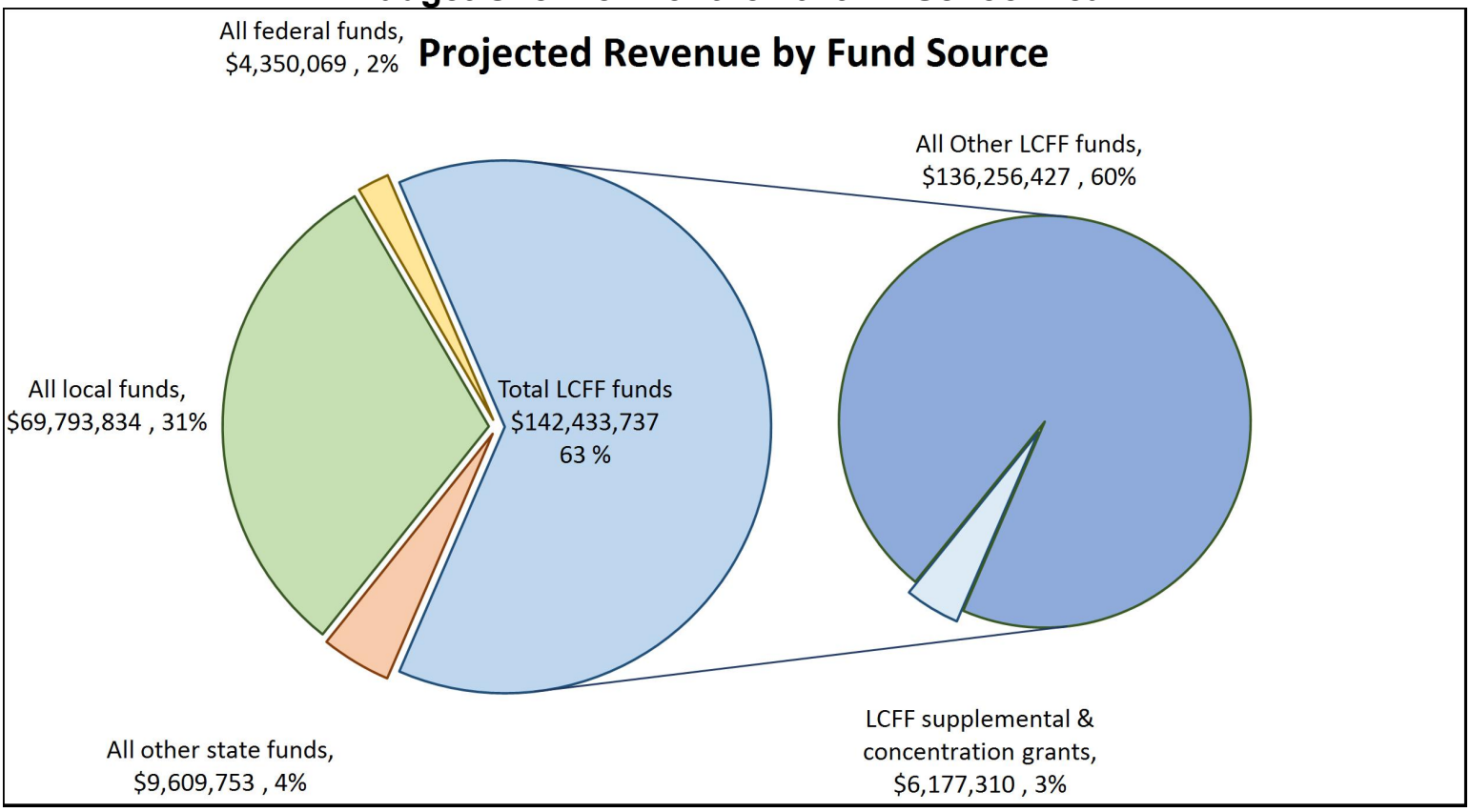
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Monica-Malibu Unified School District
CDS Code: 19-64980-0000000
School Year: 2026-27
LEA contact information:
Dr. Stacy Williamson
Assistant Superintendent, Educational Services
swilliamson@smmusd.org
(310) 450-8338

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

Budget Overview for the 2026-27 School Year

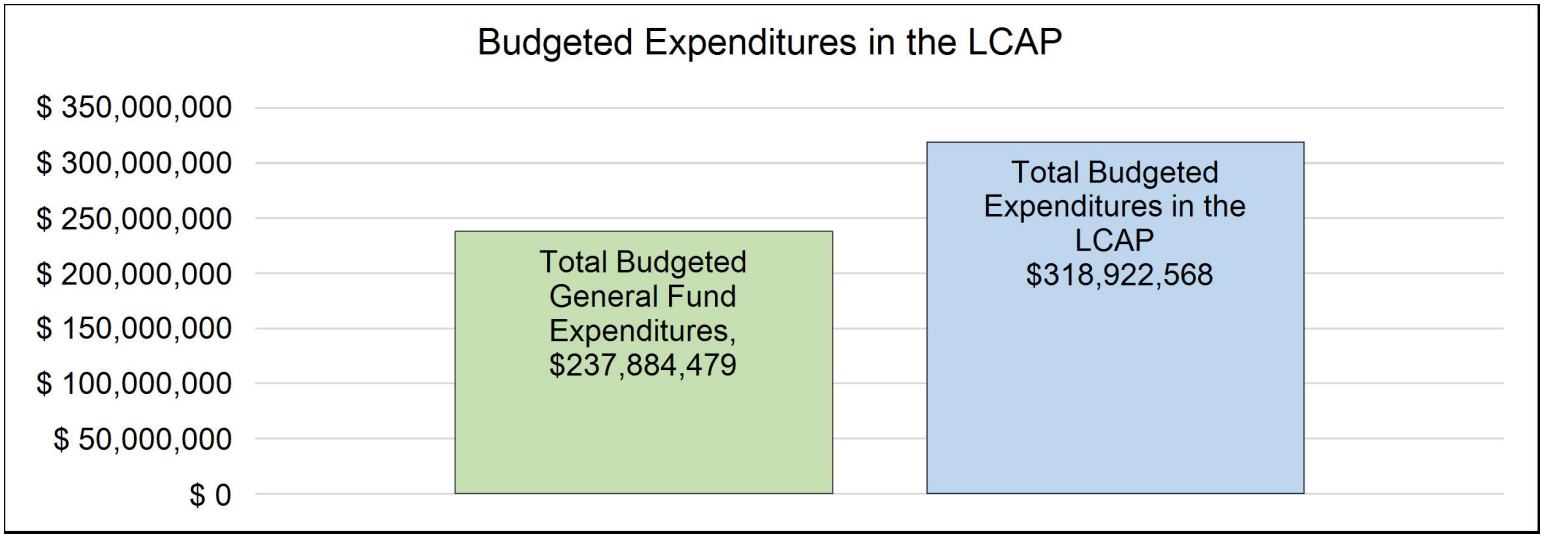


This chart shows the total general purpose revenue Santa Monica-Malibu Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Monica-Malibu Unified School District is $226,187,393, of which $142,433,737 is Local Control Funding Formula (LCFF), $9,609,753 is other state funds, $69,793,834 is local funds, and $4,350,069 is federal funds. Of the $142,433,737 in LCFF Funds, $6,177,310 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 Monica-Malibu Unified School District plans to spend for 2026-27. 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 Monica-Malibu Unified School District plans to spend $237,884,479 for the 2026-27 school year. Of that amount, $318,922,568 is tied to actions/services in the LCAP and $-81,038,089 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

"For the 2026-27 school year, Santa Monica-Malibu Unified School District plans to spend $237,878,479 from its general fund, while total LCAP expenditures are $318,922,568. The LCAP total is higher than the general fund budget for two reasons:

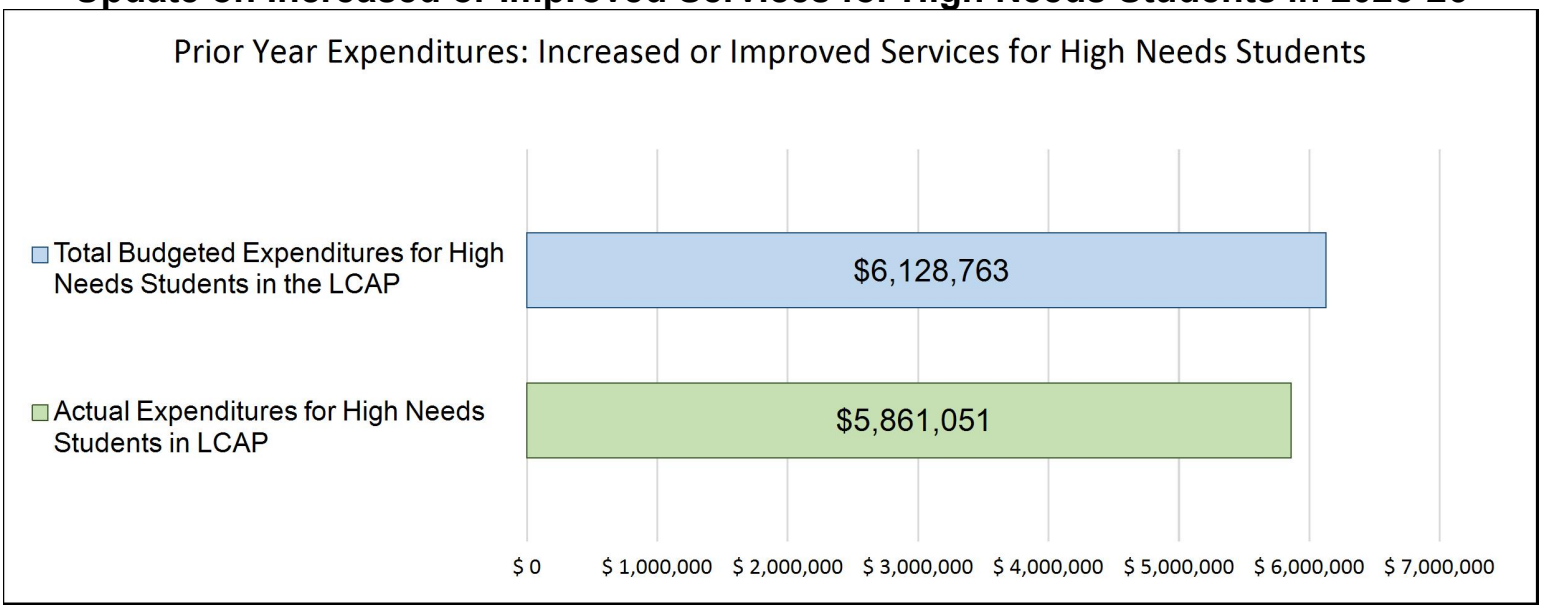
First, services for high-need students. The district intentionally invests more in the LCAP than the state minimum to provide additional supports above what's funded through the supplemental grant.
Second, Long-term facilities investments. Over the past 20 years, voters have approved more than $2 billion in bonds to improve and maintain our schools. Because these are long-term investments, facilities costs are spread across many years and don't appear in any single year's general fund. For further context, an additional $81,044,089 is included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year. Also, in our district, we intentionally invest more in our Local Control Accountability Plan (LCAP) than the minimum required. This is because we want to provide additional services and supports for our high-need students above and beyond what's funded through the state's supplemental grant."

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Santa Monica-Malibu Unified School District is projecting it will receive $6,177,310 based on the enrollment of Foster Youth, English learner, and low-income students. Santa Monica-Malibu Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Monica-Malibu Unified School District plans to spend $6,177,310 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Santa Monica-Malibu Unified School District's LCAP budgeted $$6,128,763 for planned actions to increase or improve services for high needs students. Santa Monica-Malibu Unified School District actually spent $5,861,051 for actions to increase or improve services for high needs students in 2025-26.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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 Monica-Malibu Unified School District	Dr. Stacy Williamson Assistant Superintendent, Educational Services	swilliamson@smmusd.org (310) 450-8338

Plan Summary [2026-27]

General Information

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

The Santa Monica-Malibu Unified School District is located in Los Angeles County and serves the diverse coastal communities of Santa Monica and Malibu. The Santa Monica-Malibu Unified School District (SMMUSD) serves an approximate enrollment of 8,631 students in grades pre-school through twelfth. As part of the 2025-26 school year, SMMUSD was comprised of the following schools:

- 8 elementary schools (TK-5)
- 8 early childhood education classrooms (PK)
- 3 middle schools (6-8)
- 1 alternative school (K-8)
- 2 comprehensive high schools (9-12)
- 1 continuation high school (10-12) and adult school

One elementary school, Edison Language Academy, is a dual immersion program and Will Rogers Learning Community is an International Baccalaureate World School, Primary Years Programme. Three schools have been recognized as National Blue Ribbon Schools: Edison Language Academy, Will Rogers Learning Community and Lincoln Middle School. Lincoln Middle School has earned the Gold School designation in 2015. Ten schools have been recognized as a California Distinguished Schools: Franklin, McKinley, Roosevelt, Will Rogers, Webster, John Adams Middle School, Lincoln, Malibu High, Santa Monica High, and recently in 2024 Edison Language Academy and 2026 John Adam Middle School.

Demographically, the District serves the following student groups:

- Hispanic/Latinx: 29.8% (2573)
- Black/African American: 6.5% (560)
- Asian: 7.4% (637)
- American Indian or Alaskan Native: 0.2% (16)
- Pacific Islander: 0.1% (10)
- Filipino: 0.7% (59)
- Two or more races: 7.4% (639)
- White: 47.9% (4129)
- English Learners: 5.8% (497)
- Foster Youth: 0.1% (10)
- Low-Income/Socio-economically Disadvantaged (SED): 31.1% (2685)
- Homeless: 0.9% (76)
- Students with Disabilities: 14.8% (1275)

SMMUSD employs approximately 1,400 staff members.

SMMUSD is proud to be supported by the Santa Monica Education Foundation. The Education Foundation is an independent 501(c)(3) nonprofit organization that exists solely to raise funds for programs in SMMUSD, for Santa Monica schools. Each year, annual donations and the Ed Foundation's endowment fund millions of dollars of programs for students, including visual and performing arts, STEM, instructional assistants, student wellness, library support and other enrichment programs. The Ed Foundation launched an athletics endowment in 2023. A similar foundation is in the formation stages to support Malibu schools. The Shark Fund supports programs at Malibu Middle and High School.

The Santa Monica-Malibu Parent Teacher Association (SMMPTA) is a tremendous partner in supporting student achievement and success, academically and social emotionally. The District is fortunate to have an engaged group of parents and staff, working together to provide an exemplary education and meaningful programs and resources to benefit all students.

The communities of Santa Monica and Malibu have approved school bonds in recent years for the modernization, technology and safety updates of schools. Measure BB was approved in 2006 for $268 million and Measure ES in 2012 for $385 million. Measure SMS for $485 million was passed in Santa Monica and Measure M for $195 for Malibu in 2018. Local voters also passed Measure Y/YY in 2010 and Measure GSH/GS in 2016, along with Measure R parcel tax in 2008. The district appreciates the support of the communities it serves.

U.S. News and World Report has named both Santa Monica High School and Malibu High School as Top High Schools in the nation and state, reporting Samohi with a ranking of 850 in the nation and 120 in the state, and Malibu High School with rankings of 573 and 77, respectively in 2024.

Extra-curricular programs, including visual and performing arts and athletics at the high school level, are focal points within each campus. Students begin their visual and performing arts instruction in elementary school and access continues through high school.

Students attending Santa Monica High School, Olympic High School, and Malibu High School have a graduation rate of 97.4%, with the majority of students moving forward with post-secondary education options. The district has a robust Career Technical Education program, along with a growing Science, Technology, Engineering and Math (STEM) pathway to meet the demands of 21st- century careers. College and career readiness is a top priority for SMMUSD.

The SMMUSD Mission Statement is extraordinary achievement for all students while simultaneously closing the achievement gap. It is our purpose to ensure all students graduate ready for college and careers from schools that are safe, socially responsive, and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes. Current priorities include social justice standards, restorative justice, project-based learning, innovative teaching and a high level of student engagement.

In addition this year, we had to add a fourth LCAP goal to support the students at Olympic High School as we qualified for the equity multiplier which provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. After consulting with the site principal and Olympic High School Community, the team reviewed data and determined that the students at Olympic are in need of an academic school counselor. The new goal that we created reads as follows: Students attending Olympic High School will increase student achievement, readiness, well-being, and engagement for at-promise students through targeted counseling, support services, partnerships, and family engagement.

Reflections: Annual Performance

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

SMMUSD is proud of the collective efforts of teachers, support staff, and families to ensure that all students had access to meaningful, rigorous, and engaging learning experiences that addressed their social-emotional, and academic needs.

SMMUSD is celebrating the following achievements from the 2024-25 California School Dashboard SMMUSD:

- SMMUSD reached the highest level (Blue) in English Language Arts for "All" Students as well as our White student sub-groups.
- Reached the second highest level (Green) in English Language Arts for Asian, Hispanic and Two or More Races student sub-groups.
- Reached the second highest level (Green) in Mathematics for "All" Students.
- SMMUSD reached the highest level (Blue) in Mathematics for White, Asian, and Two or More races student sub-groups.
- SMMUSD also reached the highest level (Blue) for graduation rate for "All" students as well as African American, Two or More Races, Asian, Long Term English Learners, Socioeconomically disadvantaged, Students with Disabilities, Hispanic, and White student sub-students. 92.3% of students graduated.
- SMMUSD reached the second highest level (Green) for suspension rates for "All" students as well as Hispanic, English Learners, African American, Long-Term English Learners and Socioeconomically Disadvantaged sub-groups.
- Reached the highest level (Blue) in suspension rates for Asian, Filipino, Homeless and white student sub-groups.
- SMMUSD reached the second highest level (Green) for College and Career readiness for "All" students as well as Two or More Races, African American, and Socioeconomically disadvantaged student sub-groups.
- Reached the highest level (Blue) in College and Career readiness indicator for White and Asian student sub-groups.

- Met all standards for percentage of appropriately assigned teachers, students' access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities.
- Met all standards for parent input in decision-making and promoting parental participation in education programs for students.
- Met all standards for school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.
- For all schools in SMMUSD, no school is in the lowest performance level (Red) for "All" students in the performance indicators of ELA, Math, Graduation Rate, and College/Career Readiness.

Per the CA School Dashboard, there are several areas of need based on a two-level difference between the performance of All Students compared to specific student groups.

- In English Language Arts, African American, English Learners, and Long-Term English Learners students scores in second lowest performance level (Orange), and Homeless, Socioeconomical Disadvantaged (SED), and Students with Disabilities scored Yellow.
- In Mathematics, African American, English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged students scores in second lowest performance level (Orange).
- In regards to College and Career Readiness, English Learner, Hispanic, Students with Disabilities and Long Term English Learners are in the orange based on status and change.
- 13.6% of all students are chronically absent, orange, with African American, Socioeconomically Disadvantaged, Students with Disabilities in the Red.
- For Suspension Rates, Foster Youth, Two or More Races, and Students with Disabilities are in the yellow.

Per the CA School Dashboard, there are several schools and specific student groups in the Red category that will be specifically addressed in LCAP Actions:
In Chronic Absenteeism districtwide African American, Socioeconomically Disadvantaged and Students with Disabilities are in the Red

- In Chronic Absenteeism, districtwide African American, Socioeconomically Disadvantaged, Students with Disabilities are in the Red
- In English Language Arts, the following groups of students are in the red by school: John Adams Middle School - Long Term English Learners; Santa Monica Alternative School House - Students with Disabilities; Will Rogers-Students with Disabilities
- In Math the following groups of students are in the red by school: John Adams Middle School - Long Term English Learners; Will Rogers-Students with Disabilities
- In Chronic Absenteeism, the following groups of students are in the red by school: Franklin Elementary - Students with Disabilities; Malibu Elementary-White, Students with Disabilities, Socioeconomically Disadvantaged; John Adams Middle School - English Learners, Socioeconomically Disadvantaged; Lincoln Middle School - Students with Disabilities; Will Rogers Elementary - African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Malibu Middle School-Socioeconomically Disadvantaged, White; McKinley-Students with Disabilities

In addition to the current Dashboard Red indicators identified above, SMMUSD continues to monitor and address areas that were identified as Red in the 2023 Dashboard reporting cycles. These historical performance trends continue to inform district planning, resource allocation, and LCAP actions to ensure sustained improvement and prevent reoccurrence of performance concerns.

Per prior California School Dashboard results:

- In Chronic Absenteeism, districtwide African American, Homeless, and Long-Term English Learner student groups were identified in the Red performance level.
- In English Language Arts, districtwide Long-Term English Learners were identified in the Red performance level.
- In Mathematics, districtwide Long-Term English Learners and Homeless students were identified in the Red performance level.
- In Suspension Rate, districtwide Foster Youth students were identified in the Red performance level.
- Prior school-level Dashboard Red indicators included:

* John Adams Middle School: Long-Term English Learners and Students with Disabilities in English Language Arts and Mathematics; English Learners and Long-Term English Learners in Chronic Absenteeism.
* Santa Monica Alternative School House (SMASH): Hispanic students in English Language Arts; Hispanic and Students with Disabilities in Mathematics; Hispanic students in Chronic Absenteeism.
* Santa Monica High School: African American and English Learner students in English Language Arts and Mathematics.
* Franklin Elementary: Socioeconomically Disadvantaged students and Students with Disabilities in Chronic Absenteeism.
* Grant Elementary: Socioeconomically Disadvantaged students in Chronic Absenteeism.
* Lincoln Middle School: Hispanic students in Chronic Absenteeism.
* Malibu Elementary: Students with Disabilities in Chronic Absenteeism.
* Roosevelt Elementary: African American students, Students with Disabilities, and English Learners in Chronic Absenteeism.
* Will Rogers Elementary: African American and English Learner students in Chronic Absenteeism.

The district's MTSS framework, attendance improvement efforts, targeted English Learner supports, intervention programs, counseling services, and professional learning initiatives described throughout this LCAP are intended not only to address current Dashboard performance levels but also to sustain progress in areas that were previously identified as Red. Ongoing monitoring of student outcomes will ensure that improvements are maintained over time and that student groups with historical performance concerns continue to receive targeted support.

To build and maintain our strengths, while simultaneously addressing our areas of growth, SMMUSD plans to deepen our Multi-tiered System of Supports (MTSS) across school sites. SMMUSD will continue implementing cycles of inquiry that utilize multiple measures to determine areas of academic success for students and specific growth points that will influence the instructional practices and supports provided by the classroom teacher. Teachers will implement differentiated small group targeted Tier II and III instruction to meet students' needs during instructional time; in secondary this support also occurs during Advisory and Flex periods. In elementary school, classroom teachers will implement Designated English Language Development to our English Learner students during a protected time block during the school day, and in secondary during designated ELD periods. Bilingual Community Liaisons, high school Student Outreach Specialists, Counselors, and Advisors serve as crucial support staff to provide and connect students to wrap around services and resources.

SMMUSD will also build teacher capacity to meet the needs of our diverse subgroups through targeted and interconnected cross-content Professional Development (PD). The Educational Services Coordinators, MTSS Teacher on Special Assignment, and Instructional Coaches, will collaboratively facilitate PD around effective universal Tier I instruction with strategies such as Universal Design for Learning (UDL) and use of research-based curriculum tied to the content standards and frameworks. Teachers will also be trained in transformative approaches to instruction such as Project Based Learning, so that instruction is culturally relevant, meaningful, and engaging. Teachers and staff will be trained in and utilize Restorative Justice to support safe, collaborative, culturally responsive learning communities to promote student

engagement and access to the instruction. And teachers will be trained in Social-Emotional Learning, to explicitly develop social skills and to support safe and engaged school communities. SMMUSD's key values of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment will be strategically embedded in all PD.

Learning Recovery Emergency Block Grant:

SMMUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the upcoming 26-27 school year.
$3,101,319 of the unexpended LREBG funds has been allocated to support professional development and curriculum purchases in the content areas of English Language Arts and Mathematics (Actions 1.6) and to continue to provide mental health services (Action 3.6). These actions were already in place; LREBG funds will be utilized to support the actions.
These actions are aligned to the allowable uses of LREBG funds (E.C. 32526):
B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
vi). Providing professional development and coaching on either or both of the following: I) The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (Action 1.6).
C Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs (action 3.6).

These actions address the needs of the students and schools identified in the required needs assessment. Action 1.6 addresses the ELA needs of demographic groups such as ELs, Homeless, Students with Disabilities, and African American having "Low" status level and LTELS having "Very Low" status level on the Dashboard, and in Math Action 1.9 "Low" status level for ELs, SED, SWD, African American, Hispanic, and "Very Low" status level for LTELS and Homeless students. Homeless student significantly declined in both ELA and Math, and LTELs declined significantly in ELA. Schools in greatest need of Learning Recovery supports in ELA based on student data lists are:
JAMS, MES, MMS, Mckinley, Olympic, Rogers
From Star Analytics Winter, highest urgent intervention/intervention is:
Olympic, Rogers, McKinley
Schools in greatest need of Learning Recovery supports in Math based on student data lists are:
Edison, JAMS, Lincoln, MES, MHS, MMS, Mckinley, Olympic, Rogers, Roosevelt, Samohi
From Star Analytics Winter, higest urgent intervention/intervention is:
Rogers, Olympic, JAMS
The SMMUSD needs assessment substantiated findings from the 2024 Dashboard. As most schools indicate a need for support the Recovery support will be applied to all sites in order to build teacher capacity in ELA and Math to improve instruction. These actions align to allowable uses of funds as described above.

SMMUSD teachers and staff will continue to seek input from educational partners to guide programs and practices. Parents and families will will have opportunities for engagement and collaboration to foster positive student outcomes.

Reflections: Technical Assistance

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

School districts are eligible for assistance when the same student group meets criteria in two different priority areas on the CA School Dashboard. SMMUSD has completed Year 2 of Differentiated Assistance for the student group of Long-Term English Learners (LTELs), who were identified in the Red performance level on the Dashboard in Suspension Rate, ELA Performance, and Math Performance. The district had previously been in Technical Assistance during the 2024–2026 school years.

Specific strategies to support LTELs, as well as all English Learners, have been implemented to address Differentiated Assistance needs.

All instructional coaches received comprehensive, in-depth training in English Language Development (ELD), and principals also participated in this training. The professional learning series focused on an asset-based approach, the English Language Development standards, effective instructional strategies for Multilingual Learners, and related best practices. Instructional coaches then delivered this PD at their sites, tailoring it to site-specific needs. At the secondary level, efforts to support LTELs included department collaboration focused on developing language objectives, sentence frames, and other strategies to support multilingual learners across content areas. Instructional coaches also provided ongoing site-based coaching and support to individual teachers and Professional Learning Communities (PLCs) to strengthen instruction for LTELs and English Learners.

A new EL and Reclassified Fluent English Proficient (RFEP) student progress monitoring process was also implemented. The California Department of Education Observation Protocol for Teachers of English Learners (OPTEL) is now used for both EL progress monitoring and teacher input for reclassification. This structured process supports teachers in consistently reviewing student progress and determining appropriate instructional supports.

Additionally, the elementary report card was updated to include a dedicated English Learner section reporting proficiency in reading, writing, listening, and speaking. This change, requested by families, provides clearer communication for parents to monitor student progress in English Language Development alongside academic performance.

Expectations regarding ELD instruction and curriculum implementation have been clarified through ongoing memos, communications, and training to ensure consistency and accountability across sites.

At the secondary level, LTEL students are being scheduled into Designated ELD courses to ensure they receive both Integrated and Designated ELD support.

This spring, teachers piloted and implemented a K–6 standalone Designated ELD curriculum. While the current ELA curriculum includes ELD components, this additional curriculum intentionally integrates content-area standards such as science and social studies to strengthen language development across disciplines.

Special Education teachers and School Psychologists participated in job-alike training focused on reclassification criteria for English Learners in both general education and special education settings, as well as supports, accommodations, and monitoring practices.

District systems, including Aeries and Ellevation, have been updated to clearly identify LTEL students.

All eligible English Learners were invited to attend summer school to receive supplemental academic support and enrichment.

Literacy and Language Interventionists continue to provide targeted ELD intervention for English Learners at risk of becoming LTELs.

Sites also have access to funding to provide supplemental academic vocabulary instruction for English Learners after school.

Teachers, EL Leads, and Educational Services staff attended the CABE Conference and the LACOE Differentiated Assistance Conference to strengthen instructional practices for English Learners and bring learning back to site leadership teams.

A climate survey specifically for parents of English Learners has been designed and implemented over the past two years to gather feedback and improve supports.

DELAC has also received regular presentations with meaningful content to support families in reinforcing learning at home.

These actions are primarily addressed in Goal 2 of the LCAP, Actions 1–6, which focus on supporting Multilingual Learners in achieving English proficiency.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Teachers	Teachers were engaged in the development, implementation, and refinement of the LCAP through multiple opportunities to provide feedback and input throughout the school year. Outreach efforts included digital surveys, public presentations, District committee meetings, leadership team meetings, and ongoing written feedback opportunities. A digital LCAP survey conducted in April included both multiple-choice and open-ended prompts aligned to the district's four LCAP goals. The survey provided staff with opportunities to reflect on district progress, identify areas of need, and share recommendations for continuous improvement. A virtual public presentation meeting was held in May to solicit additional recommendations and comments from educational partners regarding the development of the 2026–27 LCAP. SMMUSD continued the work of the LCAP District Consultation Committee (DCC), which included representatives from the Santa Monica Malibu California Teacher Association (SMMCTA), Service Employees International Union (SEIU), students, parents, district administrators, school principals, and community members. The DCC provided ongoing input and feedback on the development and refinement of the 2026–27 LCAP throughout the school year.

Educational Partner(s)	Process for Engagement
	SMMUSD also continued convening the District Leadership Team (DLT), composed of bargaining unit representatives, district administrators, school principals, coordinators, and other district staff. The DLT provided feedback and recommendations aligned to district priorities, instructional practices, student outcomes, and continuous improvement efforts throughout the year. In addition, teachers and staff were able to submit comments and recommendations on an ongoing basis through the district's Let's Talk platform available on the district website. Specific feedback from the survey included the following: Goal 1: Teacher feedback reflects continued alignment with the district's commitment to ensuring all students are college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment. Educators highlighted the value of rigorous academic opportunities, including Honors, Advanced Placement, Career Technical Education pathways, and expanded learning experiences that support student engagement and achievement. Teachers also emphasized the importance of maintaining equitable access to these opportunities while continuing to strengthen communication, collaboration, and support systems across schools to ensure all students can thrive. Goal 2: Teachers shared thoughtful perspectives regarding the progress and needs of multilingual learners. Feedback reflected appreciation for the district's continued focus on culturally and linguistically responsive practices, Designated and Integrated ELD supports, and ongoing professional learning opportunities. Staff also emphasized the importance of maintaining consistent implementation, collaboration, and access to resources to ensure English Learner students continue to make progress toward English proficiency and academic success. Goal 3:

Educational Partner(s)	Process for Engagement
	Staff feedback affirmed that schools are generally perceived as safe, welcoming, and supportive learning environments. Teachers expressed appreciation for efforts related to student wellness, school safety, facilities maintenance, and family engagement. Educators also emphasized the continued need for mental health supports, meaningful family partnerships, and inclusive learning environments that foster connection, belonging, and student well-being. Goal 4: During the 2025–26 school year, Olympic High School qualified for Equity Multiplier funding and implemented Goal 4 supports focused on increasing student achievement, readiness, well-being, and engagement for at-promise students. After reviewing student data and educational partner feedback, the district implemented additional counseling supports to address chronic absenteeism, strengthen student connections to school, and provide targeted academic, social-emotional, and family engagement supports. These efforts were designed to ensure students feel connected, supported, and empowered within both the school environment and classroom setting. Based on current data, Olympic High School will continue to qualify for Equity Multiplier funding for the upcoming 2026–27 school year, allowing the district to continue and strengthen these targeted supports and services.
Principals	Site administrators were engaged in the development, implementation, and refinement of the LCAP through multiple opportunities to provide feedback and input throughout the school year. Outreach efforts included digital surveys, public presentations, principal meetings, and ongoing opportunities for collaboration and written feedback. A digital LCAP survey conducted in April included both multiple-choice and open-ended prompts aligned to the district's four LCAP goals. The survey provided administrators with opportunities to reflect on district initiatives, identify site and system needs, and share recommendations for continuous improvement.

Educational Partner(s)	Process for Engagement
	A virtual public presentation meeting was held in May to solicit additional recommendations and comments regarding the development of the 2026–27 LCAP. Site administrators provided targeted feedback during principal meetings held throughout the spring, with discussions focused on student achievement, school climate, wellness supports, multilingual learner progress, staffing needs, intervention systems, and alignment of district initiatives to site-based needs. Principals emphasized the importance of maintaining strong instructional systems, expanding supports for student well-being, and continuing collaboration between school sites and district departments to ensure coherence and effective implementation. SMMUSD also continued convening the District Leadership Team (DLT), composed of bargaining unit representatives, district administrators, school principals, coordinators, and other district staff. The DLT provided feedback and recommendations aligned to district priorities, instructional practices, student outcomes, and continuous improvement efforts throughout the year. Specific administrator feedback reflected continued support for the district's focus on curiosity, belonging, empowerment, and equitable access for all students. Administrators highlighted the importance of maintaining rigorous instructional programs, strengthening systems of intervention and support, expanding mental health and wellness services, and continuing investments in multilingual learner supports and professional learning. Principals also emphasized the importance of strong family engagement practices and ensuring students feel connected, supported, and engaged within their school communities. In addition to the district's four established LCAP goals, Olympic High School qualified for Equity Multiplier funding during the 2025–26 school year. Through the implementation of Goal 4, the district utilized Equity Multiplier funds to provide targeted counseling and support services focused on improving student achievement, increasing engagement, and addressing chronic absenteeism. Administrators

Educational Partner(s)	Process for Engagement
	identified the importance of creating stronger systems of connection and individualized support to ensure students feel connected to school, supported socially and emotionally, and engaged in learning. Based on current data, Olympic High School will continue to qualify for Equity Multiplier funding for the upcoming 2026–27 school year, allowing the district to continue and strengthen these targeted supports and services.
Administrators	District administrators were engaged in the development, implementation, and refinement of the LCAP through multiple opportunities to provide feedback and input throughout the school year. Outreach efforts included digital surveys, public presentations, cabinet meetings, district leadership meetings, committee meetings, and ongoing opportunities for collaboration and written feedback. A digital LCAP survey conducted in April included both multiple-choice and open-ended prompts aligned to the district's four LCAP goals. The survey provided district administrators with opportunities to reflect on districtwide initiatives, identify system needs, and share recommendations for continuous improvement. A virtual public presentation meeting was held in May to solicit additional recommendations and comments regarding the development of the 2026–27 LCAP. District administrators provided targeted feedback during Full Cabinet meetings throughout the year. Cabinet discussions focused on student achievement, multilingual learner progress, wellness and safety supports, special education services, staffing and operational needs, family engagement, facilities, fiscal alignment, and ensuring district initiatives remain coherent and responsive to student needs. The Full Cabinet included district-level administrators from Educational Services, Special Education, Student Services, Early Learning, Maintenance and Operations, Fiscal Services, Facility Improvement Projects, Human Resources, Communications and Public Relations, Risk Management, Personnel Commission, and Food Services.

Educational Partner(s)	Process for Engagement
	In addition, SMMUSD continued convening the District Leadership Team (DLT), composed of bargaining unit representatives, district administrators, school principals, coordinators, and other district staff. The DLT provided feedback and recommendations aligned to district priorities, instructional practices, student outcomes, and continuous improvement efforts throughout the year. District administrator feedback reflected continued support for the district's focus on curiosity, belonging, empowerment, and equitable access for all students. Administrators emphasized the importance of maintaining aligned systems and services across departments, strengthening intervention and wellness supports, supporting safe and inclusive schools, and ensuring that fiscal and operational decisions remain connected to student needs and district priorities. The Tri-City SELPA Assistant Superintendent was also consulted regarding specific actions and services supporting individuals with exceptional needs to ensure alignment with special education priorities and legal requirements.
School Personnel	School personnel were engaged in the development of the LCAP by being offered the opportunity to provide feedback and input in various ways including a digital survey, at a pubic presentation, at meetings, and in written form. A digital LCAP survey conducted in April included multiple choice and open-ended prompts tied to the 3 LCAP goals. A virtual public presentation meeting was held in May to solicit recommendations and comments. Input was given at the District Full Cabinet Meeting in April which included leadership of classified staff such as the Personnel Commission and other district departments. SMMUSD established an LCAP District Consultation Committee (DCC) committee that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and

Educational Partner(s)	Process for Engagement
	Service Employee International Union (SEIU), as well as students, parents, district administrators, school principals, and community members. The LCAP DCC provided input on the 26-27 LCAP at at the LCAP DCC meetings all throughout the year. SMMUSD established a District Leadership Team (DLT) committee that is composed of members that included Bargaining Unit members from Santa Monica Malibu California Teacher Association (SMMCTA) and Service Employee International Union (SEIU), as well as district administrators, school principals, and other district staff. The DLT provided input at the District Leadership Team meetings all throughout the year. Personnel could also submit comments via the Let's Talk button on the district website on an on-going basis.
Local Bargaining Units	Local bargaining units were engaged in the development, implementation, and refinement of the LCAP through multiple opportunities to provide feedback and input throughout the school year. Outreach efforts included digital surveys, public presentations, committee meetings, leadership team meetings, and ongoing opportunities for collaboration and written feedback. A digital LCAP survey conducted in April included both multiple-choice and open-ended prompts aligned to the district’s four LCAP goals. The survey provided bargaining unit members with opportunities to reflect on district initiatives, identify areas of need, and share recommendations for continuous improvement. A virtual public presentation meeting was held in May to solicit additional recommendations and comments regarding the development of the 2026–27 LCAP. SMMUSD continued the work of the LCAP District Consultation Committee (DCC), which included representatives from the Santa Monica Malibu California Teacher Association (SMMCTA), Service Employees International Union (SEIU), students, parents, district administrators, school principals, and community members. The DCC

Educational Partner(s)	Process for Engagement
	provided ongoing input and feedback on the development and refinement of the 2026–27 LCAP throughout the school year. SMMUSD also continued convening the District Leadership Team (DLT), composed of bargaining unit representatives, district administrators, school principals, coordinators, and other district staff. The DLT provided feedback and recommendations aligned to district priorities, instructional practices, student outcomes, employee perspectives, and continuous improvement efforts throughout the year. Feedback from bargaining unit members reflected the importance of maintaining supportive and collaborative working environments that allow staff to effectively meet the academic, social-emotional, and behavioral needs of students. Bargaining unit representatives emphasized the value of continued professional learning opportunities, student wellness supports, multilingual learner services, safe and inclusive school environments, and strong communication and collaboration between district departments and school sites. In addition, bargaining unit members were able to submit comments and recommendations on an ongoing basis through the district's Let's Talk platform available on the district website.
Parents	Parents and families were engaged in the development, implementation, and refinement of the LCAP through multiple opportunities to provide feedback and input throughout the school year. Outreach efforts included digital surveys, public presentations, advisory committee meetings, parent engagement meetings, and ongoing opportunities for written feedback and communication. A digital LCAP survey conducted in April included both multiple-choice and open-ended prompts aligned to the district's four LCAP goals. The survey provided families with opportunities to reflect on district programs and services, identify areas of need, and share recommendations for continuous improvement.

Educational Partner(s)	Process for Engagement
	A virtual public presentation meeting was held in May to solicit additional recommendations and comments regarding the development of the 2026–27 LCAP. Presentations regarding the LCAP, including draft goals, actions, and services, were also shared at the District English Learner Advisory Council (DELAC) meeting in May to gather feedback and recommendations from families of multilingual learners. SMMUSD continued the work of the LCAP Parent Advisory Committee (PAC), which was composed primarily of parents representing unduplicated student groups. Parent representatives on the PAC provided ongoing input and feedback throughout the school year regarding district priorities, student supports, and proposed actions and services within the LCAP. In addition, parents and families were able to submit comments and recommendations on an ongoing basis through the district's Let's Talk platform available on the district website. Specific feedback from families included the following: Goal 1: Families expressed appreciation for the district's continued focus on providing rigorous and engaging academic opportunities for students. Parents highlighted the value of programs such as Honors and Advanced Placement courses, Career Technical Education pathways, visual and performing arts, after-school enrichment opportunities, and physical education programs. Families shared that these opportunities positively support student engagement, creativity, and college and career readiness. Parents also emphasized the importance of continuing inclusive practices, timely academic interventions, and equitable access to programs and services so that all students feel connected, supported, and successful. Goal 2: Families of multilingual learners shared positive feedback regarding the support students receive through Designated and Integrated

Educational Partner(s)	Process for Engagement
	English Language Development services. Many parents expressed appreciation for the care, instruction, and encouragement provided to students as they develop both language proficiency and academic skills. Families also highlighted the importance of maintaining strong communication and meaningful engagement opportunities with multilingual families to continue supporting student success and belonging. Goal 3: Families across the district expressed appreciation for the care, safety, and supportive environments provided at school sites. Parents emphasized the importance of continuing to strengthen mental health and social-emotional supports, particularly for younger students. Communication and family engagement also remained important themes, with families expressing the value of consistent, responsive communication between schools and the community. In addition, families provided feedback regarding school facilities and learning environments, sharing perspectives on how physical spaces can continue evolving to best support student well-being, safety, and learning. Goal 4: During the 2025–26 school year, Olympic High School qualified for Equity Multiplier funding and implemented Goal 4 supports focused on increasing student achievement, readiness, well-being, and engagement for at-promise students. After reviewing student data and educational partner feedback, the district implemented additional counseling supports to address chronic absenteeism, strengthen student connections to school, and provide targeted academic, social-emotional, and family engagement supports. Families emphasized the importance of ensuring students feel connected, supported, and engaged within both the school environment and classroom setting. Based on current data, Olympic High School will continue to qualify for Equity Multiplier funding for the upcoming 2026–27 school year, allowing the district to continue and strengthen these targeted supports and services.

Educational Partner(s)	Process for Engagement
Students	Students in grades 6–12 were engaged in the development, implementation, and refinement of the LCAP through multiple opportunities to provide feedback and input throughout the school year. Outreach efforts included digital surveys, public presentations, student meetings, and ongoing opportunities for written feedback and communication. A digital LCAP survey conducted during the school day in April included both multiple-choice and open-ended prompts aligned to the district's four LCAP goals. The survey provided students with opportunities to reflect on their educational experiences, identify areas of need, and share recommendations for continuous improvement. A virtual public presentation meeting was held in May to solicit additional recommendations and comments regarding the development of the 2026–27 LCAP. The meeting was open to all educational partners, including students, families, staff, and community members. In addition, students were able to submit comments and recommendations on an ongoing basis through the district's Let's Talk platform available on the district website. Specific student feedback included the following: Goal 1: Student feedback reflected a strong sense of engagement and support within their academic experiences. Many students shared that they feel challenged and supported in their coursework and appreciate the variety of opportunities available to them, including visual and performing arts, athletics, enrichment opportunities, and Career Technical Education pathways. Students expressed that these experiences contribute to a well-rounded and meaningful educational experience. At the same time, students emphasized the importance of maintaining equitable access to programs, extracurricular activities, and academic supports so that all students feel included, connected, and empowered to participate fully in school life.

Educational Partner(s)	Process for Engagement
	Goal 2: Students receiving English Language Development supports shared generally positive experiences regarding the encouragement, instruction, and resources available to support their language and academic growth. Student responses reflected appreciation for supportive learning environments and caring educators who help foster confidence and belonging. Students also highlighted the importance of continued communication, consistency, and access to supports to ensure multilingual learners continue to feel successful and included. Goal 3: Overall, students reported feeling safe, welcomed, and connected at their school sites. Students recognized efforts to maintain clean, supportive, and inclusive campuses and emphasized the importance of positive relationships with staff and peers. Feedback also reinforced the value of culturally responsive learning environments, mental health supports, and opportunities for student voice and connection. Students shared that feeling heard, valued, and supported remains essential to their overall well-being and success. Goal 4: During the 2025–26 school year, Olympic High School qualified for Equity Multiplier funding and implemented Goal 4 supports focused on increasing student achievement, readiness, well-being, and engagement for at-promise students. After reviewing student data and educational partner feedback, the district implemented additional counseling supports to address chronic absenteeism, strengthen student connections to school, and provide targeted academic and social-emotional supports. Student feedback reinforced the importance of having trusted adults, individualized support, and meaningful connections within the school environment to help students feel engaged, connected, and successful. Based on current data, Olympic High School will continue to qualify for Equity Multiplier funding for the upcoming 2026–27 school year, allowing the district to continue and strengthen these targeted supports and services.

Educational Partner(s)	Process for Engagement
Public Hearing	A public hearing was held at the June 18, 2026 board meeting and all comments and concerns regarding the LCAP draft were addressed and responded to by our Superintendent.

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

The engagement process with educational partners influenced the annual update of the LCAP.

Over this previous 3 year cycle of the LCAP there was input from educational partners indicating a desire for new initiatives for the new 3 year cycle of the LCAP. Part of that request was to have the language of the actions written in a way that is more clear, concise, and easily accessible and understandable by all educational partners. Specifically, the feedback was that the language of the actions as previously written were too general and verbose, which made it challenging for readers to identify the specific tasks within the action that were to occur, and challenging to identify the main goal/focus of the action. The generality of the actions, and multiple different components within an action, also made it challenging to determine if an action was fully effective as actions were so all-encompassing they could be measured by multiple metrics. Having clear, concise, focused, easily comprehensible actions will allow for educational partners to more fully participate as partners in their child's education.

Therefore, when writing the new LCAP actions, a conscious effort was made to write the actions in a format and with language so that they are easily comprehensible by teachers, staff, students, parents, and the community. For example, the actions are broken up into clear specific themes, with short comprehensible titles that describe the specific focus of that action. Also the description of each action contains language that is concise and clearly describes the specific tasks for the action focus. Additional metrics were also added to measure actions that previously were not as directly measured to better determine progress towards the goal.

Reflections on prior practice also indicate a need to explicitly tie actions to the district key six values of Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment, and the superintendent's six priorities of reclassification, special education, transformative approaches, maintenance, budget, and guaranteed viable curriculum. All 12 of these values/priorities are reflected in the actions across goals 1, 2, and 3.

The input and commentary received throughout the LCAP development process demonstrate the ongoing commitment by all educational partners to improving the educational experience for all students. Our conversations, reflections, and feedback focused on clarifying our goals and determining if previous actions and services: 1) required improvement; 2) should be eliminated; and/or 3) there was a need for new actions and services to be considered.

Initial feedback and input about district priorities and strategies to meet LCAP goals was gathered over the course of the school year at a variety of meetings including Principal meetings, District Leadership Team meetings, Site Leadership Team meetings, and other SMMCTA and teacher leader meetings. The general input supported the development of draft actions for the 24-25 LCAP. For example, Principals shared a desire to have regularly scheduled time for job-likes in order to build connections with each other, create a support system, learn more about effective practices and programs at each others' sites to bring back to their own campus, collectively problem-solve, and to have vertical alignment. So Action Item 1.4 was developed to describe a Principals Meetings as being a combination of administrator professional

development and trainings along with designated Job-Alike time. Also, Principals, teachers, and administrators provided feedback about the Instructional Coach model, sharing that having Instructional Coaches be based at sites would be more beneficial than having them based at Ed Services tied to a specific content area. The feedback was that having Coaches be connected to specific sites would allow them to have more opportunities to build relationships and trust with teachers in order to create a safe space conducive to coaching, and being at sites would allow them to more easily provide site professional development. Based on this feedback a draft action for Instructional Coaches, Action 1.7, was developed to describe the Instructional Coach model of the Coaches being based at shared sites, while continuing to be supervised by the Director of Curriculum and Instruction, and having meetings as a team regularly to promote collaboration, alignment, and strategic implementation of districtwide common professional development. Action Item 1.7 also details the role of the Instructional Coach to impact student achievement through building teacher capacity. Another action that was drafted based on ongoing feedback was Action 1.6, Professional Development. Administrators and teachers shared concerns regarding the amount of time teachers are out of the classroom for content-specific professional development. Similarly, Coordinators and Instructional Coaches shared the benefits of collaborating with one another to share expertise and make cross-content connections. Therefore, the action was drafted to describe how professional development led by the Department of Educational Services will be strategically designed to have cross-content connections, to maximize the impact and benefits of the professional development and reduce time outside of the classroom. In addition, topics and strategies that target our high-needs populations will be embedded in all professional development, such as Integrated ELD strategies to benefit English Learners. An additional action that was drafted based on feedback was Action 1.10, about diversity, equity, inclusion (DEI) and belonging, curiosity, and empowerment (BCE). Principals, administrators, teachers, and staff provided feedback that DEI concepts felt separate and disconnected from other initiatives. Feedback was also shared that after several years of ongoing trainings and professional development, there is a desire to move beyond discussion to take concrete actionable steps. There was also a desire to connect BCE to DEI, rather than have DEI be stand-alone. Therefore, DEI and BCE themes will be strategically embedded in professional development to model the interconnectedness of the concepts and to demonstrate that it is a guiding approach and mindset to all practices and programs rather than isolated activities. There was also an interest in moving away from the use of outside consultant(s) to lead this work, and to begin to implement professional development and discussions within our own experienced staff. Another action that was developed was Action 1.8, about Site Leadership Teams (SLT). Principals, administrators, teachers, and staff provided feedback that there is an interest in building capacity to lead cycles of inquiry and SLTs with the expertise of our own staff without the need for an outside consultant. It was recognized that some school sites have new administrators and new SLT members, who would benefit from the initial training and structures from a consultant before being ready to work independently. There was also recognition of the need for a consistent structure and alignment of district SLTs, school implementation plans, and the cycle of inquiry process. However, there was an agreement in the goal and desire to eventually build capacity for site administrators, teacher leaders, and district leaders to facilitate SLTs on their own. Therefore, the action was drafted to describe a gradual release process from a consultant, beginning with sites facilitating Learning Walks. Based on administrator feedback, several new Metrics were added to goals as well. For Goal 3, the addition of data from the Olweus Anti-Bullying Survey was added; administrators felt the data would be helpful to analyze the student perspective on pertinent information related to bullying in order to directly impact decisions like increased supervision of certain areas, needed student workshops etc. For Goal 3 a metric was added to analyze the percentage of teachers and staff trained in Restorative Justice to better determine the impact on student learning and to measure progress towards a district priority. For Goal 1 a metric was added to analyze the percentage of teachers who participate in professional development, and a metric to measure over the time the percentage of teachers trained in Project Based Learning, another district priority. Tracking of the professional development in Restorative Justice and Project Based Learning will support the Department of Educational Services in determining professional development needs and in strategically scheduling to reduce the amount of time teachers are pulled from the classroom and to allow for in-depth longterm training to promote a deeper understanding. For Goal 2 a metric was added to track the completion of Teacher Input Forms in Ellevation, so that the effectiveness of the English Learner progress monitoring process and procedures can be evaluated. In addition, a

metric was added to Goal 3 in regards to technology; this upcoming year will be a fresh purchase of Chromebooks, so this metric will support budgeting, planning, and evaluation of technology needs.

As we reflected on these changes at the end of year 2, the feedback was consistent that these changes were needed, and that it has helped provide clarity and alignment to the School Site Student Achievement (SPSA) plans, and the ask was to continue with these goals in year 3.

In March of 2026, an annual LCAP survey in English and Spanish was sent digitally to all SMMUSD parents and staff, as well as made available to community members. A total of 1,087 parents, family members, teachers, staff, 6th-12th grade students and community members completed the survey. The survey was sent out anonymously again this year, and gathered student and adult responses together consolidated in the survey. The survey asked questions tailored to the district's three LCAP goals, via open ended prompts as well as a rating scale from strongly agree to strongly disagree.

In addition this year, we had to add a fourth LCAP goal to support the students at Olympic High School as we qualified for the equity multiplier which provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. After consulting with the site principal and Olympic High School Community, the team reviewed data and determined that the students at Olympic are in need of an academic school counselor. The new goal that we created reads as follows: Students attending Olympic High School will increase student achievement, readiness, well-being, and engagement for at-promise students through targeted counseling, support services, partnerships, and family engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on our 2025-26 local measures, we have identified a need to maintain our focus on our English Learners, Low Income, Homeless/Foster Youth, Latinx, and Black/African-American student groups because although there is overall high achievement, the opportunity gap persists. According to our diagnostic assessments, we identified a need to focus on high-quality Tier I instruction, and then provide targeted Tier II Tier III interventions for students needing more support in reading and math. We continue to focus our district guiding values of belonging, curiosity, and empowerment, and our district emphasis on preparing students for college and career and future success in life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credentialed and appropriately assigned teachers	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately assigned for the courses/grades they are	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately	100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teaching upon Human Resources state reporting.	assigned for the courses/grades they are teaching upon Human Resources state reporting.	assigned for the courses/grades they are teaching upon Human Resources state reporting.	assigned four the courses/grades they are teaching	
1.2	Sufficiency of standards-aligned instructional materials	100% of students in the school district have sufficient access to the standards-aligned instructional materials (Source: Fall 2023 Williams' Textbook Sufficiency Report)	100% of students in the school district have sufficient access to the standards-aligned instructional materials (Source: Fall 2024 Williams' Textbook Sufficiency Report)	100% of students in the school district have sufficient access to the standards-aligned instructional materials (Source: Fall 2025 Williams' Textbook Sufficiency Report)	Students will have 100% access to standards-based textbooks (including CCSS & ELD) and curriculum that prepares them for CAASPP assessments, college & career	No Change
1.3	Completion of A-G Requirements	All-55% African American/Black-46.7 Asian-73.2% LatinX-48.9% White-58.3% Two or More Races-57.8% Socially Economically Disadvantaged -44.3% Students with Disabilities- 19.4% English Learners-32.8% (Source: CA School Dashboard: 2023 Additional Reports and	All-55% (442) African American/Black-35% (14) Asian-46.9% (15) LatinX-45.9% (122) White-63.4% (237) Two or More Races- 64.1% (50) Socially Economically Disadvantaged -42.9% (133) Students with Disabilities- 23.6% (26) English Learners-21.3% (16)	All-60% (498) African American/Black-53.7% (22) Asian-65.2% (30) LatinX-48.1% (128) White-66.1% (253) Two or More Races- 69.2% (63) Socially Economically Disadvantaged -47.9% (161) Students with Disabilities- 20.5% (27) English Learners-20.5% (8)	All-75% African American/Black-65% Asian-85% LatinX-70% White-75% Two or More Races-70% Socially Economically Disadvantaged-65% Students with Disabilities-25% English Learners-45%	All: +5 African American/Black: +7 Asian: +8 LatinX: -0.8 White: +16.7 Two or More Races: +11.4 Socially Economically Disadvantaged:+3.6 Students with Disabilities: +1.1 English Learners: -12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data> Met UC/CSU Requirements)	(Source: CA School Dashboard: 2024 Additional Reports and Data> Met UC/CSU Requirements)	(Source: CA School Dashboard: 2025 Additional Reports and Data> Met UC/CSU Requirements)		
1.4	Completion of a Career Technical Education (CTE) pathway	The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: CTE Pathway Completion: All-1.3% African American/Black-0% Asian-3.1% LatinX-1.1% White-1.4% Two or More Races-1.6% Socially Economically Disadvantaged -0.3% Students with Disabilities-2.2% English Learners-1.6% (Source: CA School	CTE Pathway Completion: All-10.7% (85) African American/Black-7.5% (3) Asian-12.5% (4) LatinX-9.0% (24) White-11.5% (43) Two or More Races- 14.1% (11) Socially Economically Disadvantaged - 6.8% (21) Students with Disabilities-8.2% (9) English Learners-13.3% (10) (Source: CA School Dashboard: 2024 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway	CTE Pathway Completion: All-8.1% (67) African American/Black-4.9% (2) Asian-8.7% (4) LatinX-3.8% (10) White-10.7% (41) Two or More Races- 11% (10) Socially Economically Disadvantaged - 4.8% (16) Students with Disabilities-3% (4) English Learners-0% (0) (Source: CA School Dashboard: 2025 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report)	Completion of a Career Technical Education (CTE) pathway will be 75% or higher	All: +6.8 African American/Black: +4.9 Asian: +5.6 LatinX: +2.7 White: +9.3 Two or More Races: +9.4 Socially Economically Disadvantaged: +4.5 Students with Disabilities: +0.8 English Learners: -1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report)	Completion Report)			
1.5	Completion of both A-G and Career Technical Education (CTE) completer requirements	The percentage of students who have successfully completed both A-G and CTE pathway: Graduates from Class of 2022-2023 both A-G and CTE Completer All-0.8% African American/Black-0% Asian-2.4% LatinX-0.8% White-0.6% Two or More Races-1.6% Socially Economically Disadvantaged -0% Students with Disabilities-1.1% English Learners-0% (Source: CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report.)	The percentage of students who have successfully completed both A-G and CTE pathway: Graduates from Class of 2023-2024 both A-G and CTE Completer All-5.1% (41) African American/Black-2.5% (1) Asian-6.3% (2) LatinX-4.5% (12) White-6.1% (23) Two or More Races- 3.8% (3) Socially Economically Disadvantaged -1.9% (6) Students with Disabilities-1.8% (2) English Learners-1.3% (1)	The percentage of students who have successfully completed both A-G and CTE pathway: Graduates from Class of 2024-2025 both A-G and CTE Completer All-8.1% (67) African American/Black-4.9% (2) Asian-8.7% (4) LatinX-3.8% (10) White-10.7% (41) Two or More Races- 11% (10) Socially Economically Disadvantaged -4.8% (16) Students with Disabilities-3% (4) English Learners-0% (0) (Source: CA	75% or higher	All: +7.3 African American/Black: +4.9 Asian: +6.3 LatinX: +3.0 White: +10.1 Two or More Races: +9.4 Socially Economically Disadvantaged: +4.8 Students with Disabilities: +1.9 English Learners: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source: CA School Dashboard: 2024 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report.)	School Dashboard: 2025 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report.)		
1.6	Passage of an Advanced Placement (AP) exam with a 3 or higher	Total Number of graduating seniors, fully prepared, who scored a 3 or higher on at least one AP exam: 317 68.6% African American/Black-47.4% Asian-90.6% LatinX-51.3% White-76.5% Two or More Races-66.7% Socially Economically Disadvantaged -49.2% English Learners-40% Students with Disabilities-46.2% (Source: CA School Dashboard: 2023 Additional Reports and Data > Advanced Placement) (Source) CollegeBoard, 2023: 73% (1320) of All	Total Number of graduating seniors, fully prepared, who scored a 3 or higher on at least one AP exam: 356, 71.3% African American/Black-40.0% (6) Asian-75% (18) LatinX-58.3% (77) White-77.9% (205) Two or More Races-77.4% (48) Socially Economically Disadvantaged - 51.7% (75) English Learners-38.9% (7) Students with Disabilities-50% (10) (Source: CA School Dashboard:	Total Number of graduating seniors, fully prepared, who scored a 3 or higher on at least one AP exam: 501, 87.1% African American/Black-80.0% (20) Asian-94.7% (36) LatinX-82.4% (117) White-89.3% (266) Two or More Races-85.7% (60) Socially Economically Disadvantaged - 81.2% (160) English Learners-63.6% (7) Students with Disabilities-69% (20) (Source: CA	The percentage of seniors who graduate with a 3 or higher on at least one Advanced Placement (AP) exam will meet or exceed 80% as measured by CollegeBoard.	Total Number of graduating seniors, fully prepared, who scored a 3 or higher on at least one AP exam: +18.5 African American/Black: +32.6 Asian: +4.1 LatinX: +31.1 White: +12.8 Two or More Races: +19.0 Socially Economically Disadvantaged: +32.0 English Learners: +23.6 Students with Disabilities: +22.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students receiving a 3 or higher	2024 Additional Reports and Data > Advanced Placement) (Source) CollegeBoard, 2023: 75% (1408) of All students receiving a 3 or higher	School Dashboard: 2025 Additional Reports and Data > Advanced Placement) (Source) CollegeBoard, 2024: 80% (2707) of All students receiving a 3 or higher		CollegeBoard, All students receiving a 3 or higher: +7
1.7	Early Assessment Program students prepared for college in English Language Arts (ELA) and Math	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready 2022-2023 DataQuest ELA 81% Math 48%	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready) 2023-2024 DataQuest ELA 81% Math 54%	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready) 2024-2025 DataQuest ELA 72.39% Math 59.97%	ELA: 85% Standard Exceeded (Ready) and % Met Math: 75% Standard Exceeded (Ready) and % Met	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready) ELA: -8.61 Math: +11.97
1.8	High school graduation rate	2023 CA School Dashboard: Graduation Rate Indicator 95.2%	2024 CA School Dashboard: Graduation Rate Indicator	2025 CA School Dashboard: Graduation Rate Indicator	High school graduation rate will be 95% or higher	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CaSchoolDashboard.org)	97.4% (Source: CaSchoolDashboard.org)	97.2% (Source: CaSchoolDashboard.org)		
1.9	High school drop out rate	All-2.9% African American/Black-3.2% Asian-4.9% LatinX-3.8% White-2.3% Two or More Races-1.6% Socially Economically Disadvantaged -4.5% Students with Disabilities-7.4% English Learners-6.3% (Source: DataQuest: 2022-23 Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome)	All- 1.26% (10) African American/Black-2.5% (1) Asian- 0% (0) LatinX- 1.1% (3) White- 1.3% (5) Two or More Races- 1.3% (1) Socially Economically Disadvantaged -1% (3) Students with Disabilities- 2.8% (3) English Learners-1.4% (1) (Source: DataQuest: 2023-24 Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome)	All- 2.05% (17) African American/Black-0% (0) Asian- 0% (0) LatinX- 0.06% (5) White- 1.33% (11) Two or More Races- 0.12% (1) Socially Economically Disadvantaged -1.49% (5) Students with Disabilities- 1.5% (2) English Learners-5.12% (2) (Source: DataQuest: 2024-25 Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome)	High school drop out rate will be 5% or less	All: -0.85 African American/Black: -3.2 Asian: -4.9 LatinX: -3.74 White: -0.97 Two or More Races: -1.48 Socially Economically Disadvantaged: -3.01 Students with Disabilities: -5.9 English Learners: -1.18
1.10	Dashboard college/career preparedness indicator	2023 Percentage of high school graduates who are placed in the "Prepared" level on the	2024 Percentage of high school graduates who are placed in the	2025 Percentage of high school graduates who are placed in the	Dashboard college/career preparedness indicator will be	Prepared: +10.7 Approaching Prepared: -7.5 Not Prepared: -3.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard College/Career Indicator: (High) 58.9% Prepared 15.4% Approaching prepared 25.6% Not Prepared (Source: CASchool Dashboard.org)	"Prepared" level on the Dashboard College/Career Indicator: (High) 62.8% Prepared 13.2% Approaching prepared 23.9% Not Prepared (Source: CASchool Dashboard.org)	"Prepared" level on the Dashboard College/Career Indicator: (High) 69.6% Prepared 7.9% Approaching prepared 22.5% Not Prepared (Source: CASchool Dashboard.org)	75% prepared or higher	
1.11	Middle school drop out rate	8th Grade Dropout Rate: 0% (Source: 22-23 CALPADS Fall1 Report 8.1c - Student Profile – List.)	8th Grade Dropout Rate: 2% (14/725) (Source: 23-24 CALPADS Fall1 Report 8.1c - Student Profile – List.)	8th Grade Dropout Rate: 0% (0/640) (Source: 24-25 CALPADS Fall1 Report 8.1c - Student Profile – List.)	The Middle school drop out rate will be 0%	0%
1.12	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 DataQuest All-73% Asian- 85% African American/Black-54% LatinX- 58% White- 82% Two or More Races-60% Socially Economically Disadvantaged- 54% Students with Disabilities- 35% English Learners- 23%	2023-2024 DataQuest All-73.12% (3240) Asian- 87.97% (300) African American/Black-52.52% (157) LatinX- 56.96% (748) White- 81.95% (1784) Two or More Races- 84.79% (223)	2024-2025 DataQuest All-72.39% (4467) Asian- 80.21% (308) African American/Black-44.98% (139) LatinX- 56.29% (720) White- 78.64% (1731) Two or More Races- 81.38% (201)	All-85% Asian-90% African American/Black-65% LatinX-85% White-90% Two or More Races-70% Socially Economically Disadvantaged-65% Students with Disabilities-40%	All: -0.61 Asian: -4.79 African American/Black: -9.02 LatinX: -1.71 White: -3.36 Two or More Races: +21.38 Socially Economically Disadvantaged: -2.52 Students with Disabilities: -2.23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socially Economically Disadvantaged- 56.51% (820) Students with Disabilities- 36.87% (219) English Learners- 25.65% (60)	Socially Economically Disadvantaged- 51.48% (661) Students with Disabilities- 32.77% (212) English Learners- 21.46% (47)	English Learners- 35%	English Learners: -1.54
1.13	Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 DataQuest All 58% Asian- 80% African American/Black- 38% LatinX- 38% White- 68% Two or More Races- 49% Socially Economically Disadvantaged- 35% Students with Disabilities- 28% English Learners- 21%	2023-2024 DataQuest All- 59.91% (2651) Asian- 80.4% (279) African American/Black- 29.8% (87) LatinX- 39.09% (512) White- 71.52% (1555) Two or More Races- 72.52% (190) Socially Economically Disadvantaged- 40.8% (590) Students with Disabilities- 26.96% (158) English Learners- 24.8% (61)	2024-2025 DataQuest All- 59.97% (2595) Asian- 80.69% (305) African American/Black- 31.31% (93) LatinX- 40.23% (502) White- 70.59% (1495) Two or More Races- 73.03% (190) Socially Economically Disadvantaged- 36.31% (451) Students with Disabilities- 29.85% (177) English Learners- 24.89% (52)	All 65% Asian- 85% African American/Black- 45% LatinX- 45% White- 75% Two or More Races- 55% Socially Economically Disadvantaged- 40% Students with Disabilities- 35% English Learners- 30%	All: +1.97 Asian: +0.69 African American/Black: -6.69 LatinX: +2.23 White: +2.59 Two or More Races: +24.03 Socially Economically Disadvantaged: +1.31 Students with Disabilities: +1.85 English Learners: +3.89
1.14	Proficiency in Science on the California Science Test (CAST)	2022-2023 DataQuest All 57.91 Asian- 74%	2023-2024 DataQuest All- 57.54% Asian- 78.37%	2024-2025 DataQuest All- 55.42% Asian- 71.85%	All 65% Asian- 80%	All: -2.49 Asian: -2.15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American/Black- 26% LatinX- 39% White- 70% Two or More Races- 77% Socially Economically Disadvantaged- 35% Students with Disabilities- 25% English Learners- 8%	African American/Black- 29.32% LatinX- 35.89% White- 69.5% Two or More Races-73.33% Socially Economically Disadvantaged- 39.61% Students with Disabilities- 21.26% English Learners- 9.09%	African American/Black- 25.54% LatinX- 38.69% White- 67.54% Two or More Races-68.25% Socially Economically Disadvantaged- 31.87% Students with Disabilities- 25.19% English Learners- 6.25%	African American/Black- 40% LatinX- 50% White- 75% Two or More Races-85% Socially Economically Disadvantaged- 45% Students with Disabilities- 30% English Learners- 15%	African American/Black: -0.46 LatinX: -0.31 White: -2.46 Two or More Races: -8.75 Socially Economically Disadvantaged: -3.13 Students with Disabilities: +0.19 English Learners: -1.75
1.15	Proficiency in English Language Arts (ELA) on the Renaissance Star Early Literacy and Star Reading assessment	2023-2024 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark: Students At/Above Benchmark- 67% Students On Watch 12% Intervention- 13% Urgent Intervention-8% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 71% Students On Watch 12% Intervention- 10%	2024-2025 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark: Students At/Above Benchmark- 71% Students On Watch 14% Intervention- 8% Urgent Intervention-7% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 83%	2025-2026 Spring Diagnostics Star Early Literacy Grades TK-1 District Benchmark: Students At/Above Benchmark- 71% Students On Watch 12% Intervention- 11% Urgent Intervention-6% Star Reading Grades K-12 District Benchmark: Students At/Above Benchmark- 81%	85% above the 50th District Benchmark	Star Early Literacy Grades TK-1 Students At/Above Benchmark: +4% Students On Watch: +0% Intervention: -2% Urgent Intervention: -2% Star Reading Grades K-12 Students At/Above Benchmark: +10% Students On Watch: -3% Intervention: -4% Urgent Intervention: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Urgent Intervention-7% (Source: Star Analytics)	Students On Watch 8% Intervention- 6% Urgent Intervention-3% (Source: Star Analytics)	Students On Watch 9% Intervention- 6% Urgent Intervention-4% (Source: Star Analytics)		
1.16	Proficiency in Math on the Renaissance Star Math assessment	Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math Grades 2-12 District Benchmark Students At/Above Benchmark: 76% Students On Watch: 9% Intervention: 8% Urgent Intervention: 7% (Source: Star Analytics)	Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math Grades 2-12 District Benchmark Students At/Above Benchmark: 80% Students On Watch: 9% Intervention: 7% Urgent Intervention: 4% (Source: Star Analytics)	Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math Grades 2-12 District Benchmark Students At/Above Benchmark: 79% Students On Watch: 9% Intervention: 7% Urgent Intervention: 5% (Source: Star Analytics)	85% above the 50th District Benchmark	Grades 2-12 District Benchmark Students At/Above Benchmark: +3% Students On Watch: 0% Intervention: -1% Urgent Intervention: -2%
1.17	Participation rate in Renaissance Star Early Literacy, Star Reading and Star Math	2023-24 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading- 89%	2023-24 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading- 83%	2025-26 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading- 85%	95% Participation in the Star Early Literacy, Star Reading, and Star Math Diagnostic Assessments.	Star Early Literacy/Star Reading: -4% Star Math: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Star Math- 91%	Star Math- 84%	Star Math- 83%		
1.18	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)	2024-25 Winter IABs Meeting Near or Exceeding Standard Grades 3-8 and High School ELA Level 2- 44% (1703) Level 3- 46% (1787) (Source: CERS)	NA	2025-26 Winter IABs Meeting Near or Exceeding Standard Grades 3-8 and High School ELA Level 2- 41% (2130) Level 3- 48% (2499) (Source: CERS)	Proficiency in ELA IABs Level 3 will increase to 65%	Level 2: -3 Level 3: +2
1.19	Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)	2023-24 Winter IABs Meeting or Exceeding Standard Grades 3-8 and High School Math Level 2- 28% Level 3- 48% (Source: CERS)	2024-25 Winter IABs Meeting Near or Exceeding Standard Grades 3-8 and High School Math Level 2- 39% (1650) Level 3- 42% (1818) (Source: CERS)	2025-26 Winter IABs Meeting Near or Exceeding Standard Grades 3-8 and High School Math Level 2- 40% (1792) Level 3- 39% (1745) (Source: CERS)	Proficiency in Math IABs Level 3 will increase to 60%	Level 2: +12 Level 3: -9
1.20	Participation rate on the English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs)	2023-24 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 86% Math- 89% (Source: CERS)	2024-25 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 85% Math- 93% (Source: CERS)	2025-26 Winter IABs Participation Rates Grades 3-8 and High School Math ELA- 86% Math- 92% (Source: CERS)	95% Participation in the English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) Interim	ELA: 0 Math: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Assessment Blocks (IABs)	
1.21	Teacher participation in Professional Development (PD)	100% of schools participated in professional development on district priorities in year one of a professional development wheel framework. (Source: 2024-2025, Director of Curriculum and Instruction)	NA	100% of schools participated in professional development on district priorities in year two of a professional development wheel framework. (Source: 2025-2026, Director of Curriculum and Instruction)	Teacher participation will be 85% or higher	N/A
1.22	Number of schools trained in Project-Based Learning (PBL)	2023-2024 Number of schools trained: 1	2024-2025 Number of schools trained: 5	2025-2026 Number of schools trained: 10	By the end of the 3 year LCAP cycle, all school sites will have been trained in PBL.	+9 schools

Goal Analysis [2025-26]

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

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

The overall implementation of these actions for Goal 1 was fully or partially implemented.
23 of 26 actions were fully implemented;
3 of 26 actions were partially implemented.

The most successful aspects of our implementation of these actions have been:
1.1- The Department of Business and Fiscal Services developed and published a fiscal plan and provided several trainings to administrative assistants and relevant staff over the course of the year in budget management and payroll.
1.2- The Department of Human Resources managed the recruitment and selection of certificated staff, and the Personnel Commission managed the recruitment and selection of classified staff. To strengthen our talent pipeline, HR partnered with local colleges and universities, attending job fairs and building relationships with teaching programs to attract future educators and administrators. Through our partnership

with the Los Angeles County Office of Education (LACOE), HR recruits staff for the California Classified School Employee Teacher Credentialing Program (CCSETCP), which provides financial reimbursement for coursework required to earn a teaching credential.
1.3- The Department of Human Resources (HR) has established comprehensive, equity-focused induction programs for new teachers and administrators. HR has also formed a committee to explore updating the teacher evaluation protocol to align with the updated CTSP standards. In partnership with the Department of Educational Services, HR also conducted an orientation for newly hired teachers in SMMUSD, providing them with essential information about district-wide priorities and practices.
1.4- School site administrators have been participating in monthly professional development meetings in topics such as Multi-Tiered Systems of Support, School Improvement Plans, and other topics determined by administrator feedback and site-based needs. Administrators also participated in job-alikes, so that administrators can collaboratively problem solve, support vertical alignment, and share resources and ideas to benefit their school sites.
1.5- The Department of Special Education has provided ongoing communication and training in IEP writing, WIAT testing and SEIS. In addition there are regular job alike and department meetings where compliance items are reviewed on an ongoing basis.
1.6- The Department of Educational Services has implemented professional development to school sites based on their year 2 of 3 focus on the “PD Wheel” in Social-Emotional Learning, Project-Based Learning, Restorative Justice. All K-6 sites also received PD in the implementation of the Designated ELD curriculum to support English Learners.
1.7- Under the supervision of the Director of Curriculum and Instruction, Instructional Coaches have directly supported assigned school sites through providing professional development in the PD Wheel and in ELD, and have supported Site Leadership Teams in their School Implementation Plans. Instructional Coach was expanded due to site feedback on their positive impact.
1.8- All sites have formed a Site Leadership Team (SLT) and analyzed student data to identify a schoolwide area of need, and to develop a School Implementation Plan (SIP) to address that area of need. Three day-long meetings were held for this work, and the Department of Ed Services supported Learning Walks with site administrators and Instructional Coaches. Sites have utilized SLT funds to conduct Lesson Links, Learning Rounds, professional development, and data analysis.
1.9- High quality, standards-aligned, digital and print textbooks and resources for core academic courses TK-12 have been provided in alignment with Williams textbook sufficiency. The digital programs Lexia, Dreambox, Age of Learning, and Newsela were purchased and provided to all sites as resources to enhance teaching and learning. Subject.com courses were purchased to provide credit recovery during the year and after school at the high schools.
1.10- Beginning of the year Management Retreat and Convocation focused on the core values of DEI and belonging, curiosity, and empowerment to set the tone for the year. The District Leadership Team (DLT) has continued this work through ongoing professional development and collaboration. The District Leadership Team (DLT) has also begun a partnership with LACOE's Equity Diversity Inclusion department, and they have supported the SLT Cycles of Inquiry, as well as the DLT.
1.11- Professional development was provided to the co-teachers of “collaborative classrooms” in order to support high quality collaborative instruction. The Department of Special Education District Board Certified Behavior Analyst (BCBA) team have provided direct support to sites to support students with behavioral, social, and emotional needs.
1.14- Summer School credit recovery and get ahead courses were offered to eligible high school students, as well as geometry get ahead to 8th grading students entering high school. Due to declining enrollment over time, lack of interest, and high costs, the 1st-8th eligible students were instead offered to attend a summer enrichment program of their choice with one of the district's partner organization. This offered families more flexibility for a positive, engaging, enrichment opportunity during the summer.
1.15- ELOP staff continue to try to expand options, and survey families to consistently align programming to interests and needs for outside the school day experiences.

1.16 School Counselors work with students to explore post-secondary options, assist with college applications, provide financial aid guidance, and ensure students are meeting A-G requirements for college eligibility. The Advancement via Individual Determination (AVID) elective courses are in place at JAMS and SAMOHI and teachers participated in collaborative professional development days. An AVID Shadow Day where 8th grade AVID students shadow the high school AVID students for a day to prepare for high school. 7th AVID students are being trained in peer mediation to develop leadership skills.
1.18- The Coordinator of Learning and Innovation has continued to improve and expand Career Technical Education (CTE) programming district-wide. The high schools implement robust CTE pathways and academies. Middle school principals and staff implemented exploration electives and a college & career exploration wheel course in video and audio production occurred at Lincoln Middle School. Strategic district and site staff attended conferences (CTE Conference; Educating for Careers).
1.19- All Instructional Coaches support the implementation of PBL, and the five schools on the PD Wheel in PBL received in-depth training in PBL.
1.20- Additional American Cultures and Ethnic Studies (ACES) course curriculum guides have been developed and adopted this school year, to provide equity and access to the graduation requirement and offerings.
1.21- The Department of Educational Services has implemented professional development to school sites based on their year 2 of 3 focus on the “PD Wheel” in Social-Emotional Learning. The SEL curriculum Second Step is being implemented districtwide TK-12; consistency in implementation is an area of growth. The SEL Teacher on Special Assignment (TOSA) has been supporting school sites in adult SEL, social justice read alouds connected to SEL, and SEL instruction.
1.22- SMMUSD’s Manager of Sustainability has coordinated the implementation of the district Sustainability Plan and the adoption of Board Policy 6142.5 - Environmental Education which calls for the implementation of standards with learning experiences focusing on climate/environmental literacy and sustainability in Grades TK-12. All sites are implementing at least 2 experiences annually.
1.23- Students in elementary schools receive instruction in a variety of arts including dance, music, visual arts and theater arts. SMMUSD continued to offer the folkloric and Mariachi program to elementary students, now led by our own Professional Experts. The Stairway of the Stars was expanded to be a Arts and Music Festival, highlighting all district VAPA programs. School site principals worked on developing and implementing plans to utilize California State Proposition 28 funding to expand visual art, theater, music, and/or dance programs.
1.24- Per the California Department of Education (CDE) Federal Progress Monitoring Review (FPM) finding, elementary school Physical Education (PE) must be coordinated by a credentialed teacher so PE teachers continued to conduct PE instruction at elementary sites with support from Physical Activity Specialists (PASs). The SPARK PE curriculum was purchased and provided to the teachers to support effective implementation of the PE standards and framework.
1.25- The Early Learning Instructional Coach has provided professional development and coaching to PreK, TK, and K teachers, and collaborated with site Instructional Coaches to support vertical alignment opportunities. All Transitional Kindergarten (TK) classrooms are appropriately staffed at the 12:1 staffing ratio and Reggio-inspired, STEAM-Enhanced and District-Aligned experiences are occurring across all TK classrooms.
1.26- All site Elementary Library Coordinators, librarians, and site admin were informed of the funding to purchase culturally responsive, and relevant literature and resources and most sites selected literature. Books for social justice read aloud classroom collections were selected and purchased by the Department of Educational Services team and distributed to schools on on the SEL PD Wheel and received professional development in interactive read alouds.

The actions that were partially implemented have been:
1.12- The MTSS Teacher on Special Assignment (TOSA) supported implementation of the MTSS framework at school sites through professional development to site principals, Instructional Coaches, and other district leadership. Next year she will provide more PD about

academic aspects of MTSS to teachers including Tier I supports like Universal Design for Learning and details about tiered interventions, particularly with our implementation of the newly adopted Math curriculum.
1.13- This year was the first year of implementation of the Reading Difficulties Risk Screener for the upcoming school year. Teachers are still learning about how to interpret assessment results, and what tiered interventions to implement. Also the SST process and document resources are in the process of being refined by Student Services. In secondary flex time and advisory period are in the process of having effective Tier II supports and interventions refined.
1.17- Ed Services leadership has met with local Santa Monica College Leadership to identify potential courses for expansion of the dual and concurrent enrollment courses at SAMOHI. The team continues to work on expanded course offerings.

The most challenging aspects of our implementation of these actions have been:
Sites finding time in their busy schedules for professional development in the district priorities has been a challenge. In preparation for next school year, principals have been given planning time to plan their 26-27 PD schedule with the PD providers and to prioritize the PD Wheel trainings to promote districtwide alignment and coherence.

There were no planned actions that differed substantively from how they were 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.

There have been some material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the following actions:
Actions 1.5, 1.8, 1.15, 1.6, 1.11, 1.18 , 1.19, 1.24 all actions that involved personnel were all higher than budgeted due to the raise that went into effective over the course of this school year.
Actions 1.1, 1.2, 1.9, 1.12, 1.23, 1.25 were lower than anticipated potentially due to miscalculation in the original anticipated allocation.
1.6: Reason for the difference in cost is that some sites utilized banked time for trainings at no cost rather than substitute coverage at a cost. The cost was slighter higher due to the raise that went into effect which applied to substitute coverage.
1.14: Reason for the difference in cost is that due to declining enrollment over time, lack of interest, and high costs, the 1st-8th eligible students were instead offered to attend a summer enrichment program of their choice with one of the district's partner organization. This offered families more flexibility for a positive, engaging, enrichment opportunity during the summer. This saved some expenses which allowed funds to be put towards other actions that had higher costs.
1.18 Reason for the difference is cost is that there are 2-3 years of rolling funds for CTE and Perkins grants, and new fund allocations, that impacts the final allocation
1.23 Reason for the difference in cost is that some school sites implemented their Arts and Music in Schools Grant funds later in the school year and did not expend all funds this year. However personnel in this grant were higher than expected due to the raise that went into effect which is why it was higher than budgeted.
1.26 Not all funds were expected as some libraries did not utilize the offered additional library funds to purchase literature. Need for funding will be reassessed in the fall.

1.3, 1.4, 1.7, 1.10, 1.11, 1.12, 1.13, 1.16. 1.17, 1.20, 1.21, 1.22, no significant difference in planned expenditures. 1.7 Instructional Coach was expanded due to site feedback on their positive impact. Title I funds and some supplemental grant funds were used to support this action.

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

Actions that were effective based on metrics were:

1.1- Ensured fiscal integrity and sound fiscal management of district resources.
1.2- Supported the recruitment and maintaining of diverse high-quality staff.
1.3- A robust equity-focused induction program helped to develop and retain high-quality staff.
The above actions' effectiveness was measured by metrics including Metric 1.1 of 100% teachers appropriately assigned.

1.4- Site administrator professional development built principal capacity as instructional leaders and supported district alignment and cohesion for a guaranteed viable curriculum for students.
1.5- Compliance related training and communication for the the Department of Special Education built teacher and staff capacity to better support our neurodiverse students.
1.6- The PD Wheel was successfully implemented for year 2 of 3, with sites receiving training in the district priorities of SEL, PBL, and Restorative Justice. Again this supported district alignment and cohesion for a guaranteed viable curriculum for students, and supports students engagement through transformative approaches.
1.7- Instructional Coaches met and collaborated regularly and received in-depth training which built their capacity to provide meaningful training and coaching at sites that directly benefited student learning.
1.10- While DEI and Belonging, Curiosity, and Empowerment were embedded in all professional development and actions. The district has contracted with experts in LACOE EDI department to support this work at both SLT Cycles of Inquiry and the District Leadership Team meetings.
1.11- Teachers of Collaborative Classrooms participated in trainings and professional learning communities.
The above actions' effectiveness was measured by metrics including Metrics 1.21 teacher participation in PD which was 100%.

1.15- ELO-P program feedback was received from principals and the community which directly impacted the program design and offerings at sites, thus providing engaging relevant enrichment to students.
This was measured by educational partner input in surveys and at meetings.

1.18- The district made big strides in offering CTE exploratory courses at the middle school level, and have adopted curriculum guides for the new Law and Public Policy course at SAMOHI. These CTE pathways and courses will engage and connect students to school and prepare students for college and career.
1.22- All sites reported that the majority of teachers implemented climate literacy experiences which helped prepare students for college, career, and life.
1.23- SMMUSD continued to implement a robust high-quality visual and performing arts program TK-12 which developed the Whole Child and fostered students' talents and interests.

1.24- The response to the FPM finding with the implantation of PE teachers has been successfully implemented, and all 1st-5th graders received instruction in the PE standards benefiting their physical and emotional health.
1.20- SMMUSD now offers multiple courses that meet the ACES requirement, offering students a variety of opportunities to engage in interesting and relevant content and to develop as positive global citizens.
Effectiveness of the above actions was measured by Metric 1.10 with an increase in percentage of prepared students for college/career, 1.7 EAP results, 1.4 CTE completer rates increasing, 1.5 A-G and CTE completer rates increasing, and 1.3 A-G all student completion rates remaining steady.

The following actions were contributing actions for increased or improved services that proved effective based on metrics:

1.8- All sites formed Site Leadership Teams and successfully implemented three Cycles of Inquiry over the course of the year. The cycles were based on student data and need, and specifically supported our student demographic groups. Learning Walks demonstrated a clarity of focus and effective strategies to support student learning. Evidence of the effectiveness includes educational partner input such as the administrators and teachers from Site Leadership teams giving feedback at meetings and on surveys of the benefit of the SLT work on instruction, as well as growth in student proficiency rates in Metrics such as 1.15, 1.16 showing an impact on student achievement.
1.9- All students had access to high-quality standards-aligned digital and print textbooks and resources to ensure a guaranteed viable curriculum as evidenced by Metric 1.2 being 100%.
1.14- High school summer school credit recovery and get ahead courses have been successful, as measured by consistent interest and enrollment. Based on student feedback, additional courses are added as needed, such as a physics get ahead course.
1.16- Student demographic groups were directly supported by effective programs such as AVID as well as subsidized costs for AP exams and SAT and PSAT exams therefore providing opportunity and access to all our students. This was evidenced by Metric 1.6 with an increase in the total number of seniors who scored a 3 on the AP exam.
1.19- The sites on the PBL PD Wheel received extensive training and the majority of teachers are implementing the transformative approach of PBL which is allowing students to think critically and make connections across content areas. Evidence of the effectiveness includes Metric 1.21 which is 100% of schools participating in PD and 1.22 of 5 schools trained in PBL.
1.21- The SEL TOSA provided the SEL training to the sites on the SEL PD Wheel. The professional development built teachers' capacity to explicitly teach social skills as well as to develop positive classroom communities, thus supporting safe positive spaces conducive to learning and developing the Whole Child. Evidence of the effectiveness includes Metric 1.21 of 100% of schools participating in PD, with SEL being the focus of 5 schools.
1.25- TK classrooms are at all sites and appropriately staffed, providing our earliest students with a high-quality instructional experience that prepares them for success in school. Evidence of the effectiveness includes Metric 1.1 which was 100% of appropriately assigned teachers.
1.26- Books for social justice read aloud classroom collections were selected and purchased by the Department of Educational Services team and distributed to schools on the SEL PD Wheel and the sites received professional development in interactive read alouds. A desire to align the distribution with PD was provided by educational partner feedback and so implemented.

Actions that were ineffective based on metrics were:

1.12 and 1.13- More robust training for teachers in the area of Multi-tiered Systems of Support (MTSS) is needed in order to support teachers in implementing effective Tier I strategies such as Universal Design for Learning (UDL) as well as Tier II and III interventions and supports in the classroom. Training in this area will occur in the upcoming school year, particularly for K-2 teachers when they implement the Reading

Difficulties Risk Screener and identify interventions and supports for their students (Action 1.13) and when utilizing the new math curriculum, as evidenced by educational partner feedback.
1.17- While meetings occurred with the district and the local Santa Monica College to discuss potential dual enrollment course offerings, the district is still in the process of expanding these offerings to students. A desire to expand courses is evidenced by educational partner feedback.

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.

Overall the overarching themes of the actions and many components of the actions were generally effective. Therefore the actions will continue for the 26-27 LCAP actions for Goal 1.

1.7 Instructional Coach was expanded due to site feedback on their positive impact.
1.10- The district has contracted with LACOE EDI Department to support diversity, equity, and inclusion initiatives in the district. This support will be expanded in the 26-27 school year, with their team providing coaching and reflection support to all SLTs. They will also support the District Leadership Team in training, and the District Equity Diversity Leadership Team in developing a strategic equity action plan.
1.13- Student services will be providing training around an updated Student Success Team (SST) process for for an improved response to intervention.

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	Fiscal Services	In order to support a high-quality education for all students, the Department of Business and Fiscal Services will develop and publish an annual fiscal plan that details spending priorities that are based on the data-determined needs of the district, in accordance with Board policies, and consistent with the implementation of the district's vision and goals. To ensure fiscal integrity and sound fiscal management of district resources, fiscal operations will be continuously monitored and reflected in financial reports and auditor reviews.	$6,662,611.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional development will be provided to site office managers and administrators in fiscal procedures such as usage of the Los Angeles County Financial System (BEST-FIN), management of site budget allocations, payroll system ETAC (Employee Time and Attendance in the Cloud), and purchasing.		
1.2	Diverse Highly Qualified Staff	The Department of Human Resources manages the recruitment and selection of certificated staff, and the Personnel Commission manages the recruitment and selection of classified staff. The Department of Human Resources (HR) and Personnel Commission will recruit and select top-quality staff that reflect the demographic diversity of the district. HR will explore partnerships with local colleges and universities to establish pipelines into the teaching and administrative professions. HR and the Personnel Commission will refine their recruitment practices for staff for hard-to-fill vacancies (i.e. job fairs, social media posts). HR will also implement actions to maintain diverse high-quality staff (i.e. mentorship relationships, affinity groups, support with National Board certification etc.). With the Department of Special Education, HR staff will explore the development of a Behaviorist Intern position opportunity for recruiting and maintaining special education paraeducators seeking career advanced opportunities. The Department of Human Resources will take action to ensure that 100% of teachers are fully credentialed and appropriately assigned for the classes they teach.	$6,755,329.00	No
1.3	New Teacher and Administrator Induction	The Department of Human Resources will implement a robust equity-focused New Teacher Induction Program and New Administrator Induction Program that will develop and help retain highly qualified teachers/administrators by cultivating reflective practices through mentorship, professional learning, and inquiry. The Department of Human Resources will also provide an orientation for teachers new to SMMUSD to ground them in information about districtwide	$1,422,812.00	No

Action #	Title	Description	Total Funds	Contributing
		priorities and practices. Similarly, Executive Directors will provide an orientation and support to administrators new to SMMUSD.		
1.4	Administrator Professional Development	School site administrators will participate in monthly professional development meetings related to compliance, data analysis, district priorities, LCAP actions, other pertinent information, leadership development, and topics related to leadership development as determined by administrator feedback, district values and vision, and site-based needs. Professional development will also include opportunities for job-alikes, so that administrators can collaboratively problem solve, support vertical alignment, and share resources and ideas to benefit their school sites.	$20,500,038.00	No
1.5	Compliance Training	The district will ensure staff is annually trained in policies, procedures, and compliance with Uniform Complaint Procedures, mandated reporting, and other compliance topics according to what is relevant to and required by their job title and function. The Department of Special Education will provide on-going communication and training regarding pertinent compliance matters to site administrators, School Psychologists, and Special Education and General Education teachers. The Department of Special Education will collaborate with the Assistant Superintendent of Tri-City Special Education Local Plan Area (SELPA) to identify potential training topics. Training will include real-world scenarios and provide problem-solving opportunities for participants.	$1,417,008.00	No
1.6	Professional Development	LREBG Action The Department of Educational Services Coordinators of Literacy and Language, Mathematics and Science, American Cultures and Ethnic Studies, Family Engagement and EL Programs, Learning and Innovation, and Special Education will collaboratively design and provide professional development to teachers, departments, and curriculum teams.	$2,191,350.00	No

Action #	Title	Description	Total Funds	Contributing
		Based on Needs Assessment data, explicit professional development will be provided in the areas of ELA and Math, as an allowable expense under LREBG. Research has shown that building teachers' capacity to provide effective instruction and Tiered interventions and supports improves student achievement and outcomes. The district will be adopting a new mathematics curriculum tied to the new CA Math Framework, which is based on effective research-based instructional practices. Teachers will benefit from professional development in the math framework to support effective implementation of the curriculum as well as supplemental materials. LREBG Funds supporting this action: $2,992,819 year through 2027–28. Metrics being used to monitor the action: Metrics 1.12, 1.13. Efforts will be made to interconnect content area professional development in order to model for teachers the interconnectedness of standards and frameworks, and to demonstrate effective instructional practices such as Project-Based Learning where students engage in cross-content, meaningful, real-world learning experiences. Professional development will be based on district and site needs, as well as tied to district priorities, and may include topics such as Universal Design for Learning, Project-Based Learning (see Action 1.19), Social Emotional Learning (see Action 1.21), Restorative Justice (see Action 3.8), English Language Development (see Action 2.2), and utilization of curriculum materials. Strategically incorporated into all professional development will be Integrated English Language Development and effective strategies for English Learners, the Social Justice Standards, culturally responsive practices, and strategies to support the achievement of our unduplicated students. In addition, an emphasis will be on Tier I universal instructional design, strategies, and programs that equitably and effectively meet the needs of the majority of students (see Action 1.12).		
1.7	Instructional Coaches	Under the supervision of the Director of Curriculum and Instruction, Instructional Coaches will directly support assigned school sites. Instructional Coaches will build teacher capacity in teaching all content areas through coaching, demonstration lessons, facilitating Learning	$1,231,176.00	No

Action #	Title	Description	Total Funds	Contributing
		Walks, facilitating data conversations, and leading professional development. To support districtwide alignment and cohesiveness around effective instructional practices to close the achievement gap for unduplicated students, Instructional Coaches will collaborate with each other and the Department of Education Services Coordinators and Teachers on Special Assignment (TOSAs) to provide common and aligned professional development to sites tied to districtwide priorities. Instructional Coaches will also support site needs based on data analysis, such as supporting the School Implementation Plan (SIP) work. Instructional Coaches will participate in their own collaborative team professional development opportunities to build their coaching capacity and content knowledge.		
1.8	Site Leadership Teams	School sites shall promote a collaborative climate of shared accountability and data-driven decision making by forming a Site Leadership Team (SLT) who will conduct cycles of inquiry which will be detailed in a School Implementation Plan (SIP). The SLT will be composed of teacher leaders, the Instructional Coach, and site leadership; district leadership will be members of the SLTs to facilitate discussion and to provide support. The SLT will analyze student data to identify a schoolwide area of need, identify effective research-based practices to address that area of need, lead the schoolwide implementation of the practices and facilitate professional development, and then lead revisions to the SIP and plan and implement next steps. SIPs and practices will focus on meeting the needs of unduplicated students. Funds will be allocated for sites to engage in practices described in the SIP such as Learning Walks and Lesson Links to gather data and improve instructional practice.	$257,629.00	Yes
1.9	Guaranteed Viable Curriculum	High quality, standards-aligned, digital and print textbooks and resources for core academic courses TK-12 will be purchased and updated in alignment with Williams textbook sufficiency and state/local adoption criteria and timelines. Curriculum Guides for all content areas will be collaboratively developed, refined, reinforced, and shared. The guides will be based on the content	$1,207,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards and frameworks, and have Social Justice Standards integrated. The guides will be utilized to support consistent high-quality instruction for all, collaborative Professional Learning Communities (PLCs), and to support the development of common formative assessments to guide instruction.		
1.10	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment	The Department of Educational Services will facilitate the collection and analysis of a variety of data and Educational Partner input in order to lead the development and implementation of a strategic plan to support the district's six values of Diversity, Equity and Inclusion (DEI) and Belonging, Curiosity, and Empowerment (BCE). Professional development will be provided to both certificated and classified staff in DEI and BCE themes at the beginning of the year Convocation and throughout the school year. To demonstrate and reinforce that DEI and BCE are not isolated initiatives, and rather are key foundational themes that span instruction, interactions, and practices, DEI and BCE will be thoughtfully embedded in district-led professional development. The District Leadership Team (DLT) will examine institutional practices and establish authentic actionable steps to support teachers and staff with fostering DEI, BCE, and anti-racist practices in schools and classrooms. School sites will support the work by forming study groups/working groups/committees to examine and support DEI and BCE efforts at the schools. The LCAP was also designed with DEI and BCE in mind, and multiple actions within the LCAP (see Actions 1.19, 3.7, and 3.8) directly support DEI and BCE.	$150,000.00	No
1.11	Inclusive Practices for Neurodiverse Learners	The Department of Special Education will facilitate the development of and support co-taught special education courses (Collaborative Classrooms) to increase access for students with disabilities to rigorous curriculum. Ongoing professional development will be provided to the co-teachers in order to support high quality collaborative instruction.	$191,986.00	No

Action #	Title	Description	Total Funds	Contributing
		The Department of Special Education District Board Certified Behavior Analyst (BCBA) team will support certificated and classified staff with training and consultation to support students with behavioral, social, and emotional needs. The Department of Special Education will support special education staff with providing high-quality programs and services. Special Education Coordinators and Psychologists will provide specialized professional development to teachers and classified staff in areas such as inclusive practices, neuro-affirming care, and compliance. At Santa Monica High School in order to address the percentage of Students with Disabilities (SWDs) in the Red in Math, the Instructional Coach, Special Education Coordinator, and Math Coordinator will provide specific Professional Development to the Math Department team that will focus on effective instructional strategies to support SWDs in learning Math and provide strategies for how to provide accommodations and modifications to instructional materials as needed. Currently at Santa Monica High School there are a robust number of co-taught classrooms; Algebra, Geometry, and Algebra II. Therefore, the Department of Special Education will focus on improving the quality of these co-taught classes through strategic professional development on effective strategies for co-teaching in order to promote a fully collaborative model.		
1.12	Multi-Tiered Systems of Support	The Department of Educational Services will facilitate site implementation of a Multi-Tiered Systems of Support (MTSS) framework. A MTSS is a comprehensive continuum of system-wide resources, structures, and practices in place to proactively address the academic, social, and emotional needs of students and to address barriers to student learning. Students are the center and core of the SMMUSD MTSS framework. The framework is composed of key interconnected academic and social-emotional learning practices including: Guaranteed Viable Curriculum (see Action 1.9), Universal Design for Learning, Project-Based Learning (see Action 1.19), College and Career Readiness (see Action 1.16), Assessments and Response to Intervention (see Action 1.13), Professional Learning Communities (see Action 1.8), Positive Behavior Intervention	$115,687.00	No

Action #	Title	Description	Total Funds	Contributing
		Support (see Action 3.7), Belonging Curiosity and Empowerment (see Action 1.10), Restorative Justice (see Action 3.8), Social Emotional Learning (see Action 1.21), Community Input (see Action 3.10), Student Success Teams (see Action 1.13), and Family Partnerships (see Action 3.12). The SMMUSD MTSS framework will support cohesiveness and alignment across sites so that staff can better collaborate, have common professional development, and collaboratively analyze data to ensure a high-quality education for all. The MTSS Teacher on Special Assignment (TOSA) will support implementation of the MTSS framework at school sites through professional development, data conversations, and planning of tiered interventions and supports. Instructional Coaches, and the MTSS TOSA will collaboratively provide clarification and coaching around Tier I, II, III interventions and supports and will build teachers' capacity to implement Tier II and III interventions within the classroom. Specific professional development will be provided around the MTSS support of Universal Design for Learning (UDL) for proactive differentiation (See Action 1.6). An MTSS webpage will be created on the district website to communicate information and provide resources to sites and educational partners. Site administrators will collaboratively develop School Plans for Student Achievement (SPSAs) that detail the MTSS programs and practices in place at the school site to support unduplicated students and all students. The Executive Directors will support site administrators in aligning site Multi-Tiered Systems of Support to the district's MTSS plan, and support administrators in articulating this alignment in their SPSAs.		
1.13	Assessments and Response to Intervention	Elementary and secondary sites will continue with diagnostic testing to identify students in need of academic support and to implement a Response to Intervention (RTI). A yearlong Assessment Calendar will detail the continuum of assessments to occur districtwide. The Director of Assessment, Research, and Evaluation will provide professional development in districtwide assessments such as Star, Interim Assessment Blocks, California Assessment of Student Performance and	$1,051,676.00	No

Action #	Title	Description	Total Funds	Contributing
		Progress (CAASPP), and other forms of assessment measures to review student progress. Teachers will utilize a variety of assessment data to guide their Tier II and III individual and small group in-class intervention instruction and support that is tailored to student needs. In Elementary schools, Literacy and Language Interventionists will provide supplemental small group targeted intervention to Tier III students in need of urgent intervention in English Language Arts. Secondary schools will utilize built-in designated time within the master schedule, such as flex time or advisory period, to provide targeted Tier III intervention in areas of need. The flex time will be utilized to develop students' needed foundational skills in reading/math. Priority will be given to English Learner, Foster Youth, and Low-Income students. Professional Learning Community (PLC) time will be utilized to collaboratively develop the targeted intervention. Student Success Teams (SSTs) will be implemented regularly at all school sites for teachers, parents, admin, and specialists to collaboratively discuss and support students not making satisfactory progress after the implementation of consistent intervention and support. The Department of Student Services will provide training and resources to site staff to facilitate effective and meaningful SSTs. SSTs will be utilized as a strategy prior to a referral for special education assessment.		
1.14	Summer School	Summer school will be offered to students in 1st-12th grade who are struggling academically based on data. In 1st-8th grade the program will be designed to incorporate district priorities such as Project-Based Learning, and fostering Belonging, Curiosity, and Empowerment, in order to provide a meaningful, enriching, and positive experience for students. In High Schools, Credit Recovery classes will provide an opportunity for students to complete courses needed for A-G completion and graduation,	$1,615,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Get Ahead classes will provide opportunities for students to accelerate and prepare for academic advancement. Counselors will communicate eligibility criteria to parents. The district will also continue to partner with Santa Monica College to offer the high school Young Collegians program that provides unduplicated and at-promise students with college credits and develops skills to prepare them to be successful in college. Extended School Year (ESY) special education summer school will be offered to eligible students with Individualized Education Plans (IEPs).		
1.15	Expanded Learning Opportunities Program	The Expanded Learning Opportunities Program (ELO-P) provides funding for learning opportunities before school, after school, during summer, and/or during breaks for TK-6th grade qualified unduplicated students per the California Department of Education (CDE). Qualified students include Foster, Homeless, low-income, and, when possible, English Learners. SMMUSD will implement and expand the district's ELO-P program by partnering with district departments (such as Child Development Services) and local Community-Based Organizations to offer student-centered, high-interest, hands-on experiences before and after school at all elementary and middle school sites. Surveys will be conducted to gather input about programming and the program will be regularly evaluated by the Department of Educational Services.	$2,024,550.00	No
1.16	College and Career Readiness	School Counselors at middle and high schools provide ongoing guidance to students to ensure that students graduate on time and to support postsecondary plans. Counselors will monitor students' A-G progress, address yearlong learning needs, support plans for credit recovery and dual enrollment, and provide targeted support for unduplicated students. The district will continue to provide counselors with college-career readiness curriculum software to support the development of students' secondary and post-secondary plans and goals. The counselors will use the college-career readiness curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals. Counselors and advisors will also continue to provide	$179,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
		information nights and connect with families regarding college and career readiness related topics. Counselors will continue to recruit unduplicated students to participate in the Advancement via Individual Determination (AVID) program which through coursework, tutoring, and field trips, develops students' skills to be successful in school, college, and career. AVID is currently at John Adams Middle School, Santa Monica High School, and McKinley Elementary and may expand to include other sites. The Coordinator of American Cultures and Ethnic Studies (ACES) will facilitate professional development and collaborative planning between the sites' AVID teacher teams, and funding will be provided for sites to receive AVID Certification, materials, and summer training. The district will continue to partner with the local community college to help recruit AVID tutors. SMMUSD will continue to offer Advanced Placement (AP) courses and Counselors will evaluate students' access by using the AP Potential reports based on the Preliminary Scholastic Aptitude Test (PSAT) to identify underrepresented students for AP courses. Subsidies for AP exams, as well as Scholastic Aptitude Test (SAT) and PSAT exams, will be made readily available to students to reduce financial hardship and increase access to identified student populations. Also, the high schools will continue to provide designated in-school time for students to take the PSAT and SAT so that all students can access the exams.		
1.17	Dual and Concurrent Enrollment	Dual and concurrent enrollment refers to high school students simultaneously enrolled in high school and college/university course(s), in order to receive early college credit. SMMUSD will implement and expand dual and concurrent enrollment and certification programs by partnering with our local community college.	$0.00	No
1.18	Career Technical Education Pathways	Career Technical Education (CTE) is a broad term for education that prepares students for future careers by developing students' academic and technical skills, and introducing them to workplace competencies in a real-world, applied context. SMMUSD will continue to develop and promote the CTE pathways at Santa Monica High School and Malibu High School.	$821,689.00	No

Action #	Title	Description	Total Funds	Contributing
		Pathways will include industry certification, college credit opportunities, work-based learning, leadership opportunities, and high-quality instruction. CTE pathways with Academies, courses with a connected core content area course, will be expanded. CTE course curriculum guides will be continuously revised to meet industry standards and updated CTE frameworks and standards. CTE and related Academy teachers will participate in professional development and collaborative Professional Learning Communities (PLCs) to refine instruction. The Coordinator of Learning and Innovation will facilitate an aligned approach to career education, with exposure at the elementary school level via presentations and Project-Based Learning; exploration at the middle school level via presentations and electives; experience at the high school level via pathways; and expansion at the secondary level with dual enrollment and internships.		
1.19	Project-Based Learning	All teachers will be trained in the transformative instructional approach of Project-Based Learning (PBL) to increase students' college, career, and future readiness, and foster belonging, curiosity, and empowerment. The Coordinator of Learning and Innovation, Instructional Coaches, and site Administration will facilitate professional development for teachers and sites.	$134,543.00	Yes
1.20	American Cultures and Ethnic Studies	The Coordinator of American Cultures and Ethnic Studies (ACES) will support the high schools with continued development of ACES courses in order to provide multiple offerings to students that meet the Board of Education and California Department of Education (CDE) requirements, and to enhance the core content area courses to be culturally relevant and responsive. The Coordinator will also continue to support department teams with embedding the social justice standards into curriculum guides (Action 1.9).	$0.00	No
1.21	Social-Emotional Learning	In order to support students with positive behavior and the development of the Collaborative for Academic Social and Emotional Learning (CASEL) Social-Emotional Learning (SEL) competencies, all TK-5 teachers, and	$173,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grades 6th through 12th advisory period teachers, will provide Tier I explicit universal SEL instruction to students utilizing a SEL curriculum. The SEL Teacher on Special Assignment (TOSA) and Instructional Coaches will provide professional development in the SEL curriculum (Second Step, Newsela, etc.) and effective practices like Responsive Classroom techniques.		
1.22	Environmental Education	SMMUSD's Manager of Sustainability will coordinate the implementation of the district Sustainability Plan and the Board Policy 6142.5 about Environmental Education. The Manager will collaborate with the Department of Educational Service Coordinators to identify curriculum resources and actions to support environmental education being taught across content areas. The Manager will gather community input from groups such as "Team Marine" to identify and evaluate actions and activities. The Manager will identify and support partnerships with local organizations to support Environmental Education curriculum and experiences.	$143,120.00	No
1.23	Visual and Performing Arts	The Coordinator of Visual and Performing Arts (VAPA) will continue to refine and expand the preschool through 12th grade visual and performing arts education program. Students will have opportunities to participate in VAPA at both the district (Stairway Concert, Mariachi etc.) and site levels (elementary music, dance etc.). School sites will utilize California State Proposition 28 funding to expand visual art, theater, music, and/or dance programs.	$4,226,267.00	No
1.24	Physical Education	Per the California Department of Education (CDE) Federal Progress Monitoring Review (FPM) finding, elementary school Physical Education (PE) must be coordinated by a credentialed teacher. The Executive Director of Elementary Schools will coordinate with elementary site administrators to develop PE schedules, and will monitor and evaluate the PE structure and program.	$973,328.00	No

Action #	Title	Description	Total Funds	Contributing
1.25	Early Learning	The Department of Child Development Services (CDS) will coordinate the expansion of the Transitional Kindergarten (TK) program across the district. The Department of Human Resources will provide appropriate staffing to ensure the 12:1 staffing ratio, and the Department of Educational Services will provide instructional materials to support the Emilia Reggio philosophy and format. One Early Learning Instructional Coach will provide professional development and coaching to PreK and TK teachers. The Early Learning Instructional Coach will also collaborate with the K-12 Instructional Coaches to support vertical alignment. Collaborative and special education TK classes will be developed based on enrollment numbers and needs to provide access and opportunity for students with Individualized Education Plans (IEPs) to participate in the TK curriculum.	$277,966.00	Yes
1.26	Libraries and Literature	To maintain and support school libraries the district will continue to provide Elementary Library Coordinators (ELCs) in elementary schools, and Librarians and Librarian Assistants in secondary schools. ELCs and Librarians will annually evaluate library books and materials, and funding will be provided for librarians to purchase literature in order to maintain current, culturally responsive, and relevant literature and resources that support instructional content and promote recreational reading and literacy development. The Coordinators of American Cultures and Ethnic Studies and Language and Literacy will collaborate with the Teaching and Learning Council (TLC) to identify and provide diverse read aloud books to Transitional Kindergarten through 8th grade teachers to expand their classroom libraries. The books will connect to the Social Justice standards, and district values of Diversity, Equity, and Inclusion and Belonging, Curiosity, and Empowerment, be culturally relevant and responsive, and reflect diverse characters and themes to promote positive classroom communities where all students feel seen and valued and students can learn from and with each other.	$2,097,535.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Although we have made consistent progress on outcomes for English Learners as measured by the ELPAC and consistent reclassification rates, our Dashboard shows that our Longterm English Learners (LTELs) are a student group that we can better support. Therefore we believe that it is necessary to strengthen the instructional program for LTELs and English Learners in order to continuously improve performance outcomes. Our local measures identified Multilingual Learners as a group of students that would benefit from explicit instruction in English Language Development and from the teacher use of effective instructional strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner reclassification rate	2022-2023 18% Reclassified 123 Reclassified out of 682 ELs (Source: CALPADS Reports 2.16 - English Language Acquisition Status - ELs Reclassified RFEP-	2023-2024 17% Reclassified 102 Reclassified out of 600 ELs (Source: CALPADS Reports 2.16 - English Language Acquisition Status - ELs Reclassified	2024-2025 21% Reclassified 102 Reclassified out of 497 ELs (Source: CALPADS Reports 2.16 - English Language Acquisition Status - ELs Reclassified	20% or higher	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EOY 3 and 8.1 Student Profile List- EOY3)	RFEP- EOY 3 and 8.1 Student Profile List- EOY3)	RFEP- EOY 3 and 8.1 Student Profile List- EOY3)		
2.2	English Learner progress towards proficiency on the Dashboard	English Learners making progress towards English language proficiency on the Dashboard 2023: English Learner Progress Indicator Overall score: 63.5% (Green) Student English Language Acquisition Results: Decreased at least 1 ELPI Level- 15.7% Maintained ELPI Levels- 20.3% Maintained ELPI Level 4- 18.7% Progressed at least 1 ELPI Level- 45.3% (Source: CAschooldashboard.org)	English Learners making progress towards English language proficiency on the Dashboard 2024: English Learner Progress Indicator Overall score: 56.6% (Yellow) Student English Language Acquisition Results: Decreased at least 1 ELPI Level- 21.3% Maintained ELPI Levels- 21% Maintained ELPI Level 4- 13.5% Progressed at least 1 ELPI Level- 44.2% (Source: CAschooldashboard.org)	English Learners making progress towards English language proficiency on the Dashboard 2025: English Learner Progress Indicator Overall score: 61.5% (Green) Student English Language Acquisition Results: Decreased at least 1 ELPI Level- 14.9% Maintained ELPI Levels- 22.5% Maintained ELPI Level 4- 7.6% Progressed at least 1 ELPI Level- 54.9% (Source: CAschooldashboard.org)	English Learners making progress towards English language proficiency on the Dashboard 2023: Maintain or exceed an overall score of Green and 63% Have no more than 15% of students in the category of "decreased at least 1 ELPI Level" Have at least 50% of students in the category "progress at least 1 ELPI Level."	English Learner Progress Indicator Overall score: -6.9 Decreased at least 1 ELPI Level: -0.8 Maintained ELPI Levels: +2.2 Maintained ELPI Level 4: -11.1 Progressed at least 1 ELPI Level: +9.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC)	English Language Proficiency for Summative ELPAC 2022-23 Level 4 Well Developed: 37.63% (219) Level 3 Moderately Developed: 38.49% (224) Level 2 Somewhat Developed: 16.67% (97) Level 1 Minimally Developed: 7.22% (42) (Source: https://caaspp-elpac.ets.org)	English Language Proficiency for Summative ELPAC 2023-24 Level 4 Well Developed: 31.57% (155) Level 3 Moderately Developed: 43.99% (216) Level 2 Somewhat Developed: 17.11% (84) Level 1 Minimally Developed: 7.33% (36) (Source: https://caaspp-elpac.ets.org)	English Language Proficiency for Summative ELPAC 2024-25 Level 4 Well Developed: 37.50% (159) Level 3 Moderately Developed: 34.91% (148) Level 2 Somewhat Developed: 20.28% (86) Level 1 Minimally Developed: 7.31% (31) (Source: https://caaspp-elpac.ets.org)	English Language Proficiency for Summative ELPAC Level 4 Well Developed: 40% or more Level 3 Moderately Developed: 40% or more Level 2 Somewhat Developed and Level 1 Minimally Developed: Less than 20%	Level 4 Well Developed: -0.13 Level 3 Moderately Developed: -3.58 Level 2 Somewhat Developed: +3.61 Level 1 Minimally Developed: +0.09
2.4	English Learner proficiency on the Summative Alternative English Language Proficiency Assessment for California (ELPAC)	On the Dashboard 2023: Students who progressed:18.8% Students who maintained Level 3: 31.3% Students who did not progress: 50%	On the Dashboard 2024: Students who progressed:37.5% Students who maintained Level 3: 18.8% Students who did not progress: 43.8%	On the Dashboard 2025: Students who progressed:16.7% Students who maintained Level 3: 16.7% Students who did not progress: 66.7%	On the Dashboard the percentage of "Students who progressed" will be no less than 20% and the percentage of students who maintained Level 3 no less than 30% --- ---	Students who progressed: -2.1 Students who maintained Level 3: -14.6 Students who did not progress: +16.7 Level 3 Fluent English Proficient: -4.78

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CAschooldashboard.org) --- English Language Proficiency for the Alternative Summative ELPAC 2022-23 Level 3 Fluent English Proficient- 34.78% (8) Level 2 Intermediate EL- 39.13% (9) Level 1- Novice EL- 26.09% (6) (Source: https://caaspp-elpac.ets.org)	(Source: CAschooldashboard.org) --- English Language Proficiency for the Alternative Summative ELPAC 2023-24 Level 3 Fluent English Proficient- 36.84% (13) Level 2 Intermediate EL- 42.11% (8) Level 1- Novice EL- 21.05% (4) (Source: https://caaspp-elpac.ets.org)	(Source: CAschooldashboard.org) --- English Language Proficiency for the Alternative Summative ELPAC 2023-24 Level 3 Fluent English Proficient- 30% (6) Level 2 Intermediate EL- 55% (11) Level 1- Novice EL- 15% (3) (Source: https://caaspp-elpac.ets.org)	English Language Proficiency for the Alternative Summative ELPAC, at least 40% of students are Level 3 Fluent English Proficient	Level 2 Intermediate EL: +15.87 Level 1- Novice EL: -10.09
2.5	English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)	Percentage of EL students who are meeting or exceeding standards on the 2023 CAASPP ELA test Level 4 Standard Exceeded: 4.49% Level 3 Standard Met:	Percentage of EL students who are meeting or exceeding standards on the 2024 CAASPP ELA test Level 4 Standard Exceeded: 5.56%	Percentage of EL students who are meeting or exceeding standards on the 2025 CAASPP ELA test Level 4 Standard Exceeded: 4.39%	Percentage of EL students who are meeting (level 3) and exceeding standards (level 4) on the CAASPP ELA test will be no less than 30%	Level 4 Standard Exceeded: -1.17 Level 3 Standard Met: -1.55 Level 2 Standard Nearly Met: -2.29 Level 1 Standard Not Met: +0.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Level 2 Standard Nearly Met: 32% Level 1 Standard Not Met: 45% (Source: https://caaspp-elpac.ets.org) ---- 2023 Dashboard-Academic Performance in ELA- English Learner: Orange (Source: CAschooldashboard.org)	(13) Level 3 Standard Met: 20.09% (47) Level 2 Standard Nearly Met: 32.05% (75) Level 1 Standard Not Met: 42.31% (99) (Source: https://caaspp-elpac.ets.org) ---- 2024 Dashboard-Academic Performance in ELA- English Learner: Orange (13.1 points below standard, maintained +0.2) (Source: CAschooldashboard.org)	(9) Level 3 Standard Met: 18.54% (38) Level 2 Standard Nearly Met: 29.76% (61) Level 1 Standard Not Met: 42.32% (97) (Source: https://caaspp-elpac.ets.org) ---- 2025 Dashboard-Academic Performance in ELA- English Learner: Orange (13.1 points below standard, maintained -0.1) (Source: CAschooldashboard.org)	The Dashboard Academic Performance in ELA- English Learner color will be Yellow or higher	
2.6	English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	Percentage of EL students who are meeting or exceeding standards on the 2023 CAASPP Math test Level 4 Standard Exceeded: 5.82%	Percentage of EL students who are meeting or exceeding standards on the 2024 CAASPP Math test	Percentage of EL students who are meeting or exceeding standards on the 2025 CAASPP Math test	Percentage of EL students who are meeting (level 3) and exceeding standards (level 4) on the CAASPP Math test will be no less than 30%	Level 4 Standard Exceeded: +5.45 Level 3 Standard Met: -1.65 Level 2 Standard Nearly Met: -3.23 Level 1 Standard Not Met: -0.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 3 Standard Met: 15.27% Level 2 Standard Nearly Met: 27.64% Level 1 Standard Not Met: 51% (Source: https://caaspp-elpac.ets.org) ---- 2023 Dashboard- Academic Performance in Math- English Learner: Orange (Source: CAschooldashboard.org)	Level 4 Standard Exceeded: 7.32% (18) Level 3 Standard Met: 17.48% (43) Level 2 Standard Nearly Met: 29.27% (72) Level 1 Standard Not Met: 45.93% (113) (Source: https://caaspp-elpac.ets.org) ---- 2024 Dashboard- Academic Performance in Math- English Learner: Yellow (39.1 points below standard, increased +9.4) (Source: CAschooldashboard.org)	Level 4 Standard Exceeded: 11.27% (24) Level 3 Standard Met: 13.62% (29) Level 2 Standard Nearly Met: 24.41% (52) Level 1 Standard Not Met: 50.70% (108) (Source: https://caaspp-elpac.ets.org) ---- 2025 Dashboard- Academic Performance in Math- English Learner: Orange (37.4 points below standard, maintained +1.7) (Source: CAschooldashboard.org)	The Dashboard Academic Performance in Math- English Learner color will be Yellow or higher	
2.7	English Learner proficiency in English Language Arts (ELA) on the Renaissance Star Reading assessment	Percentage of EL students performing at At/Above Benchmark in ELA on Renaissance Star	Percentage of EL students performing at At/Above Benchmark in ELA	Percentage of EL students performing at At/Above Benchmark in ELA	25% of English Language Learners will be At/Above Benchmark	At/Above Benchmark: +11% On Watch: +1% Intervention +6% Urgent Intervention: -17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At/Above Benchmark: 18% On Watch: 18% Intervention 26% Urgent Intervention: 38% (Source: Star Analytics)	on Renaissance Star -Spring At/Above Benchmark: 31% On Watch: 21% Intervention 28% Urgent Intervention: 20% (Source: Star Analytics)	on Renaissance Star -Spring At/Above Benchmark: 29% On Watch: 19% Intervention 32% Urgent Intervention: 21% (Source: Star Analytics)		
2.8	English Learner proficiency in Math on the Renaissance Star Math assessment	Percentage of EL students performing at Level 3 (at standard) and level 4 (above standard) in Math on Renaissance Star At/Above Benchmark: 44% On Watch: 14% Intervention 17% Urgent Intervention: 25% (Source: Star Analytics)	Percentage of EL students performing at Level 3 (at standard) and level 4 (above standard) in Math on Renaissance Star - Spring At/Above Benchmark: 47% On Watch: 17% Intervention 21% Urgent Intervention: 16% (Source: Star Analytics)	Percentage of EL students performing at Level 3 (at standard) and level 4 (above standard) in Math on Renaissance Star - Spring At/Above Benchmark: 38% On Watch: 17% Intervention 22% Urgent Intervention: 23% (Source: Star Analytics)	50% of English Language Learners will be At/Above Benchmark	At/Above Benchmark: -6% On Watch: +3% Intervention +5% Urgent Intervention: -2%
2.9	English Learner participation rate in Renaissance Star Early Literacy/Star Reading and Math	Star Early Literacy/Star Reading Percentage of ELs participating: 92%	Star Early Literacy/Star Reading Percentage of ELs participating: 87%	Star Early Literacy/Star Reading Percentage of ELs participating: 92.8%	95% Participation in the Star Early Literacy, Star Reading, and Star Math Diagnostic Assessments.	Star Reading: +0.8% Math: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Percentage of ELs participating: 89% (Source: Star Analytics)	Math Percentage of ELs participating: 84% (Source: Star Analytics)	Math Percentage of ELs participating: 87% (Source: Star Analytics)		
2.10	English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)	Percentage of EL students meeting or exceeding standards in ELA on the CAASPP Interim Assessment Blocks (IABs) At Near: 53% (96) Above: 15% (28) (Source: CERS)	NA	Percentage of EL students meeting or exceeding standards in ELA on the CAASPP Interim Assessment Blocks (IABs) At Near: 48% (91) Above: 8% (16) (Source: CERS)	25% of English Language Leaners will be at Exceeds Standards	Percentage of EL students meeting or exceeding standards in ELA on the CAASPP Interim Assessment Blocks (IABs) At Near: -5% Above: -7%
2.11	English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)	Percentage of EL students meeting or exceeding standards in Math on the CAASPP Interim Assessment Blocks (IABs) Winter Math Interim Assessment EL students at Exceeds Standard: 9% EL students At/Near Standard: 44% (Source: CERS)	Percentage of EL students meeting or exceeding standards in Math on the CAASPP Interim Assessment Blocks (IABs) Winter Math Interim Assessment EL students at Exceeds Standard: 16% (32)	Percentage of EL students meeting or exceeding standards in Math on the CAASPP Interim Assessment Blocks (IABs) Winter Math Interim Assessment EL students at Exceeds Standard: 11% (21)	20% of English Language Leaners will be at Exceeds Standards	Exceeds Standard: +2 At/Near Standard: -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL students At/Near Standard: 45% (90) (Source: CERS)	EL students At/Near Standard: 38% (70) (Source: CERS)		
2.12	Percentage of completed Teacher Input Forms in Ellevation	Completion of Teacher Input forms for: Reclassification: Fall: 91% (167/181) Winter: 94% (75/80) EL Progress Monitoring: Winter: 79% (806/1016) RFEP Progress Monitoring: Winter: 83% (1076/1289) (Source: Ellevation, 2024-2025)	NA	Completion of Teacher Input forms for: Reclassification: Fall: 100% (189/189) Winter: 100% (22/22) EL Progress Monitoring: Winter: 99.8% (822/824) RFEP Progress Monitoring: Winter: 100% (1291/1292) (Source: Ellevation, 2024-2025)	Completion of Teacher Input forms for: Reclassification- 100% EL Progress Monitoring- 100% RFEP Progress Monitoring- 100%	Completion of Teacher Input forms for: Reclassification: Fall: +9 Winter: +6 EL Progress Monitoring (Winter): +20.8 RFEP Progress Monitoring (Winter): +17
2.13	Percentage of Longterm English Learners	Number of ELs 0-3 Years: 302 Number of At-risk 4-5 Years: 62 Number of LTEL 6+ Years: 113 (16.57%)	Number of ELs 0-3 Years: 302 Number of At-risk 4-5 Years: 55 Number of LTEL 6+ Years: 101 (16.83%)	Number of ELs 0-3 Years: 277 Number of At-risk 4-5 Years: 75 Number of LTEL 6+ Years: 145 (23.7%)	Each year the number of LTELs will decrease by 5%	LTEL 6+ Years: +32 (percentage: +7.13%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of ELs not at risk or LTEL: 205 (Source: Dataquest)	Number of ELs not at risk or LTEL: 142 (Source: Dataquest)	Number of ELs not at risk or LTEL: 99 (Source: Dataquest)		
2.14	State Seal of Biliteracy	Number of students met the criteria for the State Seal of Biliteracy 2023: 150 (150/786, 19.08%) (Source: https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)	Number of students met the criteria for the State Seal of Biliteracy 2024: 165 (165/797, 20.70%) (Source: https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)	Number of students met the criteria for the State Seal of Biliteracy 2025: 167 (167/824, 20.27%) (Source: https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp)	Each year the number of students that meet the criteria for the State Seal of Biliteracy will increase by 2%	+1.19%

Goal Analysis [2025-26]

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

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

The overall implementation of these actions for Goal 2 was fully or partially implemented.
6 of 6 actions were fully implemented;

The most successful aspects of our implementation of these actions have been:
Action 2.1- Clarity was provided regarding ELD instructional expectations via memos, trainings and communication. In secondary master scheduling was reviewed to ensure all ELs were in courses to receive Designated ELD instruction. At the K-6 level, all teachers received training in the newly adopted Designated ELD curriculum and have been implementing it during daily protected time blocks. This is ensuring that all ELs are receiving high-quality Designated ELD instruction tied to the ELD standards.
Action 2.2- Comprehensive professional development in supporting Multilingual Learners was provided to all sites by trained Instructional Coaches. Resources such as tools to support Learning Walks for English Language Development (ELD) were provided to sites.
Action 2.3- Literacy Language Interventionists provided supplemental ELD to 4th and 5th grade ELs at-risk of becoming Longterm English Learners (LTELS) and to prepare them for the ELPAC exam. Bilingual Instructional Assistants were hired to support ELs in accessing the

content classes at SAMOHI and at Lincoln (JAMS already had an Bilingual IA position filled). Some school sites utilized additional funding to provide supplemental after school vocabulary instruction to ELs. Translation resources such as Rosseta Stone were provided to newcomer students.
Action 2.4- Designated roving subs were hired, trained, and provided ELPAC testing to ELs promoting consistency and accuracy in the testing and minimizing classroom disruption.
Action 2.5- The Department of Educational Services communicated to sites a consistent, clear, step-by- step process for reclassification of ELs. The Ellevation digital platform was utilized to document reclassification requirements, and to confirm parent involvement in reclassification meetings. The new California Department of Education (CDE) Observation Protocol for Teachers of English Learners (OPTEL) form was used for consistency and reliability.
Action 2.6- The recommended CDE OPTEL form was utilized for English Learner progress monitoring in the digital platform Ellevation, and a form for Reclassified Fluent English Proficient (RFEP) student monitoring for 4 years was used in Ellevation. This consistent rigorous process provides a system and structure, to help teachers stop, think about how their English Learners and Reclassified students are doing, and to determine and provide supports to the students as needed. The elementary report card continued to include a specific section for English Learners with grades for proficiency in English reading, writing, listening, and speaking, which addressed a previous request from DELAC parents. There have been very high rates of form completion this year, demonstrating understanding of the purpose and use of the forms.

The most challenging aspects of our implementation of these actions have been:
Teachers making time in their busy instructional day to provide small-group Designated ELD remains a challenge. The importance of this instruction and how to do it continues to be emphasized in trainings, and site administrators are supporting school wide systems and structures to support ELD instruction.

There were no planned actions that differed substantively from how they were 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.

There have been some material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the following actions:
Action 2.4 that involved personnel was higher than budgeted due to the raise that went into effective over the course of this school year.
There is no significant difference for 2.1, 2.2, 2.3 or 2.5
Action 2.3: White there is no significant difference, a note that some sites chose not to provide supplemental after school vocabulary development instruction which allowed the funding to be utilized for the cost of several of the Bilingual Instructional Assistant positions at SAMOHI that had been unfilled for several years and were not filled. They were hired mid-year; so this budgeted amount will be tracked next year as the positions will be filled for the entirety of the year therefore the cost for this action is anticipated to be higher next year.

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

Actions that were effective based on metrics were:

Action 2.1- Clarity was provided around ELD expectations and curriculum. At the K-6 level, all teachers received training in the newly adopted Designated ELD curriculum and have been implementing it during daily protected time blocks. This is ensuring that all ELs are receiving high-quality Designated ELD instruction tied to the ELD standards. Observations and discussion with site admin determined that majority of teachers are implementing with fidelity.
Action 2.2- This action was highly effective as all sites participated in extensive training in strategies and topics to support English Learners. This professional development built teachers' skill level and capacity to support their Multilingual Learners across content areas and will have longterm benefits on instruction.
Action 2.4- We have consistent substitute teachers who have been highly trained and are experienced in providing the ELPAC testing leading to a smooth and successful testing process.
Action 2.5- We successfully rolled out the new CDE OPTEL form for teacher input for reclassification, which will allow for a more consistent rigorous process. Metric 2.12 shows the majority of teachers successfully implementing the forms.

The following actions were contributing actions for increased or improved services that proved effective based on metrics:

Action 2.3- A targeted Tier III intervention system is in place with our Literacy and Language Interventionists providing supplemental support to ELs at-risk of becoming LTELs. Due to Designated ELD now being implemented in the classrooms with fidelity, the number of students needing ELD intervention has declined; the role and need of the LLI position will continue to be assessed. We are also pleased that we were able to hire Bilingual Instructional Assistants with the help of the Personnel Commission after many years of being unable to fill the position due to no viable candidates at the time.
Action 2.6- We successully rolled out year two of the EL and RFEP monitoring process districtwide, and utilized the new CDE OPTEL form for EL monitoring. The majority of teachers completed the forms after training and coaching.

We know Actions 1-6 were effective because Metric 2.1 shows we maintained our reclassification rate, and Metric 2.4 we saw significant gains in student progress on the alternative ELPAC. We also saw small gains in CAASPP performance, Metrics 2.5 and 2.6, and significant gains on the Star ELA, and some gains in Math Metrics 2.7 and 2.8, and gains in the Math IAB Metric 2.11. We also maintained the percentage of LTELs Metric 2.13, and maintained the number of students meeting the State Seal of Bilteracy Metric 2.14. So numerous metrics demonstrate the effectiveness of the actions.

Actions that were ineffective based on metrics were:

There were no actions that were ineffective. Goal 2 continues to be an emphasis due to Metric 2.2 EL Proficiency on the Dashboard declined to Yellow and LTELs were red, and Metric 2.3 the Level 4 on the ELPAC declined slightly. We have implemented many substantial actions since this LCAP was developed and know it will take time to see the gains on assessments. We will continue to implement and expand upon the current actions for the 26-27 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.

Overall the overarching themes of the actions and many components of the actions were generally effective. Therefore the actions will continue for the 26-27 LCAP actions for Goal 2. In order to monitor our area of growth on the Dashboard, supporting our LTEL students, we will carefully monitor our metrics to determine effectiveness of our actions and adjust supports as needed. As this was our second year of implementation of many of the metrics, such as the progress monitoring using the OPTEL form, we want to provide time for the actions to show growth on the metrics.

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	English Language Development	All teachers will embed Integrated English Language Development in their content instruction. All elementary teachers and secondary EL Leads will teach Designated English Language Development. Elementary site administrators will reinforce daily Designated English Language Development time in weekly instructional schedules. Secondary site administrators will ensure the development of a master schedule with a Designated English Language Development period so English Learners may also have an elective and English Language Arts class. The district will provide core and supplemental English Language Development materials and resources to teachers.	$15,693.00	No
2.2	English Language Development Professional Development	The Coordinator of English Learner (EL) Programs, Instructional Coaches, and other designated personnel such as EL site leads and Literacy Language Interventionists, will provide professional development to teachers in effective strategies and instructional practices to support English Learners. Professional development may include topics such as Integrated and Designated English Language Development, core and supplemental curriculum materials available to teach English Language Development (ELD), the ELD standards, EL Roadmap, Specifically Designed Academic Instruction in English (SDAIE) strategies, Guided	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Acquisition Design (GLAD), and more. As described in Action 1.6 the team will also support departments and committees with strategically incorporating Integrated ELD into their instruction, effective strategies for English Learners, the Social Justice Standards, culturally responsive practices, and strategies to support the achievement of our unduplicated students. In addition, the Department of Educational Services will provide resources to facilitate Learning Walks around ELD. At Santa Monica High School, English Learners and Students with Disabilities are in the Red in Math. To address this, the math department team will participate in specific professional development with the Instructional Coach, EL Lead, EL TOSA, and Math Coordinator to focus on effective instructional strategies to support ELs in learning Math.		
2.3	English Learner and Longterm English Learner Intervention and Support	Additional supplemental English Language Development (ELD) will be provided to English Learner (EL) students needing more support. In elementary schools, Literacy Language Interventionists (LLIs) will provide supplemental targeted Designated ELD to 4th and 5th grade ELs at-risk of becoming Long Term English Learners (LTELs). In secondary schools, EL Leads will provide Designated ELD during a designated period in order to provide targeted instruction in literacy and language and to prepare students for the English Language Proficiency Assessment for California (ELPAC) exam. At Santa Monica High School, Bilingual Instructional Assistants (BIAs) will provide language and content support to English Learners in content classes. At Santa Monica High, because English Learners are Red in Math, the BIAs will specifically push-in during Math classes to support English Learners' access to the core content. Elementary and middle school teachers at participating sites may offer supplemental ELD academic vocabulary instruction utilizing curriculum such as Academic Vocabulary Toolkit before or after school to English Learners in 2nd-8th grade.	$1,334,626.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners in 1st-12th grade who are struggling academically and meet eligibility criteria are invited to participate in Summer School (see Action 1.14). For newcomers to the United States who would benefit from translation resources to access the curriculum, a digital device will be provided that contains translation applications and software programs to learn English.		
2.4	English Language Proficiency Assessment for California Support	Designated roving teachers will conduct English Language Proficiency Assessment for California (ELPAC) testing of English Learners at school sites for efficiency and to promote consistency and accuracy in testing. Special education teachers conducting Alternative ELPAC testing will be provided with substitute coverage to conduct testing.	$58,370.00	No
2.5	Reclassification Procedures	The Department of Educational Services will coordinate reclassification cycles for English Learners to ensure a timely, accurate, and consistent reclassification process with parent involvement. The Department of Educational Services will communicate to sites a consistent, clear, step-by-step process for general reclassification and alternative reclassification, and will provide professional development in the process to site administrators and EL leads as needed. The Ellevation digital platform will be utilized to document reclassification requirements, and to confirm parent involvement in reclassification meetings.	$0.00	No
2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	The Department of Educational Services will establish a rigorous progress monitoring process for English Learner (EL) students, and for four years Reclassified Fluent English Proficient (RFEP) students, that utilizes multiple indicators to measure EL/RFEP students' annual progress in academics and the development of English language proficiency. Report card grades, and progress monitoring forms in Ellevation, will be utilized to document and track progress. If the progress monitoring indicates that a student is not adequately progressing, then the school will take appropriate steps to provide intervention and support.	$8,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional development in the progress monitoring process will be provided to site administrators and EL Leads so that they may facilitate and monitor the process at the sites. The district will provide communication to parents on their student's current EL level, the reclassification criteria, and what parents can do at home to help their child learn. Information about their child's ELs progress will be communicated to parents via letters home with the students' ELPAC scores and CAASPP scores, grades and scores in the Student Information Systems parent portal, report card grades and comments, and at parent/teacher conferences. Information about supporting ELs at home will be communicated through the English Learner Advisory Council (ELAC), parent workshops, and by the student's teacher.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our local data identified a need to focus on attendance and implementing strategies that will reduce the percentage of students chronically absent. We also need to continue focusing on increasing the participation of families and parents of unduplicated students in various site-based activities and committees. In addition, we found that students were in need of direct services in the area of social-emotional and mental health, and a need to foster a safe, positive, culturally responsive community environment conducive to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT)	Fall 2023 Facilities Inspection Tool Ratings: SMMUSD Poor: 0 Fair: 10 Good: 4 Exemplary: 0 By School: Santa Monica High School: Fair	Fall 2024 Facilities Inspection Tool Ratings: SMMUSD Poor: 0 Fair: 10 Good: 4 Exemplary: 0 By School:	Fall 2025 Facilities Inspection Tool Ratings: SMMUSD Poor: 0 Fair: 0 Good: 14 Exemplary: 0 By School:	All schools will be at the "Good" or "Exemplary" level on the Facility Inspection Tool (FIT.)	By School Improvements: Santa Monica High School: Fair to Good (rating level) Lincoln Middle School: Fair to Good John Adams Middle School: Fair to Good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Malibu High School: Good Lincoln Middle School: Fair Malibu Middle School: Good John Adams Middle School: Fair Edison Elementary School: Good Franklin Elementary School: Fair Grant Elementary School: Fair Malibu Elementary School: Good McKinley Elementary School: Fair Will Rogers Elementary School: Fair Roosevelt Elementary School: Fair SMASH: Fair Webster Elementary School: Fair (Source: Fall 2023 Facilities Inspection Tool)	Santa Monica High School: Good Malibu High School: Good Lincoln Middle School: Fair Malibu Middle School: Good John Adams Middle School: Fair Edison Elementary School: Good Franklin Elementary School: Fair Grant Elementary School: Fair Malibu Elementary School: Fair McKinley Elementary School: Fair Will Rogers Elementary School: Fair Roosevelt Elementary School: Fair SMASH: Fair Webster Elementary School: Fair	Santa Monica High School: Good Malibu High School: Good Lincoln Middle School: Good Malibu Middle School: Good John Adams Middle School: Good Edison Elementary School: Good Franklin Elementary School: Good Grant Elementary School: Good Malibu Elementary School: Good McKinley Elementary School: Good Will Rogers Elementary School: Good Roosevelt Elementary School: Good SMASH (Michelle and Barack Obama Center): Good		Franklin Elementary School: Fair to Good Grant Elementary School: Fair to Good McKinley Elementary School: Fair to Good Will Rogers Elementary School: Fair to Good Roosevelt Elementary School: Fair to Good SMASH: Fair to Good Webster Elementary School: Fair to Good Schools with no change: Malibu High, Malibu Middle, Edison Elementary, Malibu Elementary (remained Good). Overall, 10 schools improved from Fair ? Good.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source: Fall 2024 Facilities Inspection Tool)	Webster Elementary School: Good (Source: Fall 2025 Facilities Inspection Tool)		
3.2	Maintenance work order completion	Maintenance – 4,426 completed out of 4,728=94% Operations – 1,307 completed out of 1,415=92% Total – 5,733 completed out of 6,143=93% (Source: SchoolDude)	Maintenance - 1,977 completed out of 2,497 - 79% Operations - 491 completed out of 549 - 89% Total – 2,468 completed out of 3,046 - 81% (Source: SchoolDude)	Maintenance - 3,879 completed out of 4143 - 94% Operations - 822 completed out of 868 - 95% Total – 4701 completed out of 5011 - 94% (Source: SchoolDude)	100% completion of work orders	Maintenance: 0% Operations: +3% Total: +1%
3.3	Classroom and student technology	Percentage of classrooms with interactive technology: 100% Percentage of students with access to technology at school: 100% (Source:??)	Percentage of classrooms with interactive technology: 100% Percentage of students with access to technology at school: 100% Source: Education Technology and Information Services	Percentage of classrooms with interactive technology: 100% Percentage of students with access to technology at school: 100% Source: Education Technology	100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Average Days Absent	2022-2023 DataQuest All: 12.2 Days African American/Black: 13.3 days Asian: 9.2 days LatinX: 13.9 days White: 11.6 days Two or More Races: 10.7 days Socially Economically Disadvantaged: 14.4 days Students with Disabilities: 14.9 days English Learner: 12.3 days (Source: Dataquest Absenteeism by Reason Report)	2023-2024 DataQuest All: 11.3 Days African American/Black: 12.9 days Asian: 8.2 days LatinX: 13.1 days White: 10.6 days Two or More Races: 10.0 days Socially Economically Disadvantaged: 14.0 days Students with Disabilities: 14.4 days English Learner: 12.5 days (Source: Dataquest Absenteeism by Reason Report)	2024-2025 DataQuest All: 10.9 Days African American/Black: 11.9 days Asian: 8.1 days LatinX: 12.8 days White: 10.2 days Two or More Races: 9.8 days Socially Economically Disadvantaged: 13.5 days Students with Disabilities: 14.2 days English Learner: 11.8 days (Source: Dataquest Absenteeism by Reason Report)	9 days absent (95% positive attendance)	All: -1.3 days African American/Black: -1.4 days Asian: -1.1 days LatinX: -1.1 days White: -1.4 days Two or More Races: -0.9 days Socially Economically Disadvantaged: -0.9 days Students with Disabilities: -0.7 days English Learner: -0.5 days
3.5	Chronic absenteeism rate	2022-2023 Chronic Absenteeism Rate DataQuest All 17.1% African American/Black 23.3% Asian 8.6% LatinX 22.6% White 14.8% Two or More Races 13.2%	2023-2024 Chronic Absenteeism Rate DataQuest All 13.4% African American/Black 21.8% Asian 5.3% LatinX 19.2% White 10.6% Two or More Races 9.5%	2024-2025 Chronic Absenteeism Rate DataQuest All 16.5% African American/Black 22.2% Asian 9.1% LatinX 21.2% White 14.4% Two or More Races 14.2%	will not exceed 5%	All: -0.6% African American/Black: -1.1% Asian: +0.5% LatinX: -1.4% White: -0.4% Two or More Races: +1.0% Socially Economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socially Economically Disadvantaged 24.6% Students with Disabilities 22.3% English Learner 19.7% (Source: DataQuest Chronic Absenteeism Rate)	Socially Economically Disadvantaged 22.3% Students with Disabilities 18.9% English Learner 17.1% (Source: DataQuest Chronic Absenteeism Rate)	Socially Economically Disadvantaged 24.3% Students with Disabilities 25.5% English Learner 20.2% (Source: DataQuest Chronic Absenteeism Rate)		Disadvantaged: -0.3% Students with Disabilities: +3.2% English Learners: +0.5%
3.6	Suspension rate	2023 Dashboard Suspension Rate Indicator All 2.1% African American/Black 4% Asian 0.8% LatinX 2.5% White 1.9% Two or More Races 2.3% Socially Economically Disadvantaged 3% Students with Disabilities 3.9% English Learner 0.9% (Source: DataQuest: Suspension Rate)	2024 Dashboard Suspension Rate Indicator All 1.8% African American/Black 4.9% Asian 0.6% LatinX 2.5% White 1.3% Two or More Races 1.0% Socially Economically Disadvantaged 3.5% Students with Disabilities 3.6% English Learner 2.6% (Source: DataQuest: Suspension Rate)	2025 Dashboard Suspension Rate Indicator All 1.5% African American/Black 4% Asian 0.6% LatinX 1.7% White 1% Two or More Races N/A Socially Economically Disadvantaged 2.6% Students with Disabilities 3.3% English Learner 1.7% (Source: DataQuest: Suspension Rate)	No more than 3%	All: -0.6% African American/Black: 0% Asian: -0.2% LatinX: -0.8% White: -0.9% Two or More Races: N/A ? - 2.3% (baseline) Socially Economically Disadvantaged: -0.4% Students with Disabilities: -0.6% English Learners: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Expulsion rate	2022-2023 Expulsion Rate DataQuest 0% (0/9059) (Source: Dataquest)	2023-2024 Expulsion Rate DataQuest 0.01% (1/8873) (Source: Dataquest)	2024-2025 Expulsion Rate DataQuest 0.00% (0/8925) (Source: Dataquest)	No more than 1%	No Change
3.8	Olweus anti-bullying student survey	2022-2023 Olweus Bullying Questionnaire (OBQ) This is an anonymous standardized multiple-choice questionnaire about bullying. The OBQ, which consists of forty-two questions given to all 3rd-12th graders in the district. There were a total of 3,285 students who participated. Percentage of students who have been bullied 2-3 times per month: 15% Of the 15% of the students who reported bullying, the top 3 ways of being bullied: 20% of the 15% identified said it was Verbal	2023-2024 Olweus Bullying Questionnaire (OBQ) There were a total of 3,111 students who participated. Percentage of students who have been bullied 2-3 times per month: 14.2% Of the 15% of the students who reported bullying, the top 3 ways of being bullied: 17.9% said it was Verbal 12.8% said it was Exclusion 10.9% said it was Rumors Of students who reported bullying,	2024-2025 Olweus Bullying Questionnaire (OBQ) This survey was not given this school year so we don't have any data collected.	No more than 1%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15% of the 15% identified said it was Exclusion 12% of the 15% identified said it was Rumors Of students who reported bullying, where the bullying occurred: 53% of the identified students indicated the bullying occurred on the Playground/field/breaks Gym class/locker room-27%of the identified students indicated the bullying occurred in the Lunchroom 34% of the identified students indicated the bullying occurred Somewhere else Of students who reported bullying, the percentage of students who have told/not told anybody about the bullying: Told teacher/adult at school: 40% Told parent: 52% Told sibling or friend: 58% Told nobody: 20%	where the bullying occurred: 56.2% of the identified students indicated the bullying occurred on the Playground/field/breaks 25.2%of the identified students indicated the bullying occurred in the Lunchroom 30.3% of the identified students indicated the bullying occurred Somewhere else Of students who reported bullying, the percentage of students who have told/not told anybody about the bullying: Told teacher/adult at school: 40.9% Told parent: 59.3% Told sibling or friend: 56.1% Told nobody: 22% (Source: Olweus Bullying			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Olweus Bullying Prevention Summary)	Prevention Summary)			
3.9	Number of schools trained in Restorative Justice (RJ)	5 schools are trained in Restorative Justice (RJ) Level 1	2024-2025 Number of schools trained: 5	2025-2026 Number of schools trained: 10	By the end of the 3 year LCAP cycle, all schools will be trained in Restorative Justice	9 Schools
3.10	School safety based on the California Healthy Kids Survey (CHKS)	Student Response: Do you feel safe at school? Grade 5: 88% Grade 7: 72% Grade 9: 70% Grade 11: 71% Percent of parents who feel their school is a safe place for their student. All Parents: Strongly Agree or Agree: 91% Elementary School: Strongly Agree or Agree: 95% Middle School: Strongly Agree or Agree: 83% High School: Strongly Agree or Agree: 87%. (Source: CSPS)	Student Response: Do you feel safe at school? Grade 5: 83% Grade 7: 63% Grade 9: 69% Grade 11: 66% Percent of parents who feel their school is a safe place for their student. All Parents: Strongly Agree or Agree: 90% Elementary School: Strongly Agree or Agree: 94% Middle School: Strongly Agree or Agree: 86% High School: Strongly Agree or Agree: 87%. (Source: CSPS)	Student Response: Do you feel safe at school? Grade 5: 89% Grade 7: 76% Grade 9: 79% Grade 11: 77% Percent of parents who feel their school is a safe place for their student. All Parents: Strongly Agree or Agree: 90% Elementary School: Strongly Agree or Agree: 93% Middle School: Strongly Agree or Agree: 89% High School: Strongly Agree or Agree: 85%. (Source: CSPS)	100% of teachers trained in Level 1 RJ 50% Level 2 trainings 25% Level 3 trainings At least 2 Parent RJ training held a year (Spanish and English)	Students – “Do you feel safe at school?” Grade 5: +1% Grade 7: +4% Grade 9: +9% Grade 11: +6% Parents – “School is a safe place” (Strongly Agree or Agree) All Parents: -1% Elementary School: -2% Middle School: +6% High School: -2% Teachers – “School is a safe place” Strongly Agree: +2% Agree: +22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of teachers who feel school is a safe place Strongly Agree 33% Agree 35% (Source: California Healthy Kids Survey)	Percent of teachers who feel school is a safe place Strongly Agree 33% Agree 51%	Percent of teachers who feel school is a safe place Strongly Agree 35% Agree 57%		
3.11	Parent opportunities for input based on the California School Parent Survey (CSPS)	School actively seeks the input of parents before making important decisions: All Parents: Strongly Agree or Agree: 64% Elementary School: Strongly Agree or Agree: 70% Middle School: Strongly Agree or Agree: 53% High School: Strongly Agree or Agree: 59%. (Source: California School Parent Survey (CSPS))	School actively seeks the input of parents before making important decisions: All Parents: Strongly Agree or Agree: 63% Elementary School: Strongly Agree or Agree: 72% Middle School: Strongly Agree or Agree: 58% High School: Strongly Agree or Agree: 50%. (Source: California School Parent Survey (CSPS))	School actively seeks the input of parents before making important decisions: All Parents: Strongly Agree or Agree: 74% Elementary School: Strongly Agree or Agree: 92% Middle School: Strongly Agree or Agree: 72% High School: Strongly Agree or Agree: 55%. (Source: California School Parent Survey (CSPS))	90% Strongly Agree or Agree	All Parents: +10% Elementary School: +22% Middle School: +19% High School: -4%
3.12	Parent participation in school based on the California School Parent Survey (CSPS)	Percentage of parents who are satisfied with opportunities to be	Percentage of parents who are satisfied with opportunities to be	Percentage of parents who are satisfied with opportunities to be	90% Strongly Agree or Agree, and maintain 90% in identified areas	“School encourages me to be an active partner with the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		involved in their children's education. Strongly Agree: Agree: "School encourages me to be an active partner with the school in educating my child" All Parents: Strongly Agree or Agree: 86% Elementary School: Strongly Agree or Agree: 92% Middle School: Strongly Agree or Agree: 76% High School: Strongly Agree or Agree: 79%. "Parents feel welcome to participate at this school" All Parents: Strongly Agree or Agree: 85% Elementary School: Strongly Agree or Agree: 94% Middle School: Strongly Agree or Agree: 70% High School: Strongly Agree or Agree: 75%.	involved in their children's education. "School encourages me to be an active partner with the school in educating my child" All Parents: Strongly Agree or Agree: 88% Elementary School: Strongly Agree or Agree: 94% Middle School: Strongly Agree or Agree: 82% High School: Strongly Agree or Agree: 80%. "Parents feel welcome to participate at this school" All Parents: Strongly Agree or Agree: 86% Elementary School: Strongly Agree or Agree: 95% Middle School:	involved in their children's education. "School encourages me to be an active partner with the school in educating my child" All Parents: Strongly Agree or Agree: 85% Elementary School: Strongly Agree or Agree: 94% Middle School: Strongly Agree or Agree: 85% High School: Strongly Agree or Agree: 72%. "Parents feel welcome to participate at this school" All Parents: Strongly Agree or Agree: 80% Elementary School: Strongly Agree or Agree: 96% Middle School:		school in educating my child” All Parents: -1% Elementary School: +2% Middle School: +9% High School: -7% “Parents feel welcome to participate at this school” All Parents: -5% Elementary School: +2% Middle School: +12% High School: -15% Percent of parents who had involvement in school All Parents: -3% Elementary School: +3% Middle School: +2% High School: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of survey respondents who had involvement in school: All Parents: Yes 66% Elementary School Yes: 71% Middle School Yes: 57% High School Yes: 59% (Source: CSPS)	Strongly Agree or Agree: 79% High School: Strongly Agree or Agree: 74%. Percent of survey respondents who had involvement in school: All Parents: Yes 65% Elementary School Yes: 72% Middle School Yes: 59% High School Yes: 58% (Source: CSPS)	Strongly Agree or Agree: 82% High School: Strongly Agree or Agree: 60%. Percent of survey respondents who had involvement in school: All Parents: Yes 63% Elementary School Yes: 74% Middle School Yes: 59% High School Yes: 54% (Source: CSPS		
3.13	Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) participation	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation on the LCAP DCC 2023= 100% Representation of the following unduplicated student groups (Y/N) English Learner-Y Homeless-Y Foster-Y	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation on the LCAP DCC 2024= 12/15 (80%) Representation of the following unduplicated	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation on the LCAP DCC 2024= 13/15 (87%) Representation of the following unduplicated	100% representation from all schools and subgroups	- 2 schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED-Y	student groups (Y/N) English Learner-Y Homeless-N Foster-N SED-Y	student groups (Y/N) English Learner-Y Homeless-N Foster-N		
3.14	School Site Council (SSC) composition	To ensure parent input in decision making, school sites have SSCs that meets the CDE requirements of composition parity with admin, teachers, staff, parents, and students (secondary)- 2023- 100% of schools	To ensure parent input in decision making, school sites have SSCs that meets the CDE requirements of composition parity with admin, teachers, staff, parents, and students (secondary)- 2024- 100% of schools	To ensure parent input in decision making, school sites have SSCs that meets the CDE requirements of composition parity with admin, teachers, staff, parents, and students (secondary)- 2025- 100% of schools	100% of schools' SSCs meeting composition requirements for input	No Change
3.15	District English Language Advisory Committee (DELAC) participation	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation at the District English Language Advisory Committee (DELAC) 2023= 100%	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation at the District English Language Advisory Committee (DELAC) 2024 = 100%	To ensure parent input in decision making and participation in programs for unduplicated pupils, school sites with parent representation at the District English Language Advisory Committee (DELAC) 2025 = 100%	100% of school sites represented on DELAC	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Parent programming	K-12 District Parent education events: 10+	K-12 District Parent education events: 15 Source: Peachjar	K-12 District Parent education events: 36 Source: Peachjar	K-12 District Parent education events: 15+	+26

Goal Analysis [2025-26]

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

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

The overall implementation of these actions for Goal 3 was fully or partially implemented.
14 of 15 actions were fully implemented;
1 of 15 actions were partially implemented.

The most successful aspects of our implementation of these actions have been:
3.2- In 2024 a bond measure was passed which will support this action to develop future construction and modernization projects that support increased student engagement and innovative teaching and learning. Many construction projects are in process districtwide with regular community input meetings occurring.
3.3- Two Educational Technology (Tech) Teachers on Special Assignment (TOSAs) continue to work with students, staff and parents on the use of technology for instruction. A Generative Artificial Intelligence Taskforce participated in several trainings and developed the district's implementation and review of AI tools by students and staff. The EdTech Team led the successful transition to elementary report cards to our current Student Information System. The move allows parents access to a digital version of the elementary report card through the parent portal.
3.4 - Training was provided to appropriate staff in attendance procedures. Social Work Interns and Student Outreach Specialists provided targeted intervention and support to demographic groups to encourage attendance.
3.5- District Nurses and site Health Office Specialists supported students physical health and wellness needs.
3.6- The district partnered with organizations for counseling services, wellness spaces were developed at all sties, and all sites participated in depression and suicide awareness trainings. The Department of Human Resources provides information to all employees on the Employee Assistance Program offered through SISC.
3.7- School sites utilized a Positive Behavior Intervention Support (PBIS) model and progressive discipline. They also utilize an anti-bullying curriculum to identify, respond to, and reduce bullying.
3.8- The sites on the PD Wheel for Restorative Justice all received level 1 training. Some staff at various sites have been trained in level 2 and 3.
3.9- All sites submitted Board approved Comprehensive School Safety Plans, participated in Active Shooter and Emergency Response trainings and drills, and maintained campus security through strategies such as security officers, electronic visitor sign in etc.
3.10- The district provided a variety of opportunities for parent input including surveys and parent groups.

3.11- The district and school sites communicated educational information in a variety of ways including newsletters, social media, websites, events etc. The new communication platform Parent Square was successfully rolled out, with site administrators and district leadership trained in the platform. The "Let's Talk" button on the district website continues to be utilized as a tool for the community to provide ongoing input.
3.12- All sites developed a Family Engagement Policy and Compact along with their SPSA. Administrators participated in training in ELAC and SSC policies and protocols.
3.13- The DELAC had representation from all sites, and participated in a variety of meaningful trainings and workshops to support the English Learner students.
3.14- Spanish speaking Bilingual Community Liaisons provided outreach, support, and translation to our diverse families. They met regularly to collaborate and participate in trainings to build their capacity to support families.
3.15- Parent education events featured Fall & Spring Sessions of “The Parent Project” in collaboration with SMPD and MSCWs, offering weekly in-person parent education classes on topics surrounding “Changing Destructive Adolescent Behavior," Reflective Parenting courses, and the districtwide Parent Academy with a variety of meaningful workshops. The Adult Education Center communicated offerings through the Adult Education Center webpage, physical brochures, and consortium materials, offering classes in English as a Second Language, Path to Citizenship, and more.

The actions that were partially implemented have been:
3.1- The Department of Maintenance and Operations (M and O) have maintained district facilities to be clean, functional, and safe learning spaces. Prompt high-quality completion of regular work orders and maintaining clean campus spaces is an area of growth.

The most challenging aspects of our implementation of these actions have been:
Continued upkeep of ongoing work orders and maintainence requests.

There were no planned actions that differed substantively from how they were 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.

There have been some material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the following actions:
Action 3.1, 3.4, 3.5 was lower then budgeted potentially due to an error in the original calculation.
Action 3.2: Reason for the difference in cost is due to not all Bond funds yet to be utilized. A Bond that was passed in November 2024 so there are increased expenditures due to an increased allocation so the full amount will be expended over time.
Action 3.7, 3.8: Reason for the difference in cost is that some sites utilized banked time for PBIS and RJ professional development at no cost rather than substitute coverage at a cost.
Action 3.3: Reason for the difference in cost was an error in the original estimated expenditure cost which was higher than anticipated
Actions 3.6 that involved personnel was higher than budgeted due to the raise that went into effective over the course of this school year.
3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15 there is no significant change in the planed expenditure.

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

Actions that were effective based on metrics were:

3.3- The Generative Artificial Intelligence Taskforce work helped to ensure that our district is on the cutting edge of current technology and is utilizing it to benefit instruction. The EdTech Team led the successful transition to elementary report cards to our current student information system; the move allowed parents access to a digital version of the elementary report card through the parent portal so they could be informed partners in their child's education. This was evidenced by Metric 3.3 classroom technology being 100%.
3.5 Each school has at least one part-time nurse and a full-time Health Office Specialist who provides basic first aid and supports the day-to-day operations of the health office. School nurses play a critical role in ensuring the safety and physical well-being of students, addressing both routine and emergency medical needs. The Health Office Specialists assist in managing student health records, administering basic care, and coordinating with families to ensure students receive necessary follow-ups. These efforts ensure that students remain healthy, safe, and ready to learn.The Department of Student Services is currently assessing all nursing protocols and systems to ensure they are efficient, responsive, and aligned with best practices. This assessment will help streamline health procedures and improve service delivery at all school sites. Additionally, the district has allocated funds to ensure continued health coverage through nurse staffing, preventing gaps in medical care when nurses are absent.
3.9- The Comprehensive School Safety Plans detail explicit strategies to maintain campus security and to promote a safe campus climate conducive to student learning.
The effectiveness for these actions was evidenced by Metric 3.4 showing ADA remaining relatively consistent, and Metric 3.5 the chronic absenteeism rate declining for all students which is improvement. Metric 3.10 shows a slight decline in the percentage of students who feel safe at school, yet the percentage of parents who feel their child is safe at school remains consistent.

3.10- Parent input was valuable in guiding the actions described in this LCAP to benefit student learning and to connect families to school.
3.11- By communicating information to the community in a variety of ways it has supported parents in being partners in their children's education and to support our students' learning.
3.12- The collaborative development of the Family Engagement Policy and Compact documents supported the voice and involvement of the parent community in the schools, thus benefiting the school climate and student learning.
3.13- The DELAC participated in a variety of workshops, trainings, and discussions around meaningful topics related to English Learner students. This tailored professional development supports parents being informed of EL programs and practices and provides information for strategies of how to support ELs at home and at school for the students' ongoing success.
3.14- Spanish Bilingual Community Liaisons (BCLs) continue to serve as a resource for parents of unduplicated students and families in need, helping to engage parents in school activities, connect families to essential resources, and provide outreach for district-led initiatives.
All of these actions are proven effective by the Metrics 3.12, CSPS survey results remaining relatively consistent, Metric 3.14 all schools having an SSC, Metric 3.15 all sites having a representative on DELAC, and 3.16 meeting our target outcome of 15+ parent events. Metric 3.13 parent participation in the LCAP PAC will continue to be a focus next year.

The following actions were contributing actions for increased or improved services that proved effective based on metrics:

3.4 - Training was provided to appropriate staff in attendance procedures.This led to a correction in attendance coding in the Student Information System which will lead to more accurate and meaningful student attendance data collection so that sites can better intervene and

support student attendance as needed. Social Work Interns and Student Outreach Specialists provided targeted intervention and support to demographic groups to encourage attendance.
3.6- Student Outreach Specialists play a critical role in identifying and supporting unduplicated students—those who may be experiencing barriers to attendance, academic success, or overall well-being. Through proactive outreach, home visits, and direct intervention, SOS ensured that students receive the necessary resources and referrals. MSW interns provide social-emotional support and mental health services to students in need. By embedding these interns within schools, the district enhances early intervention efforts, offering students individualized counseling, crisis response, and ongoing wellness support. The Mental Health Coordinator has played a vital role in training staff and fostering a trauma-informed and inclusive school climate. Training efforts have focused on early identification of mental health concerns, suicide prevention, and culturally responsive practices, equipping educators and student support staff with the tools to address diverse student needs. Additionally, the district has made intentional efforts to support LGBTQ+ students, ensuring access to affirming mental health resources, staff training on gender inclusivity, and safe spaces within schools.
Both 3.4 and 3.6 were evidenced by Metric 3.4 showing ADA remaining relatively consistent, and Metric 3.5 the chronic absenteeism rate declining for all students which is improvement. Metric 3.6 suspension rates for all declined slightly, and expulsion rates remain consistently low Metric 3.7.

3.7- An increased focus and support was provided in the area of PBIS in the upcoming school year by shifting the Restorative Justice Coordinator position to be two Counselor on Special Assignment (COSA) positions who will support the interconnected efforts.
3.8- The sites on the PD Wheel for Restorative Justice all received level 1 training. Additional training in community building circles and direct implementation of the RJ philosophy is needed.
For both actions Metric 3.8 the Olweus survey data was not collected with fidelity, so that data was not able to be utilized. Also Metric 3.9 shows 5 schools were trained in RJ on the PD wheel, with the net 5 schools planned for the upcoming year. Metric 3.10 shows a slight decline in the percentage of students who feel safe at school, yet the percentage of parents who feel their child is safe at school remains consistent. So the metrics indicate these actions are still in progress.

3.11- By communicating information to the community in a variety of ways it has supported parents in being partners in their children's education and to support our students' learning.
3.12- The collaborative development of the Family Engagement Policy and Compact documents supported the voice and involvement of the parent community in the schools, thus benefiting the school climate and student learning.
3.14- Spanish Bilingual Community Liaisons (BCLs) continue to serve as a resource for parents of unduplicated students and families in need, helping to engage parents in school activities, connect families to essential resources, and provide outreach for district-led initiatives.
All three of these actions are proven effective by the Metrics 3.12, CSPS survey results remaining relatively consistent, Metric 3.14 all schools having an SSC, Metric 3.15 all sites having a representative on DELAC, and 3.16 meeting our target outcome of 15+ parent events. Metric 3.13 parent participation in the LCAP PAC will continue to be a focus next year.

3.15-The Adult Education Center developed a new three year plan with the consortium, a requirement of the California Adult Education Program.The metric 3.11 and 3.12 show successful adult opportunities for engagement. p

Actions that were ineffective based on metrics were:

3.1- The Department of Maintenance and Operations (M and O) continue to work on maintaining district facilities to be clean, functional, and safe learning spaces. As evidenced by School Dude work order completion Metric 3.2, this is an area of growth. This is also evidenced by educational partner feedback in surveys and in meetings, and Metric 3.1 FIT ratings continuing to have schools in the Fair category.

3.2- As evidenced by feedback from educational partners in surveys and at meetings, additional communication in the "Educational Specifications" is needed to the community to help the community understand the blueprint to evaluate and prioritize future new construction and modernization projects. This will continue to occur at the Community Meetings for upcoming construction projects. There have also been many meetings led by a consultant and the Facilities Improvement Projects department to update and refine the Ed Specs for the future.

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.

Overall the overarching themes of the actions and many components of the actions were generally effective. Therefore the actions will continue for the 26-27 LCAP actions for Goal 3.

3.4- In doing this year's goal analysis, it was discovered the information displayed in 3.4 was the same metric and information displayed in 3.5 by mistake. The intention was to use both the Average Days Absent Report in Dataquest for 3.4 and the Chronic Absenteeism Rates in Dataquest for 3.5. We have now corrected this information in 3.4.
3.7 and 3.8- The Restorative Justice Coordinator contractor position will be shifted to two RJ/PBIS Counselor on Special Assignment positions in order to support the interconnected efforts and provide training in interventions and supports to staff. The position will work in collaboration with the MTSS TOSA, SEL TOSA, and other staff to integrate the content areas and to promote safe engaging learning spaces.
3.12- In the previous action it referred to the "Coordinator of Family Engagement and English Learner Services." The position was updated to be a Family Engagement TOSA, fully focused on supporting family engagement. The Director of Curriculum and Instruction leads the implementation of English Learner Services.

Metric 3.8 was not implemented this school year as the district did not continue with the Olweus survey, and instead utilized the CA Healthy Kids Survey as a metric for culture and climate.

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	Maintenance	Clean, functional, and safe campus facilities support high-quality instruction. The Department of Maintenance and Operations (M and O) will maintain district facilities including but not limited to; gas leaks, mechanical	$33,431,199.00	No

Action #	Title	Description	Total Funds	Contributing
		systems/HVAC, sewer, interior surfaces (walls, floors, and ceilings), overall cleanliness, pest/vermin infestation, electrical (interior and exterior), restrooms, drinking fountains (inside and outside), fire safety, hazardous materials (interior and exterior), structural damage, roofs, playground/school grounds, windows, doors, and gates (interior and exterior). M and O will provide training and supervision to custodial staff to ensure clean and orderly facilities. The Department of Maintenance and Operations (M and O) will facilitate completion of routine work orders by maintenance and custodial staff in a timely and high-quality manner. The district online work order software system will be utilized by all M and O staff to monitor work orders and to consistently and promptly document work order status and completion. In addition, M and O staff will communicate directly with the submitter of the work order (administrator or administrative assistant) regarding the work status. M and O staff will follow campus security procedures, such as signing at the front office and wearing an employee badge, so that staff are aware of the maintenance occurring on campus. The district will sustain operating expenses for deferred maintenance to address repairs, improvements, and safety enhancements in all schools and district buildings.		
3.2	Future Facilities	The Department of Facility Improvement Projects, in collaboration with educational partners, will utilize the SMMUSD Educational Specifications (Ed Specs) as a blueprint to evaluate and prioritize future new construction and modernization projects. Per the Ed Specs, learning environments will support increased student engagement and innovative teaching and learning that will equip students with knowledge and skills for the future. Information about the Ed Specs and descriptions of such environments will be shared at future facility planning and community meetings to ensure educational partners are informed of the goals and rationale for future facility design.	$211,137,170.00	No
3.3	Digital Technology	The Department of Education Technology and Information Services (ETIS) will review and evaluate instructional technology to ensure students and	$8,973,425.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers have the digital tools and resources needed for teaching and learning. Technology may include but is not limited to: devices, interactive classroom technology, digital curriculum resources, and infrastructure needs. ETIS will also evaluate and implement approved software applications and web-based programs to ensure they meet the Student Data Privacy Requirements and to enhance the core curriculum. A single sign-on program will be utilized to make web-based programs easily accessible by students, staff, and parents. Site Technology Support Assistants will monitor connectivity and support access to digital programs and resources. Senior Network Engineer, Network Engineer, Systems Analysis and support staff will ensure district network and infrastructure are secure and robust to allow for student learning and overall cybersecurity. Two Educational Technology (Tech) Teachers on Special Assignment (TOSAs) will support teachers with utilizing technology to enrich instruction. The Tech TOSAs will provide Professional development to teachers to build their capacity in teaching students digital literacy and citizenship skills, as well as future-ready skills in applications such as generative artificial intelligence tools. Training and communications in digital themes will also be provided to the support staff and parents.		
3.4	Attendance Support	The Department of Student Services will continue to oversee district and school procedures related to attendance. The Department of Student Services will provide professional development to Senior Office Specialists (SOSs) to support their monitoring and documentation of student attendance, the reviewing and distribution of truancy notification letters, and the process of completing monthly attendance reports. Site SOSs and administrators will also receive training in the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) process, and how to utilize the digital attendance intervention and monitoring system. The Department of Students Services will also provide site administrators with regular reports from the digital attendance intervention	$452,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and monitoring system, and will support district and site-based programs to encourage school attendance. Sites will maintain ongoing communication with parents regarding their child's attendance; SOS's will contact parents to notify them of their child's unverified absences and will send home truancy notification letters. Site administrators will implement the SART/SARB attendance conferences with parents of students with chronic absenteeism to identify and address barriers to student attendance. At Santa Monica High School, Student Outreach Specialists will make outreach calls to students' homes when they are in danger of becoming chronically absent. Social Work Interns will also support office staff and Student Outreach Specialists in communicating with families of chronically absent students to support positive attendance. To reduce absenteeism due to suspensions, a proactive, preventative schoolwide Multi-Tiered Systems of Support (MTSS) framework (see Action 1.12) and Positive Behavior Intervention Support Plan (see Action 3.7) will be implemented. Consistent with Education Code section 48900.5, site administrators may consider and implement other means of correction when appropriate so that students may remain engaged in their school and participate in a safe, healthy, welcoming, and affirming school community (see Action 3.7). Similarly, a safe, welcoming, positive school and classroom community will encourage student engagement and attendance. Restorative Justice (see Action 3.8) and Diversity, Equity, and Inclusion and Belonging, Curiosity, and Empowerment (See Action 1.10) actions will foster culturally responsive and engaging learning communities and foster positive relationships to help students feel connected to school. In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students; McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster		

Action #	Title	Description	Total Funds	Contributing
		Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH- Socioeconomically Disadvantaged students. To address these areas of red, the school sites' SOSs and administration will conduct "empathy interviews" (also known as School Attendance Review Team (SART) meetings) to gather information about reasons for absences in a culturally responsive and caring manner in order to provide targeted support tailored to each student's needs. TK-12 Bilingual Community Liaisons and High School Student Outreach Specialists will make direct outreach to the specific student groups listed above to provide support and resources to promote student attendance. The importance of attendance will be specifically discussed and communicated at parent committee/group meetings and communicated to the school community at-large.		
3.5	Physical Health and Wellness	District Nurses and school site Health Office Specialists will support the physical health and wellness of students by assisting students with school-based medical needs. The Department of Student Services and Nursing team will provide professional development to staff and parents related to pertinent health and development needs.	$3,269,885.00	No
3.6	Mental Health and Wellness	LREBG Action The Department of Student Services will review data regarding mental health needs districtwide and by school site, and evaluate programs to address mental health and wellness needs. The district will partner with organizations to provide on-site and/or tele-health counseling services. The district will continue with the existing Mental Health Supervisor and Intern model with local universities. Wellness spaces will be developed and maintained at all school sites to provide a safe and calm space for students. At Santa Monica High School, three Student Outreach Specialists (SOS) will work with unduplicated students to provide ongoing social-emotional support based on identified needs.	$492,103.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All sites will receive training from the Coordinator of Mental Health Counseling and/or School Psychologists and Counselors in depression and suicide awareness to recognize signs and support students. Mental health themed workshops and training will be provided to students, staff, and parents. Based on Needs Assessment data, expanded supplemental mental health support will continue, as an allowable expense under LREBG. Mental Health support for students is beneficial for students academic and emotional wellbeing and is a tiered intervention and support. Metrics being used to monitor the action: Metrics 3.6, 3.8, 3.10. LREBG Funds supporting this action: $108,500 per year through 2027–28. The Department of Student Services will facilitate professional development to support a safe and inclusive environment for LGBTQIA students. TK-12 teachers will utilize social emotional learning curriculum (Second Step, Newsela, etc.) to support social-emotional health and develop positive coping skills (see Action 1.21). The Department of Human Resources will provide information to all employees on Employee Assistance Service for Education (EASE), a program that provides free consultation to counseling and referral services to all employees who are dealing with issues that are impacting their well-being.		
3.7	Positive Behavior Intervention Support	School sites will continue their implementation of Positive Behavior Intervention Support (PBIS) plans with a focus on Tier I universal proactive and prevention strategies, school connectedness, trauma-informed and restorative practices, and positive culture and climate. This is connected to the Multi-Tiered Systems of Support (MTSS) framework (See Action 1.12). Sites will continue to utilize a progressive discipline model that includes identifying root challenges to address behavior, logical consequences, alternate means of correction, restorative practices, and counseling support for students.	$10,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School sites will utilize an anti-bullying curriculum to identify, respond to, and reduce bullying. At Lincoln Middle School to address the suspension rates for African American students in Red, site administrators will evaluate their PBIS plan for culturally responsive practices. The Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices to certificated and classified staff in order to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. All staff will be trained in Restorative Justice (see Action 3.8) to build culturally responsive communities and positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors.		
3.8	Restorative Justice	All SMMUSD staff will be trained in Restorative Justice (RJ), a philosophy and practice rooted in the belief that a safe, connected learning environment will improve students' learning experience and outcomes. RJ focuses on two areas: 1) Building and strengthening healthy, respectful, and inclusive group relationships (prevention) and 2) Repairing and restoring relationships when there has been harm, conflict, or crime that impacts them. The Department of Student Services will coordinate Level 1, 2, and 3 RJ trainings for staff and parents. All classrooms will implement RJ Community Building Circles to build relationships, discover group commonalities, uplift the group diversities, respect individual uniqueness, share core values, learn and support one another, and have fun. Circles will also be used as a method to repair and restore relationships when needed. Site administration and the Department of Community and Public Relations will communicate information to parents regarding RJ to increase understanding about what RJ is, the purpose, and benefits so that parents can be informed partners in the implementation.	$265,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Campus Security	The security of physical campuses will be maintained through strategies such as the electronic visitor management sign-in system, electronic key cards for secure access, and exterior building cameras. In secondary schools, Security Officers provide on-campus support and supervision. Sites will continue to annually train their staff in Active Shooter and Emergency Response protocols. Sites have regular emergency drills, with at least one Lockdown or Shelter-in-Place drill a semester, so students and staff know what to do in an emergency. All school sites annually develop a Comprehensive School Safety Plan (CSSP) that is approved by the Board of Education, that details the emergency procedures, and schoolwide systems to promote a safe and positive campus.	$2,162,431.00	No
3.10	Input from Educational Partners	The district will promote formal and informal parent input and participation through site and District Advisory Committees (DACs), surveys, town hall opportunities, and family engagement activities during and outside the school day. In addition, the district will seek and promote student input and participation through surveys, focus groups, and student engagement activities during and outside the school day. Site administrators will recruit parent members representative of unduplicated student groups to be on the LCAP Parent Advisory Committee.	$0.00	No
3.11	Communication Systems	The Department of Community and Public Relations will continuously highlight and communicate events and special programing through social media, press releases, website, newsletter and other forms of communication.	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School sites will continue to communicate information with the parent community by actively sharing parent information through emails, newsletters, Open House, Back to School Nights, and other parent and family events. A digital platform is utilized for district and site newsletters to provide translation and accessibility features. The District Webmaster or designee will maintain the district and school websites with pertinent information. In 2024 the district will be utilizing ParentSquare for email, phone, and messaging communications. Site administrators and designees will receive training in the new platform. The "Let's Talk" two-way communication platform continues to be available through a button on the SMMUSD website homepage and on the Superintendent's page for parents to submit ideas and comments regarding all three LCAP goals and to provide other input regarding district programs. A Student Information System platform will be utilized districtwide as a consistent platform for maintaining student records and information. A digital communication platform is utilized to digitally provide flyers with information about community, district, site, Parent Teacher Student Association, and non-profit opportunities.		
3.12	Parent Community Engagement	With parent input, and the guidance of the Coordinator of Family Engagement and English Learner Services and the Department of Educational Services team, school sites will develop and share a Parent and Family Engagement Compact and Policy, which is Board approved along with the School Plan for Student Achievement (SPSAs). The Department of Educational Services team will be available as a resource to support sites in the development of Compact/Policy and to support the district and sites with programming and services to engage parents.	$180,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Department of Educational Services team will review with site administration the protocols for the parent advisory groups of English Learner Advisory Council (ELAC) and School Site Council (SSC). The Department of Educational Services will maintain and distribute an ELAC and SSC Handbook to site administrators annually to promote alignment and consistency with meeting topics and formats for high-quality meaningful meetings that meet California Department of Education (CDE) requirements.		
3.13	District English Learner Advisory Council	The district will continue to have 100% representation from all school site English Learner Advisory Councils (ELAC) on the District English Learner Advisory Council (DELAC). The district will engage the DELAC committee representatives to further understand ways to support English Learner students and gather input on student needs. At DELAC meetings the district will offer guest speakers, community partners, and school staff to provide practical information for English Learner parents which can be shared with the ELAC site group.	$0.00	No
3.14	Wrap Around Services and Interpretation/ Translation	Spanish Bilingual Community Liaisons (BCLs) will serve as a resource to parents of unduplicated students and families in need to engage parents in school, connect families to resources and support, and provide outreach for district-led efforts. The Department of Educational Services will continue to provide ongoing support to the BCLs on strategies that focus on increasing family participation and on the development and delivery of site-based workshops. Spanish interpretation at site-based events will be provided by the Bilingual Community Liaisons and at district-level events by the district interpreters-translators and when necessary by a local agency. Funding will be made available for contracted services when district-level interpreters-translators are not available to interpret, or when documents are too long and technical in nature. For parents who speak a language other than Spanish,	$1,089,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SMMUSD websites and newsletters will offer a translation button to more than 30 languages.		
3.15	Parent Education	Parent Education opportunities will continue to be offered at both the district and site level. Parent education topics will be developed based on district and site data, community needs, and feedback. Parent Education events will be offered in-person or via virtual platforms in English with Spanish interpretation. When possible, resources (i.e. copies of the slides, video) will be made available to parents for later access. In addition, the Adult Education Center will continue their communication regarding course offerings to the community.	$97,094.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students attending Olympic High School will increase student achievement, readiness, well-being, and engagement for at-promise students through targeted counseling, support services, partnerships, and family engagement Olympic High School is a continuation high school and as such offers a high school diploma program designed to meet the needs of students who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. Per the 2024 Dashboard, Olympic High School had 32 students enrolled with 62.5% identified as socioeconomically disadvantaged 12.5% as English Learners, and 0% as foster youth. Given the small school nature, many of the subgroups have fewer than 11 students on the various indicators and therefore no color indicator is assigned. The only student group at Olympic for any indicator, as reflected on the 2024 Dashboard was Socioeconomically Disadvantaged for Suspension Rate, but they were at the Blue level with 0%% suspended, a decline of 2.9%. The overall suspension rate for Olympic was 1.9%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

This goal was developed in response to the needs identified through data analysis and input from educational partners and will be continuing for the upcoming school year.

The analysis of California School Dashboard data indicated a need to improve programs and resources as related to graduation rates, attendance, academic support, and college/career readiness.

During the LCAP development process, educational partners identified the need to:

- Improve attendance rates for specific student populations
- Reduce chronic absenteeism rates for specialized student groups
- Offer intensive guidance and additional support structures for students to meet graduation requirements
- Create personalized academic support plans that reflect the needs of individual students based on their specific circumstances

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	High school graduation rate	2024 CA School Dashboard: Graduation Rate Indicator 60.9% (All, Olympic) (14/23) 63.2% (Socioeconomically Disadvantaged, Olympic) (12/19) (Source: CaSchoolDashboard.org, 2024)	NA	2026 CA School Dashboard: Graduation Rate Indictor 66.7% (All, Olympic) (16/24) 61.9% (Socioeconomically Disadvantaged, Olympic) (13/21) (Source: CaSchoolDashboard.org, 2026)	High School graduation will be 95% or higher	-28.3% (All, Olympic) -33.1% (Socioeconomically Disadvantaged, Olympic) (13/21) (Source: CaSchoolDashboard.org, 2026)
4.2	Chronic absenteeism rate	2023-2024 Chronic Absenteeism Rate DataQuest 86.0% (All, Olympic) (43/50) 88.9% (Students with Disabilities, Olympic) (16/18) 86.5% (Socioeconomically Disadvantaged, Olympic) (32/37) 89.7% ((LatinX, Olympic) 26/29)	NA	2025-2026 Chronic Absenteeism Rate Data Quest 77.8% (All, Olympic) (35/45) 77.8% (Socioeconomically Disadvantaged, Olympic) (28/36) 86.2% (LatinX, Olympic) (25/29) (Source: DataQuest Chronic Absenteeism Rate)	Will not exceed 5%	-72.8% (All Olympic) -72.8% (Socioeconomically Disadvantaged, Olympic) -81.2% (LatinX, Olympic) (Source: DataQuest Chronic Absenteeism Rate)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: DataQuest Chronic Absenteeism Rate)				
4.3	Suspension rate	2024 Dashboard Suspension Rate Indicator 1.9% (All, Olympic) (1/54) 3.3% (LatinX, Olympic) (1/30) (Source: DataQuest: Suspension Rate)	NA	2025 Dashboard Suspension Rate Indicator 4% (All, Olympic) (2/50) 6.7% (LatinX, Olympic) (2/30) (Source: DataQuest: Suspension Rate)	No more than 3%	All Students: +1% LatinX: +3.7% (Source: DataQuest: Suspension Rate)

Goal Analysis [2025-26]

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

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

The overall implementation of the action for Goal 4 was fully implemented.

The most successful aspects of our implementation of the action has been:
This school counselor role has supported students attending Olympic High School's academic success, social-emotional well-being, and college and career readiness through targeted counseling, workshops, and personalized guidance. The position also strengthened attendance, family engagement, and community partnerships to ensure students have the resources they need to thrive. The counselor attended trainings, and was able to bring back knowledge to share with the site team.

The most challenging aspects of our implementation of the action has been:
None identified

There were no planned action that differed substantively from how they were 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.

There have been no material differences between the Budgeted Expenditures and the Estimated Actuals Expenditures for the action.

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

The action was effective based on the metrics because suspensions declined and attendance rates improved.

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.

Overall the action was generally effective. Therefore the action will continue for the 26-27 LCAP if Equity Multiplier funding continues. If that funding does not continue, other staff such as the site principal and Administrative Assistant and teachers will support students in continued positive attendance and positive behavior support.

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	School Counselor	This role supports students attending Olympic High School's academic success, social-emotional well-being, and college and career readiness through targeted counseling, workshops, and personalized guidance. It also strengthens attendance, family engagement, and community partnerships to ensure students have the resources they need to thrive.	$102,484.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,177,310	$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
5.671%	0.000%	$0.00	5.671%

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
1.8	**Action:** Site Leadership Teams **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth.	To improve the learning outcomes for English learners, Low Income, and Foster youth, each school's Site Leadership Team (SLT) will continue to create School Implementation Plans (SIPs) that are directly aligned with the LCAP goals. Funds will be allocated to provide teacher release time to engage in structured cycles of inquiry that directly influence instruction, engage in structured Learning Walks, and to participate in a variety of professional development opportunities that focus on closing opportunity and achievement gaps.	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). (Metrics Goal 1

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
	Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Feedback from site leadership teams indicated an interest in engaging in collaborative cycles of inquiry to analyze a variety of evidence of student learning to identify targeted effective instructional strategies to meet students' needs. **Scope:**	SLTs will develop ways to monitor the implementation of strategies that support English Learners and Low Income and Foster youth. Through a data-driven and reflective process, site teams will evaluate the effectiveness of these strategies and practices in terms of the gains achieved by unduplicated students. The consultant InnovateEd will support sites in this work, building the capacity of SLTs to conduct the cycle of inquiry work independently in the future. This action will directly support effective instruction that meets the needs of our unduplicated students. They are provided on an LEA-wide basis to increase positive academic outcomes for all students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	Numbers 13, 14, 15, 16, 17, 19, 20)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Guaranteed Viable Curriculum **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared"	Funding for supplemental digital programs in the core content areas, accessible by students and families at home, will provide students with an enhanced learning experience. Programs such as Dreambox in Math, Lexia English Language Arts (ELA), and Newsela for ELA, Social Studies, and Social-Emotional Learning, will be resources that are differentiated for students' levels and/or interests. These resources are beneficial to unduplicated students as an additional support to develop academic skills. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). (Metrics Goal 1 Numbers 2, 13, 14, 15, 16, 17, 19, 20)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback indicated a need for digital programs to enhance the core curricular material and to provide a differentiated resource. Parents of unduplicated students indicated an interest in having resources available digitally to utilize at home to support their child's individual learning. **Scope:** LEA-wide		
1.14	**Action:** Summer School **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5%	Summer school will continue to be offered for students needing more support academically based on data. Programs will include a 1st-8th grade general education program and high school credit recovery and get ahead courses; the offerings are intended to support at-promise Tier III students. The summer program provides at-promise unduplicated students the opportunity to receive instruction in ELA, Math, and English Language Development or Academic Language Development. The program incorporates small class sizes, instructional assistant support, and targeted staff training to ensure that instruction is engaging and culturally responsive. The district will also continue to partner with Santa Monica College to offer the high school Young Collegians program that provides unduplicated and at-promise students with college credits and develops skills to prepare them to be successful in college. Extended School Year will be offered to	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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	for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback from parents and teachers indicated a need to have summer school for students needing more academic support. There was also interest in revamping the 1st-8th grade Intensive Intervention Summer School (IISS) program to be grounded in a more asset-based approach, and to be a more positive enriching learning experience for our students. **Scope:** LEA-wide	eligible students with Individualized Education Plans (IEPs). Unduplicated students who are at-promise Tier III students will benefit from the summer learning opportunities to extend their learning time to develop language, support mastery of academic skills, and access social-emotional and well-being support. However, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement for all at-promise students. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
1.16	**Action:** College and Career Readiness **Need:**	School Counselors at middle and high schools will prioritize their support to English Learners, low-income, and Foster youth. The district will continue to provide counselors with college-career readiness curriculum software to support the	We will monitor this action through a variety of metrics that measure students' academic progress in English

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	While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide support and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. Educational input, particularly from parents of unduplicated students, indicated a need to	development of students' secondary and post-secondary plans and goals. The counselors will use the college-career readiness curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals, and will highlight areas pertinent to unduplicated students. Counselors and advisors will also continue to provide information nights and connect with families regarding college and career readiness related topics, and make direct outreach to families of unduplicated students. Counselors will continue to recruit unduplicated students to participate in the Advancement via Individual Determination (AVID) program which through coursework, tutoring, and field trips, develops students' skills to be successful in school, college, and career. AVID is currently at John Adams Middle School, Santa Monica High School, and McKinley Elementary and may expand to include other sites. The Coordinator of American Cultures and Ethnic Studies (ACES) will facilitate professional development and collaborative planning between the sites' AVID teacher teams, and will lead discussion and planning around supporting unduplicated students. Funding will be provided for sites to receive AVID Certification, materials, and summer training. The district will continue to partner with the local community college to help recruit AVID tutors. SMMUSD will continue to offer Advanced Placement (AP) courses and Counselors will evaluate students' access by using the AP Potential reports based on the Preliminary	Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). The dashboard college and career indicator, completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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	continue to support students in being prepared for college and career. School counselors play an important role in providing ongoing guidance to students to ensure that students graduate on time and to support postsecondary plans. Supplemental programs like Advancement via Individual Determination (AVID) have been well-received and based on data and feedback have been effective in supporting students' academic success. **Scope:** LEA-wide	Scholastic Aptitude Test (PSAT) to identify underrepresented students for AP courses and ensure access and opportunity for unduplicated students. Subsidies for AP exams, as well as Scholastic Aptitude Test (SAT) and PSAT exams, will be made readily available to students to reduce financial hardship and increase access to identified student populations. Also, the high schools will continue to provide designated in-school time for students to take the PSAT and SAT so that all students can access the exams. While this action will directly benefit the academic achievement for unduplicated students, the action is being provided on an LEA-wide basis to maximize the impact in increasing overall academic achievement and college and career readiness. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
1.19	**Action:** Project-Based Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23%	All teachers will be trained in the transformative instructional approach of Project-Based Learning (PBL) to increase students' college, career, and future readiness, and foster belonging, curiosity, and empowerment. The Coordinator of Learning and Innovation, Instructional Coaches, and site Administration will facilitate professional development for teachers and sites. PBL will benefit unduplicated students by providing engaging, relevant, meaningful, hands-on, real-world learning experiences that will allow them to apply critical thinking skills and cross-content skills. However, the action is being provided on an	For this action we will monitor the number of sites trained in PBL. We will also monitor this action's impact on student achievement through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion

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	for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator was high, but 25.6% are considered Not Prepared. While overall academic achievement data is strong, an achievement gap for our demographic groups persists, indicating a need for transformative approaches to teaching and learning. Input from site leaders and teachers indicate a need for training in the transformative approach of Project-Based Learning (PBL). **Scope:** LEA-wide	LEA-wide basis to maximize the impact in increasing overall academic achievement for all students through engaging instruction. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 22, 23, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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1.21	**Action:** Social-Emotional Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. The passage of an Advanced Placement (AP) exam with a 3 or higher is 40% for ELs and 49.2% for SED students as compared to 68.6% for all. 77.1% of all students completed A through G requirements, but 1.3% completed Career and Technical Education (CTE) Pathway indicating a need in this area. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, in ELA is 72% and 57% in Math, so Math is an area of need. In the 2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career	The SEL Teacher on Special Assignment (TOSA) and Instructional Coaches will provide professional development in the SEL curriculum (Second Step, Newsela, etc.) and effective practices like Responsive Classroom techniques. The explicit teaching of SEL will benefit English Learners, low-income, and Foster youth by developing the Whole Child. Building students' Social and emotional competencies helps cultivate skills and environments that advance students' learning and development. SEL leads to beneficial outcomes in academic performance, increased student engagement, mental wellness, healthy behaviors, positive school climate and safety, and future readiness. This action will support unduplicated students by developing a variety of SEL competencies like self-advocacy which will benefit them academically and in the future. However, the action is being provided on an LEA-wide basis as all students will benefit from SEL instruction. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs). Completion of A-G requirements, middle and high school drop out rates, and high school graduation rates will also be monitored. (Metrics Goal 1 Numbers 22, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20)

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	Indicator was high, but 25.6% are considered Not Prepared. Educational partner feedback indicated a need for Tier I universal proactive strategies to benefit student behavior. Data also indicated a need for consistent instruction in Social-Emotional Learning (SEL) to build positive school and classroom communities, develop future-ready skills, and to increase student engagement. There is a need for a curriculum resource to teach SEL, as well as professional development for how to utilize the curriculum and effectively teach SEL. **Scope:** LEA-wide		
1.25	**Action:** Early Learning **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on	The Early Learning Instructional Coach will work with the site-based Instructional Coaches so that professional development provided to the preschool and TK teachers focuses on how to accelerate academic language development for our English Learners, Foster, and Low Income students. The ongoing support will also incorporate the integration of social-emotional learning strategies to build on students' strengths and support the development of positive relationships in the classroom. This support will be effective at meeting the needs of our unduplicated students because it focuses on building teacher capacity through training, modeling, and coaching. Subsidies continue to be provided to parents who do not qualify for full funding from the California State Preschool Program (CSPP) in our Seaside	We will monitor this action through a variety of metrics that measure students' academic progress in English Language Arts and Math including on the CAASPP, Star, and Interim Assessment Blocks (IABs) as potential indicators of students' early foundational skill development and preparedness. (Metrics Goal 1 Numbers 13, 14, 15, 16, 17, 19, 20)

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	the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. Feedback from low-income families is that subsidized preschool has been beneficial to give students early access to education. Similarly the expansion of the Transitional Kindergarten (TK) program gives younger students access to school to develop foundational academic and social-emotional skills to better prepare them for future success. **Scope:** LEA-wide	neighborhood preschool programs. This has afforded our youngest learners from low-income families opportunities to enter their neighborhood preschools at the earliest opportunity and make stronger connections that will then continue through elementary school. This action will support unduplicated students by developing a variety of foundational academic and social-emotional skills. However, the action is being provided on an LEA-wide basis as all students will benefit from early learning opportunities. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
1.26	**Action:** Libraries and Literature **Need:** While overall our academic achievement data is strong, there continues to be an achievement gap for our English Learner, and low-income students; the percentage of foster students is small, limiting data availability, however statewide data indicates a need to provide supports and services to Foster youth. Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) is 23% for English Learners (ELs) and 54% for Socio Economically Disadvantaged (SED) compared to 73% for all students. Proficiency in Math on the CAASPP is 21% for ELs and 35% for SED compared to 73% for all students. The high	Funding will be provided for librarians to purchase literature in order to maintain current, culturally responsive, and relevant literature and resources that support instructional content and promote recreational reading and literacy development. In addition, the Coordinators of American Cultures and Ethnic Studies and Language and Literacy will collaborate with the Teaching and Learning Council (TLC) to identify and provide diverse read aloud books to Transitional Kindergarten through 8th grade teachers to expand their classroom libraries; connecting lesson plans tied to the social justice standards will be developed and provided to support teachers in the implementation of the read alouds. This action will benefit English Learners, Low Income, and Foster youth by providing engaging relevant literature that encourages them to read	We will monitor this action through students' academic progress in English Language Arts on the CAASPP, Star, and Interim Assessment Blocks (IABs). We will also seek feedback from students via surveys and focus groups to continue to enhance our inclusive practices. (Metrics Goal 1 Numbers 13, 14, 15, 16, 17, 19, 20)

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	school drop out rate is 6.3% for ELs and 4.5% for SED students as compared to 2.9% for all students. Educational partner feedback indicated a need to expand and continuously update classroom and school libraries to be culturally responsive and engaging to students. When students see themselves represented in the literature in their school community, they feel seen and valued; positive inclusive school communities promote engagement and therefore academic achievement. **Scope:** LEA-wide	and therefore develop their literacy skills. However, the action is being provided on an LEA-wide basis as all students can benefit both academically and social-emotionally reading diverse literature and in an inclusive environment. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
2.3	**Action:** English Learner and Longterm English Learner Intervention and Support **Need:** While English Learner (EL) progress is strong, there are still some EL students who need more support. On the Dashboard Student English Language Acquisition Results 15.7% decreased at least 1 ELPI Level. On the English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) 7.22% are Minimally Developed and 16.67% are Somewhat Developed. Students with Individualized Education Plans (IEPs) who took the Alternative ELPAC 50% students did not progress. 45% of ELs were Level 1- Standard Not Met in English Language Arts (ELA) on	In elementary schools, Literacy Language Interventionists (LLIs) will provide additional supplemental English Language Development (ELD) to 4th and 5th grade ELs at-risk of becoming Long Term English Learners (LTELs). LLIs will also provide intervention to at-promise Tier III students in 3rd-5th grade who need more support in literacy and language based on assessment data. Priority will be given to unduplicated students. In secondary schools, EL Leads will provide Designated ELD during a designated period in order to provide targeted instruction in literacy and language and to prepare students for the English Language Proficiency Assessment for California (ELPAC) exam. Elementary and middle school teachers at participating sites may offer supplemental English Language Development (ELD) academic vocabulary instruction, and ELs, low-income, and	We will monitor EL reclassification rates and academic progress. We will also monitor the percentage of Longterm English learners (LTELs) to determine the success of early interventions. We will also monitor the number of students in the district who earn the State Seal of Biliteracy demonstrating multilingualism. (Metrics Goal 2, Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13)

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	the California Assessment of Student Performance and Progress (CAASPP) and 51% were Level 1 in Math. EL progress on the Dashboard in ELA and Math is Orange, indicating an area for growth. 38% of ELs on the ELA Renaissance Star Reading assessment are recommended for Urgent Intervention, and 25% in math. 113 students are considered Longterm English Learners (LTELs) with 6 or more years as an EL. Educational partner feedback, indicated a need for academic support and interventions so that their child could be proficient academically. Particularly parents of English Learners (ELs) requested additional intervention and support so that their child could become proficient in English. **Scope:** LEA-wide	foster youth who are at-promise Tier III students will be invited to summer school. A digital device with software programs will support newcomer English Learners in accessing the content and learning. At Santa Monica High School, Bilingual Instructional Assistants (BIAs) will provide language and content support to English Learners in content classes. At Santa Monica High, because English Learners are Red in Math, the BIAs will specifically push-in during Math classes to support English Learners' access to the core content. These actions will create an opportunity to significantly benefit English Learners by providing targeted instruction and support to meet their needs. However, the action is noted as being provided on an LEA-wide basis as the LLIs will also support at-promise Tier III students in 3rd-5th grade to maximize their impact in increasing the academic achievement for students who are struggling academically in late elementary. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.4	**Action:** Attendance Support **Need:** In Chronic Absenteeism district-wide African American and Homeless students are in the Red. In Chronic Absenteeism the following groups of students are in the Red by school: Franklin Elementary- Students with Disabilities	At Santa Monica High School, Student Outreach Specialists will make outreach calls to students' homes when they are in danger of becoming chronically absent, focusing explicitly on communicating with families of unduplicated students. Social Work Interns will also support Student Outreach Specialists and office staff at all sites and in communicating with families of chronically absent students to support positive	We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and

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	and Hispanic students; Malibu Elementary- All students, Socioeconomically Disadvantaged (SED) students, Students with Disabilities, White students, and Hispanic students; McKinley Elementary- African American students; Roosevelt Elementary- English learners and Hispanic students; Webster Elementary- All and White students; John Adams Middle School- English Learners, African American students, and Hispanic students; SMASH- Socioeconomically Disadvantaged students. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated we need to provide direct outreach to our unduplicated student groups, and provide safe, positive, engaging, and inclusive learning environments that promote attendance. **Scope:** LEA-wide	attendance, with an intentional effort to communicate with families of unduplicated students. An effort will be made to build relationships and trust with the families, and to listen empathetically, to identify how the school can support the families with attendance (also called “Empathy Interviews”). These actions will create an opportunity to significantly increase attendance rates for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students who are chronically absent. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	connectedness. (Metrics Goal 3, Number 4, 5, 10)
3.6	**Action:** Mental Health and Wellness **Need:** The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students.	Multiple strategies will be implemented to support the action of positive mental health and wellness including counseling services, wellness spaces, Student Outreach Specialists, professional development, training for students, staff, and parents, Social Emotional Learning, and providing information about resources. The action encompasses multiple efforts to provide a well-rounded approach to benefit the mental health and wellness of the school communities. We will	We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 10)

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	Educational partner feedback from our unduplicated student families and all families is that mental health support is a top priority as students face a variety of social, emotional, and life challenges, and mental health and wellness impact student engagement and achievement. **Scope:** LEA-wide	prioritize services for our unduplicated students, to ensure they have equity and access to mental health resources and services to better engage in school. We expect that these actions will benefit student connectedness to school, student attendance, as well as student achievement. These actions are being provided on an LEA- wide basis because all our students in need can benefit from the mental health and trauma related services. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.7	**Action:** Positive Behavior Intervention Support **Need:** On the Dashboard the suspension rate indicator all students is 2.1% compared to 3% for Socioeconomically Disadvantaged (SED) students. At Lincoln Middle School suspension rates for African American students in Red. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated a need for strategies to benefit student behavior. The Olweus Anti-bullying Survey data indicated strategies would be beneficial to address bullying. Feedback indicated a need for Tier I universal proactive and prevention strategies, and the	School sites will utilize an anti-bullying curriculum (Olweus) to identify, respond to, and reduce bullying. The Social Emotional Learning (SEL) Teacher on Special Assignment (TOSA) will provide professional development on culturally responsive practices, with explicit instruction on strategies to support unduplicated student learners, to build staff capacity to proactively address students' social-emotional needs to reduce the potential for behaviors resulting in a suspension. All staff will be trained in Restorative Justice (see Action 3.8) to build culturally responsive communities, that are inclusive and supportive of the unique needs of unduplicated student. These efforts will support the development of positive relationships in order to increase student engagement and reduce suspensions for undesired behaviors. We expect that these actions will benefit unduplicated students' connectedness to school,	We will monitor suspension and expulsion rates for our unduplicated students as well as all students at district. We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will conduct an Olweus Anti-Bullying Survey to monitor and address bullying. We will also conduct surveys to inform school safety and connectedness. (Metrics Goal 3, Number 4, 5, 6, 7, 8, 10)

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
	development, implementation, and communication of a clear Positive Behavior Intervention Support Plan (PBIS). **Scope:** LEA-wide	student attendance, as well as suspension rates. These actions are being provided on an LEA- wide basis because all our students can benefit from a clear and consistent PBIS plan. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.8	**Action:** Restorative Justice **Need:** On the Dashboard the suspension rate indicator all students is 2.1% compared to 3% for Socioeconomically Disadvantaged (SED) students. At Lincoln Middle School suspension rates for African American students in Red. The chronic absenteeism rate is 19.7% for English Learners (ELs) and 24.6% for SED students which is higher compared to the 17% for All students. Educational partner feedback indicated a need for strategies to benefit student behavior. The Olweus Anti-bullying Survey data indicated strategies would be beneficial to address bullying. The number of sites trained in Restorative Justice (RJ) is continuing to grow. Educational partner feedback indicated a need to continue to foster learning communities where students feel safe, welcome, and heard. Diversity, equity, and inclusion, and belonging, curiosity, and empowerment are district guiding values. Educational partner feedback also indicated a need to communicate the purpose and value of Restorative Justice so	Training will be provided to staff in Restorative Justice (RJ) in order to build a common philosophy that a safe, connected learning environment will improve students' learning experience and outcomes. Staff, and parents, will be trained on how to implement RJ circles to build community and to resolve conflicts. This action directly impacts our unduplicated students, as it promotes a culturally responsive approach to teaching and learning, where unduplicated students' voices and experiences are heard and valued. We expect that these actions will benefit unduplicated students' connectedness to school, student attendance, as well as suspension rates. These actions are being provided on an LEA- wide basis because all our students can benefit from safe, inclusive learning environments. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will monitor suspension and expulsion rates for our unduplicated students as well as all students at district. We will monitor attendance rates and chronic absenteeism for our unduplicated students as well as all students at district. We will also conduct surveys to inform school safety and connectedness. We will monitor the percentage of staff trained in Restorative Justice. (Metrics Goal 3, Number 4, 5, 6, 7, 8, 9, 10)

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	that everyone could understand and support the efforts of the initiative. **Scope:** LEA-wide		
3.11	**Action:** Communication Systems **Need:** 34% of the educational partner feedback indicated a need for clear, regular communication about school and district events and information about their child's learning and progress. **Scope:** LEA-wide	In addition to the use of digital platforms, websites, and Student Information System, the Let's Talk communication is a tool activated to increase the participation of parents of unduplicated (UDP) students as equal partners via an online platform. Parents are able to submit ideas and comments regarding all three LCAP goals. This two-way communication platform is available through a button on the SMMUSD homepage and on the Superintendent's page. The implementation of the Let's Talk communication platform provides parents the opportunity to provide input on the LCAP or any topic of interest in written format at a time that is convenient to them. Parents of English Learners specifically benefit from this platform because all information is presented in a language they understand and they will receive an automatic reply from the district staff that oversees the department and/or school site. Information is presented in English and Spanish. Parents of low-income and/or foster youth will be able to readily access the portal through their child's district-assigned Chromebook and provide targeted feedback on the programs and services their students receive. We expect that these actions will benefit unduplicated parents' connectedness to school as they can access the information and resources and provide input. These actions are being	

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
		provided on an LEA- wide basis because all our educational partners can benefit from clear, regular communication in a variety of ways in order to be partners in students' learning. (Metrics Goal 3, Number 11, 12, 13, 14, 15) Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.12	**Action:** Parent Community Engagement **Need:** 36% Educational partner feedback indicated a need to provide educational input. Families of unduplicated groups in particular, indicated a need to be actively engaged in the academic community and to support decision making. **Scope:** LEA-wide	The collaborative development of the Parent and Family Engagement Policy and Compact, will provide explicit actions for promoting parent engagement. Parent advisory groups of English Learner Advisory Council (ELAC) and School Site Council (SSC) will support parent involvement and voice in decision making as they collaboratively develop the site School Plan for Student Achievement (SPSAs). Specifically, the Coordinator of Family Engagement and English Learner (EL) Programs will support the prioritization of the engagement of parents of unduplicated students through direct outreach, relationship building, and by providing opportunities for engagement. On the Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) we will make efforts to ensure representation of unduplicated student groups so that their input and needs are considered and prioritized. On the District English Language Advisory Committee (DELAC) we will strive to have representation from each site ELAC so that the perspective of parents of English Learner students is considered. The district will engage the DELAC committee representatives to further understand ways to support English	We will conduct surveys to inform school connectedness, and will monitor the composition and participation of parents on the LCAP Parent Advisory Committee, SSCs and DELAC. (Metrics Goal 3, Number 11, 12, 13, 14, 15)

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
		Learner students and gather input on student needs. We expect that these actions will benefit unduplicated parents' connectedness to school. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents have opportunities to engage in school and are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.14	**Action:** Wrap Around Services and Interpretation/ Translation **Need:** With approximately 7.7% of our students being English Learners, families speak a variety of home languages with 5% speaking Spanish. Educational partner feedback, particularly from parents of our unduplicated students, indicated a need for support and resources. Spanish language interpretation and translation has been well received by Spanish speaking parents of English Learners so that they can engage in their child's learning. **Scope:** LEA-wide	Families of English Learners, Low Income and Foster Youth will receive support from the school site's Bilingual Community Liaison (BCL) through personalized phone calls, site-based workshops, and connection to academic and social-emotional resources available within our district and the broader community. The BCLs will continue assisting families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site support and other programs. They will also continue working with families in difficult circumstances that require special attention and time. The BCLs, as well as district interpreters-translators, will continue to provide interpretation and translation support for Spanish-speaking English Learner families, so that language is not a barrier to two- way communication. These efforts will increase communication and participation for EL, Low-Income, and Foster Youth families. These actions are being provided on an LEA- wide basis because all our educational	We will conduct surveys to inform school connectedness and participation in school. (Metrics Goal 3, Number 11, 12)

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
		partners can benefit when parents are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	
3.15	**Action:** Parent Education **Need:** 14% of Educational partner feedback indicated a need for opportunities for parent education. Families of unduplicated groups in particular, indicated a need to learn about strategies to support their child's academic and social-emotional well-being. **Scope:** LEA-wide	Parent education topics will be developed based on district and site data, community needs, and feedback. Topics specific for our unduplicated families will be offered, and direct outreach and communications made to encourage participation. Parent Education events will be offered in-person or via virtual platforms in English with Spanish interpretation so that families are able to access the parent education. In addition, the Adult Education Center will continue to provide course offerings, many of which are specifically relevant to unduplicated families such as English Language classes for English Learners. We expect that these actions will benefit unduplicated parents' connectedness to school. These actions are being provided on an LEA- wide basis because all our educational partners can benefit when parents have opportunities to engage in school and are partners in students' learning. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will conduct surveys to inform school connectedness, and will monitor the number of districtwide parent programing opportunities offered. (Metrics Goal 3, Number 11, 12, 16)
4.1	**Action:** School Counselor **Need:** The chronic absenteeism rate is:	Multiple strategies will be implemented to support the reduction of chronic absenteeism and academic support including counseling services, wellness spaces, Student Outreach Specialists, professional development, training for students,	We will monitor attendance rates and chronic absenteeism for our unduplicated students at Olympic High 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
	86.0% (All, Olympic) (43/50) 88.9% (Students with Disabilities, Olympic) (16/18) 86.5% (Socioeconomically Disadvantaged, Olympic) (32/37) 89.7% ((LatinX, Olympic) 26/29) Educational partner feedback from our unduplicated student families and all families is that chronic absenteeism is a top priority as students face a variety of social, emotional, and life challenges, and mental health and wellness impact student engagement and achievement. **Scope:** Schoolwide	staff, and parents, Social Emotional Learning, and providing information about resources. The action encompasses multiple efforts to provide a well-rounded approach to benefit the mental health and wellness of the school communities. We will prioritize services for our unduplicated students, to ensure they have equity and access to mental health resources and services to better engage in school. We expect that these actions will benefit student connectedness to school, student attendance, as well as student achievement. Furthermore, we have determined that this is the most effective use of funds to support our unduplicated student groups	We will also conduct surveys to inform school safety and connectedness.

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
2.6	**Action:** English Learner and Reclassified Fluent English Proficient Student Progress Monitoring **Need:** While English Learner (EL) progress is strong, there are still some EL students who need more support. On the Dashboard Student	Report card grades, and progress monitoring forms in Ellevation, will be utilized to document and track progress of EL and RFEP students. Professional development in the progress monitoring process will be provided to site administrators and EL Leads so that they may facilitate and monitor the process at the sites.	We will monitor EL reclassification rates and academic progress. We will also monitor the percentage of Longterm English learners (LTELs) to determine the success of early interventions. We

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Acquisition Results 15.7% decreased at least 1 ELPI Level. On the English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) 7.22% are Minimally Developed and 16.67% are Somewhat Developed. Students with Individualized Education Plans (IEPs) who took the Alternative ELPAC 50% students did not progress. 45% of ELs were Level 1- Standard Not Met in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) and 51% were Level 1 in Math. EL progress on the Dashboard in ELA and Math is Orange, indicating an area for growth. 38% of ELs on the ELA Renaissance Star Reading assessment are recommended for Urgent Intervention, and 25% in math. 113 students are considered Longterm English Learners (LTELs) with 6 or more years as an EL. Educational partner feedback, as well as a Federal Progress Monitoring Review (FPM) finding, indicated a need to establish a rigorous progress monitoring process for English Learner (EL) students, and for four years Reclassified Fluent English Proficient (RFEP) students. **Scope:** Limited to Unduplicated Student Group(s)	This action will significantly benefit ELs and RFEP students by ensuring that their academic progress is monitored on an ongoing basis so that intervention and support can be implemented as needed. This action is specific and limited to ELs and RFEP students across all sites.	will also monitor the number of students in the district who earn the State Seal of Biliteracy demonstrating multilingualism. The number of teacher input forms completed in Ellevation will also be monitored to measure the implementation of this action. (Metrics Goal 2, Numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

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.

N/A

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.

N/A

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

2026-27 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	$108,936,100	6,177,310	5.671%	0.000%	5.671%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$69,043,602.00	$24,097,712.00	$224,455,382.00	$1,325,872.00	$318,922,568.00	$72,147,039.00	$246,775,529.00

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	Fiscal Services	All	No			All Schools	3 Year LCAP Cycle	$2,828,608.00	$3,834,003.00	$5,298,114.00	$1,027,912.00	$19,710.00	$316,875.00	$6,662,611.00	0
1	1.2	Diverse Highly Qualified Staff	All	No			All Schools	3 Year LCAP Cycle	$2,955,702.00	$3,799,627.00	$6,755,329.00	$0.00	$0.00	$0.00	$6,755,329.00	0
1	1.3	New Teacher and Administrator Induction	All	No			All Schools	3 Year LCAP Cycle	$1,356,350.00	$66,462.00	$926,211.00	$496,601.00	$0.00	$0.00	$1,422,812.00	0
1	1.4	Administrator Professional Development	All	No			All Schools	3 Year LCAP Cycle	$20,284,388.00	$215,650.00	$14,692,557.00	$2,514,719.00	$3,063,643.00	$229,119.00	$20,500,038.00	0
1	1.5	Compliance Training	All	No			All Schools	3 Year LCAP Cycle	$1,417,008.00	$0.00	$0.00	$1,273,381.00	$0.00	$143,627.00	$1,417,008.00	0
1	1.6	Professional Development	All	No			All Schools	3 Year LCAP Cycle	$2,165,038.00	$26,312.00	$958,195.00	$1,233,155.00	$0.00	$0.00	$2,191,350.00	0
1	1.7	Instructional Coaches	All	No			All Schools	3 Year LCAP Cycle	$1,231,176.00	$0.00	$228,807.00	$748,184.00	$0.00	$254,185.00	$1,231,176.00	0
1	1.8	Site Leadership Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$257,629.00	$257,629.00	$0.00	$0.00	$0.00	$257,629.00	0
1	1.9	Guaranteed Viable Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$1,207,358.00	$502,658.00	$704,700.00	$0.00	$0.00	$1,207,358.00	0
1	1.10	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment	All	No			All Schools	3 Year LCAP Cycle	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00	0
1	1.11	Inclusive Practices for Neurodiverse Learners	All	No			All Schools	3 Year LCAP Cycle	$191,986.00	$0.00	$0.00	$191,986.00	$0.00	$0.00	$191,986.00	0
1	1.12	Multi-Tiered Systems of Support	All	No			All Schools	3 Year LCAP Cycle	$115,687.00	$0.00	$0.00	$115,687.00	$0.00	$0.00	$115,687.00	0
1	1.13	Assessments and Response to Intervention	All	No			All Schools	3 Year LCAP Cycle	$297,838.00	$753,838.00	$712,776.00	$338,900.00	$0.00	$0.00	$1,051,676.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,575,688.00	$39,800.00	$856,533.00	$638,199.00	$0.00	$120,756.00	$1,615,488.00	0
1	1.15	Expanded Learning Opportunities Program	All	No			All Schools	3 Year LCAP Cycle	$185,874.00	$1,838,676.00	$0.00	$2,024,550.00	$0.00	$0.00	$2,024,550.00	0
1	1.16	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7th-12 grades	3 Year LCAP Cycle	$33,558.00	$145,980.00	$179,538.00	$0.00	$0.00	$0.00	$179,538.00	0
1	1.17	Dual and Concurrent Enrollment	All	No			All Schools	3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.18	Career Technical Education Pathways	All	No			All Schools	3 Year LCAP Cycle	$541,076.00	$280,613.00	$0.00	$821,689.00	$0.00	$0.00	$821,689.00	0
1	1.19	Project-Based Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$19,931.00	$114,612.00	$134,543.00	$0.00	$0.00	$0.00	$134,543.00	0
1	1.20	American Cultures and Ethnic Studies	All	No			All Schools	3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.21	Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$148,819.00	$24,740.00	$24,740.00	$148,819.00	$0.00	$0.00	$173,559.00	0
1	1.22	Environmental Education	All	No			All Schools	3 Year LCAP Cycle	$143,120.00	$0.00	$71,560.00	$0.00	$71,560.00	$0.00	$143,120.00	0
1	1.23	Visual and Performing Arts	All	No			All Schools	3 Year LCAP Cycle	$3,385,577.00	$840,690.00	$367,903.00	$1,183,679.00	$2,674,685.00	$0.00	$4,226,267.00	0
1	1.24	Physical Education	All	No			All Schools	3 Year LCAP Cycle	$973,328.00	$0.00	$0.00	$0.00	$973,328.00	$0.00	$973,328.00	0
1	1.25	Early Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool and Transitional Kindergarten	3 Year LCAP Cycle	$168,484.00	$109,482.00	$277,966.00	$0.00	$0.00	$0.00	$277,966.00	0
1	1.26	Libraries and Literature	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,915,035.00	$182,500.00	$120,000.00	$0.00	$1,977,535.00	$0.00	$2,097,535.00	0
2	2.1	English Language Development	All English Learners (ELs) and Longterm English Learners (LTELs)	No			All Schools	3 Year LCAP Cycle	$0.00	$15,693.00	$0.00	$0.00	$0.00	$15,693.00	$15,693.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	English Language Development Professional Development	All English Learners (ELs) and Longterm English Learners (LTELs)	No			All Schools	3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.3**	English Learner and Longterm English Learner Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Instructional Assistants at Santa Monica High School, Literacy Language Interventionists at Elementary Schools, and English Learner Leads at Middle and High Schools	3 Year LCAP Cycle	$1,308,626.00	$26,000.00	$1,266,626.00	$0.00	$0.00	$68,000.00	$1,334,626.00	0
2	**2.4**	English Language Proficiency Assessment for California Support	All English Learners (ELs) and Longterm English Learners (LTELs)	No			All Schools	3 Year LCAP Cycle	$58,370.00	$0.00	$45,120.00	$13,250.00	$0.00	$0.00	$58,370.00	0
2	**2.5**	Reclassification Procedures	All English Learners (ELs) and Longterm English Learners (LTELs)	No			All Schools	3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.6**	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year LCAP Cycle	$0.00	$8,250.00	$8,250.00	$0.00	$0.00	$0.00	$8,250.00	0
3	**3.1**	Maintenance	All	No			All Schools	3 Year LCAP Cycle	$17,213,999.00	$16,217,200.00	$22,845,223.00	$8,981,852.00	$1,579,204.00	$24,920.00	$33,431,199.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Future Facilities	All	No			All Schools	3 Year LCAP Cycle	$1,089,762.00	$210,047,408.00	$0.00	$0.00	$211,137,170.00	$0.00	$211,137,170.00	0
3	3.3	Digital Technology	All	No			All Schools	3 Year LCAP Cycle	$3,734,294.00	$5,239,131.00	$5,094,928.00	$1,000,000.00	$2,878,497.00	$0.00	$8,973,425.00	0
3	3.4	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Student Outreach Specialists specifically for Santa Monica High	3 Year LCAP Cycle	$452,752.00	$0.00	$452,752.00	$0.00	$0.00	$0.00	$452,752.00	0
3	3.5	Physical Health and Wellness	All	No			All Schools	3 Year LCAP Cycle	$2,547,985.00	$721,900.00	$2,603,021.00	$480,000.00	$80,050.00	$106,814.00	$3,269,885.00	0
3	3.6	Mental Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$165,028.00	$327,075.00	$383,603.00	$108,500.00	$0.00	$0.00	$492,103.00	0
3	3.7	Positive Behavior Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$10,600.00	$10,600.00	$0.00	$0.00	$0.00	$10,600.00	0
3	3.8	Restorative Justice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$105,582.00	$160,000.00	$265,582.00	$0.00	$0.00	$0.00	$265,582.00	0
3	3.9	Campus Security	All	No			All Schools Security Officers for secondary sites	3 Year LCAP Cycle	$2,154,431.00	$8,000.00	$2,116,548.00	$0.00	$0.00	$45,883.00	$2,162,431.00	0
3	3.10	Input from Educational Partners	All	No			All Schools	3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.11	Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$0.00	$19,000.00	$19,000.00	$0.00	$0.00	$0.00	$19,000.00	0
3	3.12	Parent Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$180,367.00	$0.00	$180,367.00	$0.00	$0.00	$0.00	$180,367.00	0
3	3.13	District English Learner Advisory Council	All English Learners (ELs) and Longterm English Learners (LTELs)	No			All Schools	3 Year LCAP Cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.14	Wrap Around Services and Interpretation/ Translation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$1,089,294.00	$0.00	$1,089,294.00	$0.00	$0.00	$0.00	$1,089,294.00	0
3	3.15	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year LCAP Cycle	$9,794.00	$87,300.00	$97,094.00	$0.00	$0.00	$0.00	$97,094.00	0
4	4.1	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Olympic High School		$102,484.00	$0.00	$50,535.00	$51,949.00			$102,484.00	0

2026-27 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
$108,936,100	6,177,310	5.671%	0.000%	5.671%	$6,177,310.00	0.000%	5.671 %	**Total:**	$6,177,310.00
								LEA-wide Total:	$6,118,525.00
								Limited Total:	$8,250.00
								Schoolwide Total:	$50,535.00

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	1.8	Site Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,629.00	0
1	1.9	Guaranteed Viable Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$502,658.00	0
1	1.14	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$856,533.00	0
1	1.16	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7th-12 grades	$179,538.00	0
1	1.19	Project-Based Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,543.00	0
1	1.21	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,740.00	0
1	1.25	Early Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools Preschool and	$277,966.00	0

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 (%)
					Low Income	Transitional Kindergarten		
1	1.26	Libraries and Literature	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	0
2	2.3	English Learner and Longterm English Learner Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bilingual Instructional Assistants at Santa Monica High School, Literacy Language Interventionists at Elementary Schools, and English Learner Leads at Middle and High Schools	$1,266,626.00	0
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,250.00	0
3	3.4	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Student Outreach Specialists specifically for Santa Monica High	$452,752.00	0
3	3.6	Mental Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,603.00	0
3	3.7	Positive Behavior Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,600.00	0
3	3.8	Restorative Justice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,582.00	0
3	3.11	Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	0

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	3.12	Parent Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,367.00	0
3	3.14	Wrap Around Services and Interpretation/ Translation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,089,294.00	0
3	3.15	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,094.00	0
4	4.1	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Olympic High School	$50,535.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$318,713,572.00	$232,558,951.00

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**	Fiscal Services	No	$6,662,611.00	3,605,237
1	**1.2**	Diverse Highly Qualified Staff	No	$6,755,329.00	4,462,989
1	**1.3**	New Teacher and Administrator Induction	No	$1,422,812.00	1,341,457
1	**1.4**	Administrator Professional Development	No	$20,500,038.00	$19,531,533
1	**1.5**	Compliance Training	No	$1,417,008.00	3,385,018
1	**1.6**	Professional Development	No	$2,191,350.00	$2,543,616
1	**1.7**	Instructional Coaches	No	$1,231,176.00	1,269,832
1	**1.8**	Site Leadership Teams	Yes	$257,629.00	$331,412
1	**1.9**	Guaranteed Viable Curriculum	Yes	$1,106,862.00	$461,526
1	**1.10**	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment	No	$150,000.00	145,000
1	**1.11**	Inclusive Practices for Neurodiverse Learners	No	$191,986.00	200,735

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Multi-Tiered Systems of Support	No	$115,687.00	119,891
1	1.13	Assessments and Response to Intervention	No	$1,051,676.00	$1,212,012
1	1.14	Summer School	Yes	$1,615,488.00	942,448
1	1.15	Expanded Learning Opportunities Program	No	$2,024,550.00	$2,173,727
1	1.16	College and Career Readiness	Yes	$179,538.00	$201,997
1	1.17	Dual and Concurrent Enrollment	No	$0.00	0
1	1.18	Career Technical Education Pathways	No	$821,689.00	$977,093
1	1.19	Project-Based Learning	Yes	$134,543.00	$174,731
1	1.20	American Cultures and Ethnic Studies	No	$0.00	0
1	1.21	Social-Emotional Learning	Yes	$173,559.00	$178,059
1	1.22	Environmental Education	No	$143,120.00	$120,772
1	1.23	Visual and Performing Arts	No	$4,226,267.00	$5,177,690
1	1.24	Physical Education	No	$973,328.00	$1,359,285

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	1.25	Early Learning	Yes	$277,966.00	$278,234
1	1.26	Libraries and Literature	Yes	$2,097,535.00	$1,970,893
2	2.1	English Language Development	No	$15,693.00	$17,010
2	2.2	English Language Development Professional Development	No	$0.00	0
2	2.3	English Learner and Longterm English Learner Intervention and Support	Yes	$1,334,626.00	$1,360,008
2	2.4	English Language Proficiency Assessment for California Support	No	$58,370.00	$88,564
2	2.5	Reclassification Procedures	No	$0.00	0
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	Yes	$8,250.00	$7,200
3	3.1	Maintenance	No	$33,431,199.00	$26,625,078
3	3.2	Future Facilities	No	$211,137,170.00	$135,435,825
3	3.3	Digital Technology	No	$8,973,425.00	8,900,000
3	3.4	Attendance Support	Yes	$452,752.00	$296,852

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Physical Health and Wellness	No	$3,269,885.00	$3,410,704
3	3.6	Mental Health and Wellness	Yes	$383,603.00	$430,248
3	3.7	Positive Behavior Intervention Support	Yes	$10,600.00	0
3	3.8	Restorative Justice	Yes	$265,582.00	$123,110
3	3.9	Campus Security	No	$2,162,431.00	$2,083,120
3	3.10	Input from Educational Partners	No	$0.00	0
3	3.11	Communication Systems	Yes	$19,000.00	$19,000
3	3.12	Parent Community Engagement	Yes	$180,367.00	$167,440
3	3.13	District English Learner Advisory Council	No	$0.00	0
3	3.14	Wrap Around Services and Interpretation/ Translation	Yes	$1,089,294.00	$1,223,625
3	3.15	Parent Education	Yes	$97,094.00	$103,496
4	4.1	School Counselor	Yes	$102,484.00	$102,484.00

2025-26 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)
5,861,051	$6,128,763.00	$5,861,051.00	$267,712.00	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	1.8	Site Leadership Teams	Yes	$257,629.00	$331,412	0%	0%
1	1.9	Guaranteed Viable Curriculum	Yes	$402,162.00	$461,526	0%	0%
1	1.14	Summer School	Yes	$856,533.00	$942,448	0%	0%
1	1.16	College and Career Readiness	Yes	$179,538.00	$201,997	0%	0%
1	1.19	Project-Based Learning	Yes	$134,543.00	$174,731	0%	00%
1	1.21	Social-Emotional Learning	Yes	$24,740.00	$178,059	0%	0%
1	1.25	Early Learning	Yes	$277,966.00	$278,234	0%	0%
1	1.26	Libraries and Literature	Yes	$120,000.00	$50,000	0%	0%
2	2.3	English Learner and Longterm English Learner Intervention and Support	Yes	$1,266,626.00	$769,189	0%	0%
2	2.6	English Learner and Reclassified Fluent English Proficient Student Progress Monitoring	Yes	$8,250.00	$7,200	0%	0%
3	3.4	Attendance Support	Yes	$452,752.00	$296,852	0%	0%
3	3.6	Mental Health and Wellness	Yes	$383,603.00	$430,248	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Positive Behavior Intervention Support	Yes	$10,600.00	0	0%	0%
3	3.8	Restorative Justice	Yes	$265,582.00	$123,110	0%	0%
3	3.11	Communication Systems	Yes	$19,000.00	$19,000	0%	0%
3	3.12	Parent Community Engagement	Yes	$180,367.00	$167,440	0%	0%
3	3.14	Wrap Around Services and Interpretation/ Translation	Yes	$1,089,294.00	$1,223,625	0%	0%
3	3.15	Parent Education	Yes	$97,094.00	$103,496	0%	0%
4	4.1	School Counselor	Yes	$102,484.00	$102,484.00	0%	0%

2025-26 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)
$103,838,650	5,861,051	0%	5.644%	$5,861,051.00	0.000%	5.644%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024