtl Coordinator for Monarch \$43,794 LCFF Base LCFF Supplemental Site-Based: \$185,780 E Academic Paraeducators LCFF Base \$68,228 LCFF Supp. \$137,644 Title I \$75,806 LREBG \$ 201,535 Paraeducators LCFF sup. \$82,710. Title I \$16,717 LREBG \$13,254	Yes	\$1,642,283.00	\$1,512,394		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Donations \$ 102,653 Provide after school assistance & enrichment opportunities to directly address achievement gap Afterschool Paras (BV & GA) \$319,717 ELOP After School Program Coord. \$100,739 ELOP Sprouts & CKC contracts (WL, Monarch & DLV) \$ 466,000 ELOP					
3	3.2	Secondary Rtl Program 1.0 ELA Rtl Coordinator at each school site \$ 648,574 LCFF Sup. Academic Intervention para professionals for English Learner Support \$41,051 Title I 253,615 LREBG LCFF Supplemental Site-Based Allocation: 851,031 S	Yes	\$1,670,425.00	\$1,613,184		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		PE/ELD @ B40 - \$35,125 LCFF Sup. Math Co-Teaching @ Mission Hill Middle School (.4) \$43,662 LCFF Sup. Math Coach @ Small Schools (.36) \$45,332 LCFF sup. Santa Cruz High School: AVID/Language & Lit AVID/World History \$46,701 LCFF Sup.					
3	3.3	English Learner Supports 1.0 FTE Elementary Newcomer teacher .700 FTE LCFF Sup. \$93,552 .300 Title III \$43,244 .8 FTE District ELD TOSA Title I S \$43,244 .300FTE Title I E. \$28,829 .200 FTE Title III S. \$43,244 .300 FTE Academic Intervention paraprofessionals for English Learner Support - See goal 3.2 & 3.1 1.0 Elementary Newcomer Teacher to case manage and support Newcomer students Bilingual Paraeducators - See goal 3.2 & 3.1	Yes	\$376,728.00	\$374,339		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Bilingual Math Tutors - See goal 3.7 B40 Newcomer Section \$53,661 LCFF Sup. Mission Hill Middle School Newcomer Section \$22,161 LCFF Sup. Harbor Spanish for Spanish Speakers section 1.00 FTE \$158,330 LCFF Sup. Harbor Newcomer Support (.2) \$25,672 LCFF Sup. Harbor Designated ELD Section .200 FTE \$23,352 LCFF Sup.					
3	3.6	Elementary Intervention Programs Math, Literacy & Tech Integration tools to support academic intervention, instruction and formative assessments for elementary. Lexia Reading 72,000 MyPath iReady Math 75,000	Yes	\$147,000.00	\$136,496		
3	3.7	Secondary Intervention Programs Math Plus Read Plus Read 180 13,222 LCFF Base	Yes	\$141,317.00	\$126,490		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Achieve 3000 10,725 LCFF Base Reading/Math Intervention courses during the school day ELO- P After School Intervention Programs \$45,000 each (BMS & MHMS) Peer Tutoring Homework Club all 3 High Schools \$27,340 each LCFF Sup.					
4	4.1	English Language Development (ELD) Professional Learning on Best Practices English Language Development (ELD) Professional Learning on Best Practices ELD Teacher on Special Assignment - Menu of Professional Development options for sites .4 Title III Elementary .4 Title I Secondary .200 Title I Elementary Newcomer Teacher LCFF Supp	Yes	\$93,552.00	\$108,550		
5	5.1	District Budget Monitoring Planning Systems	Yes	\$29,871.00	\$27,615		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Administrative Assistant to monitor supplemental budgets and expenditures (.2). \$23,871 LCFF Sup. Materials & Supplies \$6,000 - LCFF Sup.					

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$70,617,722	\$4,940,549	0%	6.996%	\$4,631,486.00	0.000%	6.559%	\$309,063.00	0.438%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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