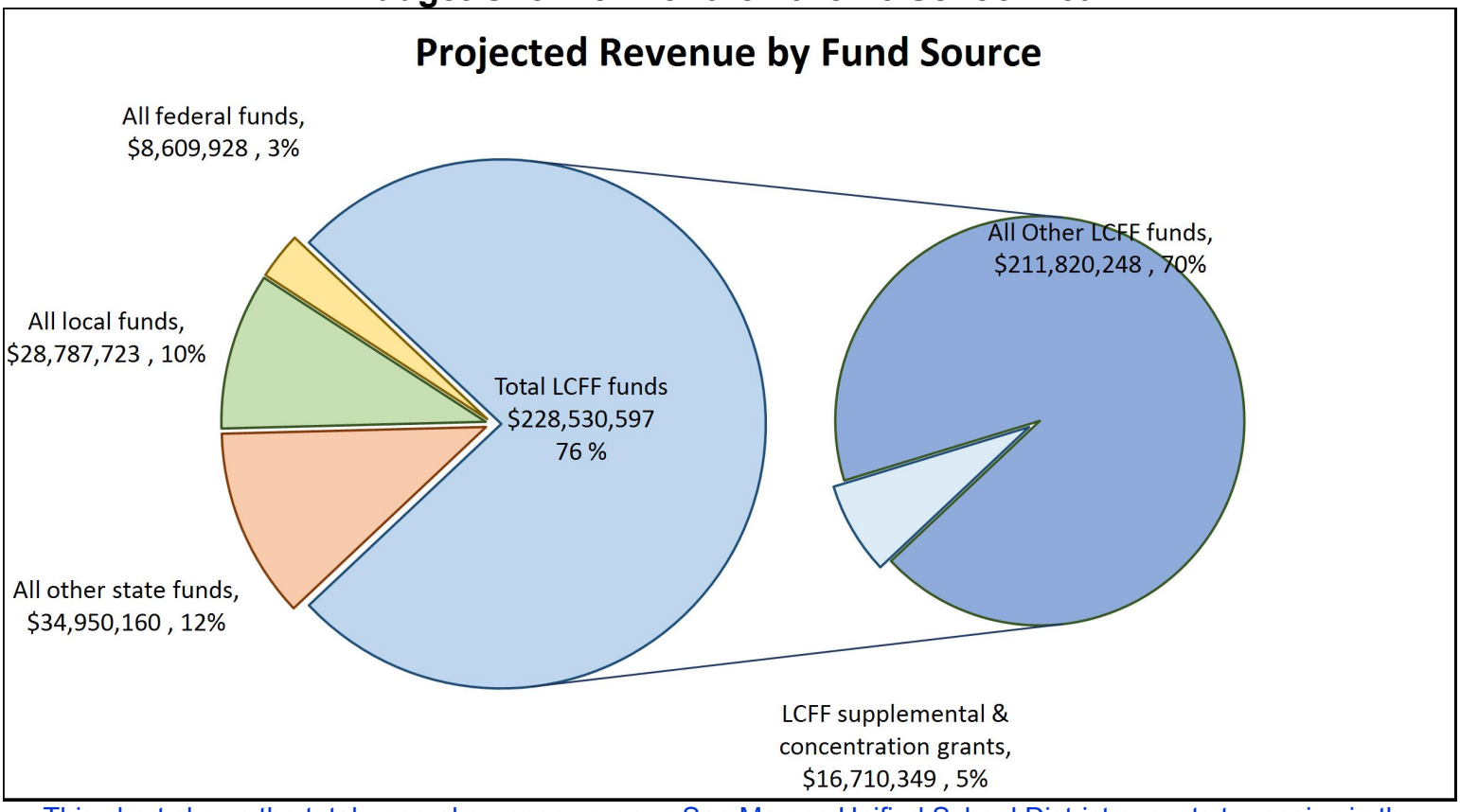
# LCFF Budget Overview for Parents

| |
|---|
| Local Educational Agency (LEA) Name: San Marcos Unified School District |
| CDS Code: 37 73791 0000000 |
| School Year: 2025-26 |
| LEA contact information: |
| Spencer Wavra |
| Director of Special Programs |
| spencer.wavra@smusd.org |
| 760-752-1271 |

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

## Budget Overview for the 2025-26 School Year

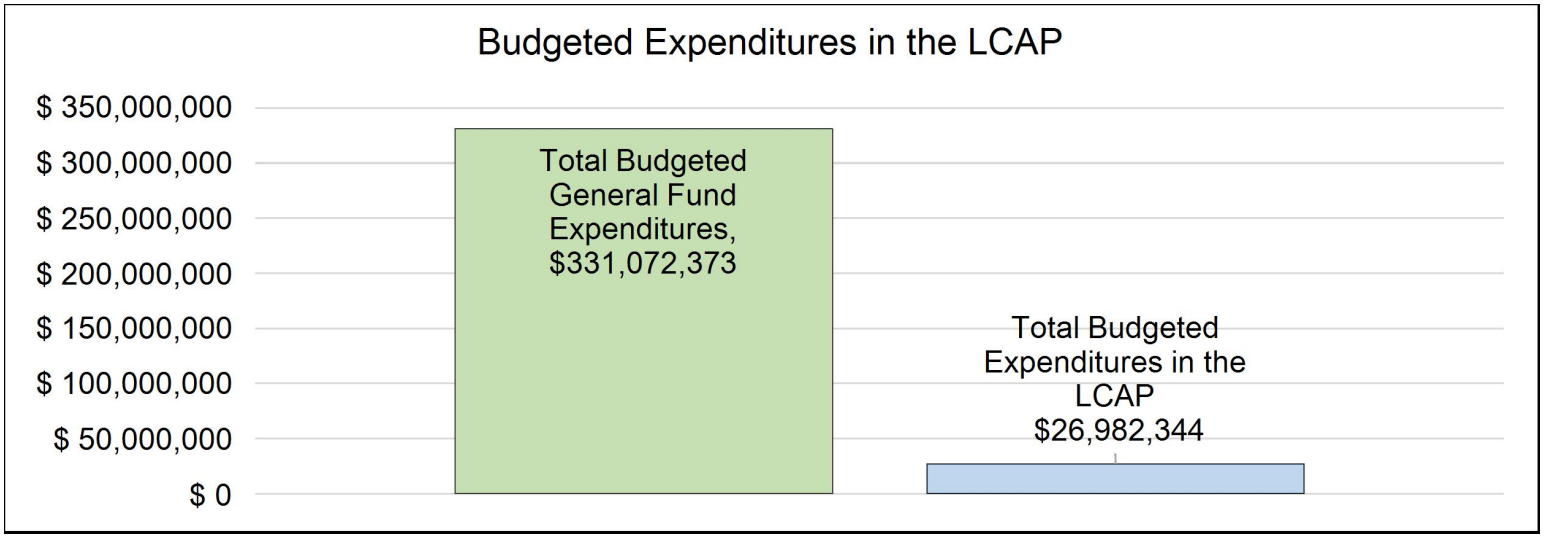



This chart shows the total general purpose revenue San Marcos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Marcos Unified School District is $300,778,408, of which $228,530,597.00 is Local Control Funding Formula (LCFF), $34,950,160.00 is other state funds, $28,787,723.00 is local funds, and $8,609,928.00 is federal funds. Of the $228,530,597.00 in LCFF Funds, $16,710,349.00 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 San Marcos Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Marcos Unified School District plans to spend $331,072,373.00 for the 2025-26 school year. Of that amount, $26,982,344.00 is tied to actions/services in the LCAP and $304,090,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

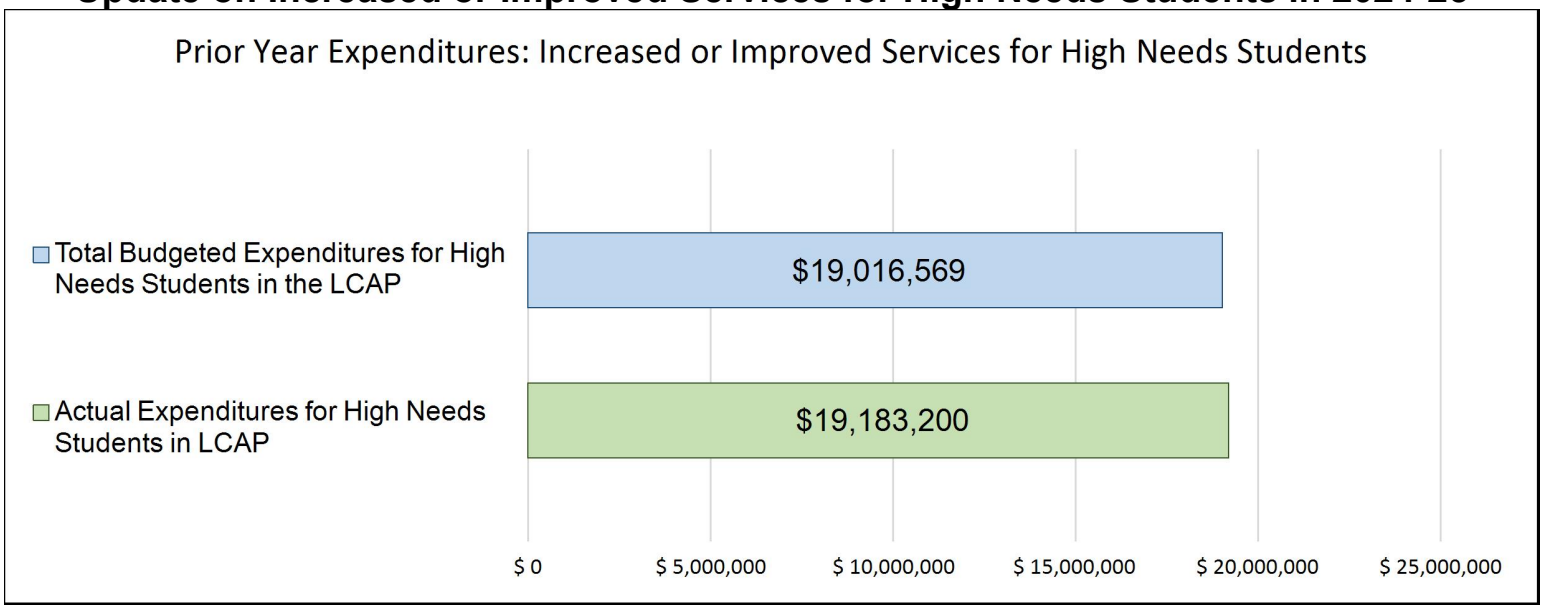
Base Program and Special Education program expenditures are not included in the LCAP.

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

In 2025-26, San Marcos Unified School District is projecting it will receive $16,710,349.00 based on the enrollment of foster youth, English learner, and low-income students. San Marcos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  San Marcos Unified School District plans to spend $19,950,939.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2024-25, San Marcos Unified School District's LCAP budgeted $19,016,569.00 for planned actions to increase or improve services for high needs students. San Marcos Unified School District actually spent $19,183,200.00 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| San Marcos Unified School District | Spencer Wavra<br>Director of Special Programs | spencer.wavra@smusd.org<br>760-752-1271 |

# Plan Summary [2025-26]

## General Information

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

San Marcos Unified School District (SMUSD) is located in northern San Diego County, approximately 90 miles south of Los Angeles and 30 miles north of the city of San Diego. It is bordered to the west by the Pacific Ocean and to the east by the Laguna Mountains and the Anza-Borrego Desert. The district spans 44 square miles and encompasses the City of San Marcos, portions of the cities of Carlsbad, Escondido, and Vista, as well as unincorporated areas of San Diego County situated between these cities. The majority of the student population resides within the City of San Marcos.

SMUSD includes ten elementary schools (one offering a Spanish dual-language immersion program), two K–8 schools, three middle schools, two comprehensive high schools, one continuation high school, one independent study high school, and one adult transition program. Approximately 19,300 students are enrolled, reflecting significant demographic diversity. The approximate ethnic composition of the student body is 46% Hispanic, 39% White, 8% two or more races, 5% Asian, 2% Filipino, 1% African American, 0.2% Pacific Islander, and 0.1% American Indian. About 11% of students are classified as English Learners (Emergent Bilinguals), 15% as students with disabilities (SWD), 0.3% as foster youth, and 3% as homeless youth. Roughly 40% of students come from socioeconomically disadvantaged households.

For the 2024–25 school year, the district remains focused on supporting the needs of students, staff, and the broader community as it continues to implement the vision articulated in the Portrait of a Graduate and Strategic Promise. Academic priorities include early literacy—with the goal of all students reading proficiently by third grade—grade-level achievement in mathematics, advancement of NGSS-aligned science instruction, and improved outcomes for Emerging Bilingual students. These areas reflect identified needs based on district data. Districtwide implementation of Multi-Tiered System of Supports (MTSS) has strengthened Tier 1 instruction and clarified intervention

protocols. At the site level, schools continue to refine Professional Learning Community (PLC) practices among grade-level and departmental teams to enhance learning in core academic subjects.

The district also recognizes the continued importance of supporting students' mental health and wellness. Mental health professionals are now placed at every school site. MTSS structures have been refined at both district and site levels to better support behavioral and social-emotional needs. Social-emotional learning and wellness practices are embedded across all TK–12+ classrooms. As one-time federal and state pandemic-related funds sunset, the district is exploring strategic and sustainable approaches to funding long-term wellness supports.

The Portrait of a Graduate and Strategic Promise continue to serve as guiding frameworks for all educational programs. Through equitable, research-based practices, the district aims for every student to graduate Future Ready, having developed key competencies such as adaptability, communication, critical thinking, empathy, and leadership. Over the next two years, SMUSD will emphasize authentic learning experiences across all grade levels to foster these attributes and prepare students for success in an evolving global society.

In 2024–25, Twin Oaks High School qualified for additional Equity Multiplier funds under the Local Control Funding Formula (LCFF). Although the school no longer qualifies for these funds, Goal 5 of the Local Control and Accountability Plan (LCAP), which targets identified needs at Twin Oaks, will remain in place.

To address suspension data, SMUSD will continue efforts to cultivate safe, inclusive, and responsive school environments through Goal 2 of the LCAP. This includes maintaining assistant principals at all elementary schools using supplemental funds (Action 2.3), providing wellness supports such as Care Solace (Action 2.2), administering the Panorama SEL survey (Action 2.4), and offering training in Positive Behavioral Interventions and Supports (PBIS) (Actions 2.1 and 2.4). These strategies were informed by a root cause analysis conducted in partnership with the San Diego County Office of Education (SDCOE) and included participation in DA trainings and review of key data sources such as CAASPP results, i-Ready diagnostics, SEL and parent surveys, and reclassification and suspension data.

# Reflections: Annual Performance

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

San Marcos Unified School District strives to provide an unparalleled educational experience for all learners, emphasizing equitable learning opportunities and access to a rigorous, standards-based instructional program designed to ensure all students meet the future-ready competencies within our Portrait of a Graduate—adaptability, communication, critical thinking, empathy, and leadership.

In the 2023 California School Dashboard data, multiple student groups across San Marcos Unified School District were identified at the red performance level across key state indicators. Out of these 38 subgroups in the red, 66% showed at least one performance level of improvement, while 34% did not demonstrate any growth. Notably, 39% of these groups demonstrated more than 1 performance level of growth from 2023 to 2024.
CHRONIC ABSENTEEISM:
>District (African American) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Discovery (EL) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2

>La Mirada (White) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
>Paloma (EL) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>San Elijo Elementary (EL) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>San Elijo Elementary (SED) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
COLLEGE & CAREER INDICATOR:
>Twin Oaks High (ALL) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Twin Oaks High (Hispanic) 2023 = 1 (red), 2024 = 1 (red), Growth =0
>Twin Oaks High (SED) 2023 = 1 (red), 2024 = (2), Growth = +1
ENGLISH LANGUAGE ARTS:
>District (SWD) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>La Mirada (SWD) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Mission Hills High (EL) 2023 = 1 (red), 2024 = 2 (orange), Growth =+1
>San Elijo Middle (SWD) 2023 = 1 (red), 2024 = (2), Growth = +1
>San Marcos Middle (SWD) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Twin Oaks High (ALL) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
>Woodland Park Middle (SWD) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
ENGLISH LEARNER PROGRESS:
>Twin Oaks High (ALL) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Twin Oaks High (EL) 2023 = 1 (red), 2024 = 1 (red), Growth =0
MATHEMATICS:
>District (SWD) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Foothills (ALL) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
>San Elijo Middle (SWD)) 2023 = 1 (red), 2024 = 2 (orange), Growth = +2
>San Marcos High (EL) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>San Marcos Middle (SWD) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
>Woodland Park Middle (EL) 2023 = 1 (red), 2024 = 1 (red), Growth = 0
SUSPENSIONS:
>District (Foster Youth) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
>La Mirada (All) 2023 = 1 (red), 2024 = 4 (green), Growth = +3
>La Mirada (Hispanics) 2023 = 1 (red), 2024 = 4 (orange), Growth = +3
>La Mirada (Homeless) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>La Mirada (SED) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
>La Mirada (SWD) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>Mission Hills High (EL) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1
>San Marcos High (African Americans) 2023 = 1 (red), 2024 = 4 (green), Growth =+3
>San Marcos High (English Learners) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>San Marcos High (Homeless) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>Twin Oaks High (All) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>Twin Oaks High (EL) 2023 = 1 (red), 2024 = 3 (yellow), Growth = +2
>Twin Oaks (Hispanics) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1

>Twin Oaks (SED) 2023 = 1 (red), 2024 = 2 (orange), Growth = +1

Academic Performance
California Dashboard 2024

English Language Arts
The annual review of English Language Arts (ELA) performance, as measured by the California School Dashboard and corroborated by local data, reflects overall positive progress for the district while also underscoring significant disparities among student subgroups. At the districtwide level, the “All Students” group achieved performance within the green band, scoring 10.4 points above the standard, which indicates a solid overall academic standing. Several student groups significantly outperformed the standard, including Asian students (Blue; +79.2 points), Filipino students (Green; +53.6 points), Two or More Races (Green; +43 points), and White students (Green; +41.7 points). These results are indicative of strong academic achievement within these populations. However, the data also highlights performance gaps. With performance levels ranging from the yellow to red bands, students classified as Homeless, Socioeconomically Disadvantaged, Hispanic, African American, English Learners, Foster Youth, Long-Term English Learners (LTELs), and Students with Disabilities all received lower scores than the average. Of particular concern are Foster Youth (-97.7 points, Red), LTELs (-106.3 points, Red), and Students with Disabilities (-80.1 points, Red), indicating a need for targeted academic interventions.

Mathematics
Mathematics performance data from the California School Dashboard indicates varied outcomes across student groups. The California School Dashboard Math data shows varied performance across student groups. The district received a Yellow rating for All Students, with an average of 19.6 points below standard and a decline of 4 points from the previous year. Asian students (573 students, Blue) performed 71.3 points above standard and improved slightly. Students identified as Two or More Races (746 students, Green), White (3,515 students, Green), and Filipino (218 students, Green) all scored above standard, but each group declined, with Filipino students dropping by 12.3 points. Several groups remain in the Orange or Red performance levels. African American students (100 students, Orange) declined by 17.4 points and scored 72.6 points below standard. English Learners (1,995 students, Orange) dropped by 9.9 points, while Long-Term English Learners (398 students, Red) scored 157 points below standard. Students with Disabilities (1,542 students, Red) also scored significantly below standard, with a decline of 1.8 points. Foster Youth (17 students, Orange) improved by 44.3 points but remained 130.3 points below standard.

English Learner Progress
The 2024 California School Dashboard data for English Learner Progress (ELP) highlights differences in growth rates among student groups. Both All Students and English Learners were classified in the Orange performance level for ELP, with 48.4% of students making progress toward English proficiency. This reflects a -3.4 percentage point change from the prior reporting period, based on a cohort of 1,758 students. Long-Term English Learners (LTELs) were classified in the Yellow performance level, with 50.3% making progress toward English proficiency and a smaller decline of -1.9 percentage points. This subgroup had a cohort size of 587 students. The data shows that while progress was made by nearly half of the students in each group, there were slight declines in growth rates compared to the previous year.

College/Career

The 2024 California School Dashboard data for the College/Career Indicator (CCI) presents student readiness outcomes across multiple demographic groups. The All Students group was classified in the Yellow performance level, with 54.3% of students meeting the criteria for college and career preparedness, reflecting a +1.2 percentage point change. Students identified as Two or More Races were also in the Yellow category, with a preparedness rate of 61.6% and a -5.1 point change. The Socioeconomically Disadvantaged group showed a preparedness rate of 37.9% with a -1.4 point change, while Students with Disabilities had a preparedness rate of 17.1%, showing a +6.3 point change; both groups remained in the Yellow category. English Learners and Long-Term English Learners (LTELs) were categorized at the Orange level. English Learners showed a preparedness rate of 11.5% and a -4.8 point change. LTELs had a rate of 13.5% and a slight increase of +0.4. Groups with Green performance included Hispanic students (38.6%, +2.4), Homeless students (39.1%, +18.5), and White students (69.7%, +1.9). Asian and Filipino students were in the Blue category, with preparedness rates of 80.0% and 83.7%, respectively. The change for Asian students was +2.2, while Filipino students showed a +16.3 change.

Academic Engagement:
Local Survey Results: Student Voice and Perception
Key findings from the California Healthy Kids Survey (CHKS), Speak Up Survey, Panorama Survey, and LCAP Survey provide insights into student experiences, perceptions of safety, connectedness, adult support, and instructional quality.

School Connectedness and Belonging:
* 75% of 5th grade students, 57% of 7th grade students, and 58% of 9th grade students reported feeling connected to school (CHKS).
* Secondary students reported varying levels of belonging, with 74% and 54% indicating they felt a sense of belonging at school (Panorama).

Adult Support:
* 94% of elementary and 93% of secondary students indicated they have a family member or adult outside of school they can rely on (Panorama).
* 87% of elementary students and 73% of secondary students reported having a teacher at school they can count on (Panorama).
* 72% of elementary students reported the presence of caring adults at school (CHKS).

School Climate and Safety:
* 52% of elementary students felt safe at school (Panorama).
* 47% of secondary students reported feeling respected by peers (Panorama).
* 30% of students indicated that bullying was not a problem at their school (LCAP Survey).

Instructional Support and Engagement:
* 89% of students reported that staff use technology in teaching (LCAP Survey).
* 82% of students agreed that staff encourage critical thinking (LCAP Survey).
* 85% of students said they understand what academic supports are available (LCAP Survey).
* 94% of students expressed a desire to do well in school (LCAP Survey).

Graduation Rate

The 2024 California School Dashboard graduation rate data shows that the All Students group was classified in the Blue performance level, with 95.7% of students graduating and a +1.2 percentage point change from the prior year, based on 1,713 students. Graduation rates across student groups remained consistently high, with positive year-over-year changes noted for all subgroups.
Several student groups also performed at the Blue level, including:
* Filipino students with a 100.0% graduation rate (+2.3),
* Two or More Races at 96.8% (+1.0)
* White students at 96.0% (+0.3) ,
* Socioeconomically Disadvantaged students at 95.1% (+0.9), and
* Hispanic students at 95.7% (+2.2).

Student groups classified in the Green category included:
* Asian students at 93.3% (+0.4) ,
* English Learners at 91.2% (+4.4),
* Long-Term English Learners (LTELs) at 93.8% (+1.2), and
* Students with Disabilities at 89.7% (+4.6).

Chronic Absenteeism
The 2024 California School Dashboard chronic absenteeism data for the All Students group was classified at the Yellow performance level, with an absenteeism rate of 14.6% and a year-over-year improvement of -4.7 percentage points across 13,621 students.

The following student groups also fell within the Yellow category:
* English Learners (20.1%, -6.1)
* Filipino (11.4%, -3.9)
* Hispanic (16.0%, -5.3)
* Homeless (26.7%, -12.6)
* Long-Term English Learners (LTEL) (24.5%, -5.4)
* Two or More Races (11.6%, -5.3)
* Socioeconomically Disadvantaged (22.2%, -4.6)
* Students with Disabilities (23.4%, -3.3)
* White (10.2%, -4.5)

The Asian student group was classified at the Green level, with a chronic absenteeism rate of 5.7% and a -4.1 change.

Two student groups were identified in the Red category:
* African American students with a rate of 30.4% (+4.2),
* Pacific Islander students at 25.0% (+1.7).

Foster Youth were classified in the Orange category, reporting a 28.0% chronic absenteeism rate with a -6.5 point improvement. The data shows absenteeism varied widely by student group, with some groups showing decreased rates, while others remained elevated.

Suspension Rate
The 2024 California School Dashboard data for suspension rates indicates that the All Students group was in the Green performance level with 2.5% of students suspended for one or more days, a decrease of 0.1 percentage points. Several student groups were also classified in the Green or Blue categories, including Asian (0.9%, Blue, +0.2), White (1.2%, Green, -0.4), Two or More Races (1.2%, Green, -0.3), and African American (3.0%, Green, +0.8). Student groups identified in the Yellow category included Filipino (1.6%, +0.7), Hispanic (3.9%, +0.1), and Pacific Islander (1.8%, +1.5). Several student groups were in the Orange category: English Learners (4.2%, +0.9), Foster Youth (11.2%, -4.8), Homeless (6.6%, +1.7), Socioeconomically Disadvantaged (4.4%, -0.6), and Students with Disabilities (4.7%, +0.7). Long-Term English Learners were the only group in the Red category, with a suspension rate of 10.4%, an increase of 1.2 percentage points. The data shows variation in suspension rates by subgroup, with some demonstrating improvement and others showing increases compared to the prior year.

Parent and Family Engagement
Based on a review of the 2023–24 California School Dashboard self-reflection and local survey data, San Marcos Unified School District has demonstrated consistent progress in family engagement across three key areas: Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making. The district self-identified as being in Full Implementation in most categories, with Initial Implementation noted in areas related to welcoming environments, parent-teacher collaboration, and professional learning for staff. Survey data shows high levels of perceived value and participation in parent-teacher conferences (88%), PTA and booster events (82%–84%), and overall school involvement (88%), with 81% of parents feeling welcome at school. Families also reported receiving timely communication (88%) and satisfaction with general district updates (80%). Areas identified for improvement include increasing participation in school volunteering (39%), parent-teacher conferences (56%), and district committees (2%), as well as addressing communication gaps—only 67% of families reported being well-informed about their child's progress. To address these gaps, SMUSD will continue leveraging digital tools such as ParentSquare and ParentVue, expand training through the Community Liaison and Foster/Homeless Youth supports, and increase opportunities for two-way engagement through advisory groups, regular site-level meetings, newsletters, and outreach efforts aimed at underrepresented families. These actions are aligned with the district's ongoing commitment to strengthening collaboration between families and schools.

Learning Recovery Emergency Block Grant (LREBG):
Goal 1, Action 1.1 utilizes LREBG funds to implement socially, culturally, and behaviorally responsive instructional program designed to address the needs of English learners, low-income, and foster youth students. This action aligns with EC Section 32526(c)(2) by expanding target interventions, differentiated instruction, and professional development through Future Ready Teachers on Special Assignment (TOSA) who lead Universal Design for Learning (UDL) and Multi-tired Systems of SUpport (MTSS) efforts. Supplemental instructional material and early literacy grouping support accelerated learning strategies, addressing gaps identified through the district's needs assessment, including disparities in early literacy outcomes and access to core curriculum for unduplicated student groups. A total of $2,443,417 in LREBG funding supports this action.

Goal 1, Action 1.8 uses $290,201 in LREBG funds to provide intervention and support at schools serving high percentages of socioeconomically disadvantaged students, English learners, and foster youth. This action aligns with EC Section 32526(C)(2) by funding high-impact teachers who implement evidence-based practices, including co-teaching and small group instruction within an MTSS framework. These supports target academic recovery in English language arts and mathematics and include integrated English Language Development (ELD). This action is grounded in research showing that targeted, in-class academic and language interventions are effective

for at-risk student populations and directly responds to needs identified in the district's assessment of achievement gaps and language development barriers among unduplicated students.

# Reflections: Technical Assistance

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

District Assistance (2025–26):
In 2024–25, SMUSD qualified for Level 2 Differentiated Assistance due to the performance of Long-Term English Learners (LTELs) in English Language Arts, mathematics, and suspension indicators. In response, the district convened a targeted District Assistance (DA) team composed of the Executive Director of Learning and Leadership, Director of Special Programs, Director of Multilingual and Multicultural Education, and both elementary and secondary English Language Development Teachers on Special Assignment (TOSAs).

To address identified needs, SMUSD will implement targeted summer instruction for at-risk LTELs, emphasizing English language development and academic support in ELA and math (Action 1.3). The district will also refine its reclassification process to improve stakeholder understanding and engagement. This work will be led by ELD TOSAs (Action 1.1) in collaboration with site assistant principals (Action 2.3) and will include annual reviews of cumulative student files and early warning indicators.

Finally, the district will engage with families through personalized learning plans and strategic communication with a new action, 1.9. Specifically, it aims to improve academic and language outcomes for LTELs, through the creation and implementation of personalized support plans for each LTEL student and through consistent outreach to families through multilingual workshops and communication. This action builds school capacity to support LTELs and actively involves families as partners in the reclassification process.SMUSD (LTEL).

# 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.

No SMUSD schools have been identified as eligible for comprehensive support and improvement (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.

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 | A total of 285 teachers participated in the District's 2025 LCAP survey. Participation reflected broad representation across the district, with notable engagement from Double Peak School (15%), San Marcos High School (14%), Knob Hill Elementary (12%), and Richland Elementary (11%). Subject area input was diverse, with 12% of participants identifying as English Language Arts teachers, 7% in Social Science, 5% in Mathematics, and 3% in Physical Education. Additionally, 46% of respondents identified as elementary classroom teachers, providing strong insight from early education settings.Teachers provided feedback on academic environment, student supports—including for English Learners, Foster Youth, and Students with Disabilities—school climate, and futur LCAP priorities. This input plays a key role in shaping the District's goals and actions moving forward. |
| Principals | Eight (8) school administrators participated in the District's 2025 LCAP survey. This feedback contributed to the districtwide understanding of school conditions, with input centered on academic environment, student supports—including English Learners, Foster Youth, and Students with Disabilities—school climate, and future priorities for SMUSD's LCAP. |
| Administrators | In total, eighteen additional district administrators participated in the district LCAP survey. This is a one-person decrease from the 2024 LCAP survey. |
| Other School Personnel | There were 44 non-instructional staff that took the LCAP Survey for the 2024-25 school year. This comes to 6.4% of the total survey |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | results. Respondents included instructional assistants, custodians, administrative assistants, and other non-instructional staff. |
| Local Bargaining units of the LEA | District local bargaining unit leadership for our certificated and classified employees participated in the LCAP survey. Additionally, Educational Services District leadership meets regularly with certificated and classified associations to discuss initiatives and priorities and to obtain their feedback. |
| Parents | A total of 1,448 parents participated in the annual SMUSD LCAP survey, maintaining strong engagement from the previous year. Of these, 4% identified as parents of English learners and 9% as parents of students with disabilities (SWD). Participation was relatively consistent across grade levels, with the highest responses from grades 2–9. Transitional kindergarten and 12th grade had the lowest response rates. Respondents were demographically diverse, with 20% identifying as Hispanic/Latino and 66% as White. In addition to the survey, SMUSD gathered input through focus groups with members of the District English Learner Advisory Committee (DELAC) and the Special Education Local Plan Area (SELPA). Parent feedback was also collected during monthly Parent Advisory Committee (PAC) meetings, which include representatives from each school and the district superintendent. |
| Students | During the 2024–25 school year, 2,989 students participated in the SMUSD LCAP feedback survey—an increase of 2,073 students from the previous year. This reflects a 21% overall student participation rate. Student feedback was gathered across multiple sites, with the largest representation from San Marcos High School (50%), followed by San Elijo Middle School (27%) and Mission Hills High School (12%). Participation spanned grades 6–12, with particularly strong input from 8th (19%), 10th (18%), and 12th graders (18%).Survey demographics showed broad representation, including 20% of students identifying as socioeconomically disadvantaged, 5% as English Learners, and 36% as Hispanic/Latino. Additionally, 45% of respondents indicated enrollment in advanced or honors coursework. |

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

Between February and April 2025, San Marcos Unified School District (SMUSD) gathered input from 4,722 educational partners—including students, parents/guardians, and staff—through its annual Local Control and Accountability Plan (LCAP) survey. Additional feedback was collected during educational partner meetings, including sessions with the District English Language Advisory Committee (DELAC), the Superintendent's Parent Advisory Committee (PAC), and local bargaining units. Input centered on student engagement, the academic environment, student support, school climate, communication, and future district priorities. On May 19, the Special Education Parent Advisory Group reviewed the Local Control and Accountability Plan (LCAP), sharing goals for the district and schools, actions to achieve these goals, resources to support English Learners (EL), Foster Youth (FY), and low-income students, and strategies to utilize resources effectively to improve student outcomes. The SELPA/Parent Advisory had questions about why students with disabilities are not specifically targeted through the plan and inquired about how the group could have an active voice in future plan development. Of the 30 parents in attendance, there was an overwhelmingly positive response to the plan. The group was highly encouraged to see how closely the action items and vision of the plan aligned with the special education priorities established by the advisory committee, supporting future-ready skills for all students.

Student feedback reflected sustained interest in academic achievement but also noted a decline in overall enjoyment and connection to school. Staff perceptions of student preparedness were notably lower than those of other stakeholder groups. In response, Goal 3 of the LCAP prioritizes efforts to improve school climate and increase student engagement through professional development and expanded student support services.

Parent input emphasized the need for enhanced communication, more accessible avenues for involvement, and more timely updates on student progress. These areas are addressed under Goal 4, which includes actions such as regular community updates, parent workshops, and multilingual engagement opportunities facilitated through advisory committees like DELAC and the Parent Advisory Committee (PAC).

Feedback also highlighted the need for increased academic and social-emotional support for English Learners and students with disabilities. While perceptions of vocational readiness and life skills development for students with disabilities showed improvement, concerns remained around behavioral support and access to extracurricular opportunities. These needs are addressed through Goal 1, Action 1.5, which supports structured English Language Development for all English Learners, and Goal 4, which focuses on inclusive practices and ongoing monitoring of services for students with disabilities. For equity multiplier Goal 5, input was provided through Twin Oaks High School's School Site Council (SSC), which meets monthly. This committee, which consists of parents, students, staff, and administration, collaboratively developed this goal and assigned funds to address the student needs.

Finally, staff responses indicated a need for increased participation in district-level decision-making processes. Although some improvement was observed in school-level input opportunities, only a minority of staff reported having a voice in decisions at the district level. Goal 3 includes strategies to strengthen staff involvement and collaboration at both site and district levels.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Future Ready Students: All SMUSD students engage in the purposeful integration of rigorous academic content and relevant experiences that develop the Portrait of a Graduate competencies. | 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.

SMUSD's Portrait of a Graduate and Strategic Promise are the heart of the district's educational programming. When engaging our educational partners about the mindsets, dispositions, and skills necessary for students to be future-ready, the competencies of adaptability, communication, critical thinking, empathy, and leadership bubbled to the top. These competencies, combined with rigorous academic content are the foundation of deeper learning in which we want all students engaging at every grade level. In order to engage in deeper learning, however, each and every student must have foundational academic skills that are evidenced by our local and state metrics. Locally, SMUSD's Strategic Promise Deeper Learning Milestones set a target for each and every student to be reading by 3rd grade; each and every student to leave 5th and 8th grade on grade level in ELA & Math; and each and every 12th grader to be future (career/college/other) ready with a two year post high school plan. Current metrics indicate that some students face barriers to becoming future ready. Emerging Bilingual students are performing below peers in ELA, Math, and Science standardized tests, and only slightly more than half are making progress toward English language proficiency based on California Dashboard metrics. Additionally, students within our Hispanic, Homeless, and Socioeconomically Disadvantaged student group are scoring well below peers in ELA and Math (Orange performance level). While Students with Disabilities have made some gains, there performance continues to fall far below standard on standardized metrics. The performance level of these groups indicates a need on the part of the district to better meet the needs of our diverse range of students through a relevant, responsive, and inclusive instructional program.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | CAASPP ELA (ALL) - Percent of students that meet or exceed standard. [Priority 4] | 47% proficient (22-23) | 57% (23-24) | | 80% proficient | +10% |
| 1.2 | CAASPP MATH (ALL) - Percent of students that meet or exceed standard. [Priority 4] | 35% proficient (22-23) | 46% (23-24) | | 80% proficient | +11% |
| 1.3 | CAASPP ELA (EL) - Percent of students that meet or exceed standard. [Priority 4] | 11% proficient (22-23) | 11% (23-24) | | 80% proficient | No Change |
| 1.4 | CAASPP MATH (EL) - Percent of students that meet or exceed standard. [Priority 4] | 10% proficient (22-23) | 10% (23-24) | | 80% proficient | No Change |
| 1.5 | CA DASHBOARD- Local Indicator - SMUSD shall maintain an rating of 5 (Full Implementation & Sustainability) in the area of Implementation of Academic Standards, Instructional Materials, for ELA, Math, ELD, History, and Next Generation Science standards [Priority 2] | 2023:<br>ELA - 5 Full Implementation & Sustainability<br>Mathematics - 4 Full Implementation<br>History - 4 Full implementation<br>ELD - Full implementation<br>NGSS - 4 Full implementation | 2024:<br>ELA: 5 Full Implementation & Sustainability<br>Mathematics: 4 Full Implementation<br>History: 4 Full implementation<br>ELD: Full implementation<br>NGSS - 4 Full Implementation | | 100% of reported departments score 5 (Full Implementation and Sustainability) | No Change |
| 1.6 | CAASPP ELA (SED) - Percent of students that meet or exceed standard. [Priority 4] | 41% proficient (22-23) | 41% (23-24) | | 80% proficient | No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.7 | CAASPP MATH (SED) - Percent of students that meet or exceed standard. [Priority 4] | 29% proficient (22-23) | 30% (23-24) | | 80% proficient | +1% |
| 1.8 | LCAP SURVEY - % (PARENTS) agree with the question: “My child’s teacher helps my child when he/she doesn’t understand something” [Priority 3] | 80% (23-24) | 90% Agree | | 90% Agree | -2% |
| 1.9 | EARLY ASSESSMENT PROGRAM (EAP) - % Ready and/or Conditionally Ready [Priority 4] | 4% ELA (22-23)<br>0% Math (22-23) | 52% ELA (23-24)<br>29% Math (23-24) | | 30% or more (ELA)<br>30% or more (Math) | +48% (ELA)<br>+29% (Math) |
| 1.10 | ADVANCED PLACEMENT (AP) Examination - % Passed (High School) with a score of 3 or higher. | 72% of AP Pass Rate | 78.3% Pass Rate (2024) | | 85% AP Pass Rate | +5.3% |
| 1.11 | A-G Course Completion Rate (ALL 12 Graders) [Priority 4] | 65% (22-23) | 63.4% (23-24) | | 85% | -1.6% |
| 1.12 | CA DASHBOARD - College and Career Readiness (ALL) % Prepared [Priority 4] | 53% (22-23) | 54.3% (23-24) | | 85% | +1.3% |
| 1.13 | A-G Course Completion Rate (EL 12 Graders) [Priority 4] | 21% (22-23) | 16.1% (23-24) | | 85% | -4.9% |
| 1.14 | CA DASHBOARD - College and Career Readiness (EL) % Prepared [Priority 4] | 16% (22-23) | 11.5% (23-24) | | 85% | -4.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.15 | CA DASHBOARD - College and Career Readiness (SED) % Prepared [Priority 4] | 39% (22-23) | 39% (22-23) | | 85% | -1.1% |
| 1.16 | Reclassification Rate (EL) [Priority 4] | 15% (22-23) | 23% (23-24) | | 35% | +8% |
| 1.17 | ELPAC Summative Score (EL) % Well Developed [Priority 4] | 21% (22-23) | 20.32% (23-24) | | 40% | -0.68% |
| 1.18 | CAASPP ELA (SWD) - Percent of students that meet or exceed standard. [Priority 4] | 16% (22-23) | 19.6% (23-24) | | 35% | +3% |
| 1.19 | CAASPP MATH (SWD) - Percent of students that meet or exceed standard. [Priority 4] | 12% (22-23) | 16.4% (23-24) | | 35% | +4.4% |
| 1.20 | CA DASHBOARD - ELA (EL) Change Status | 52 points below standard (Orange Status) | 62.3 points below standard (Orange Status 23-24) | | 0 points below standard or better (Green or Blue Status) | Increased by +10.2 points below standard. |
| 1.21 | CA DASHBOARD - MATH (EL) % Met standard | 76 points below standard (Orange Status) | 86.3 points below standard (Orange Status 23-24) | | 0 points below standard or better (Green or Blue Status) | Increase points below standard by 10.3 points. |
| 1.22 | CA DASHBOARD - ELA (SED) % Met standard | 63 points below standard (Orange Status) | 36.4 points below standard (Orange Status 23-24) | | 0 points below standard or better (Green or Blue Status) | Decreased the number below standard by 26.6 points. |
| 1.23 | CA DASHBOARD - MATH (SED) % Met standard | 28 points below standard (Orange Status) | 69.9 points below standard (Orange Status 23-24) | | 0 points below standard (Green, or Blue) | The number below standard increased by 41.9 points. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.24 | GRADUATION RATE - High Schools [Priority 5] | 95% (22-23) | 95.7% (23-24) | | 100% | +0.7% |
| 1.25 | CTE Completion Pathway Rate (ALL 12 Graders) [Priority 4] | 18.9% of students completed 1 or more CTE Pathways (22-23) | 23.5% of students completed 1 or more CTE Pathways (23-24) | | 50% | +4.6% |
| 1.26 | Ensure that programs are developed and provided to unduplicated students and students with disabilities, to have access to a broad course of study [Priority 7] | 100% of UPP & SWD have access to a broad course of study. | 100% of UPP & SWD shall have access to a broad course of study. | | 100% | Target Met |
| 1.27 | Percentage of Met UC/CSU Requirements AND completed at Least One CTE Pathway [Priority 4] | 13.9% (23) | 16.6% (23-24) | | 45% | +2.7% |
| 1.28 | [NEW 2025] XELLO COLLEGE & CAREER PLATFORM PARTICIPATION | TOTAL 2813 (SPRING 2025) | NEW | | 18,000 (DISTRICT ENROLMENT) | N/A |
| 1.29 | [NEW 25-26] Ensure that all SMUSD students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) [Priority 7]. | New | New | | 100% | N/A |
| 1.30 | [NEW 25-26] LCAP Survey - % of parents | 68% (23-24) | 81% (24-25) | | 85% or above | +13% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (EL) that agree: "My child's school provide(s) enough resources for parents" | | | | | |
| 1.31 | CA DASHBOARD - ELA (LTEL) Change Status | 106.3 points below standard (Red Status) | New-Establishing Baseline | | 0 points below standard or better (Green or Blue Status) | N/A |
| 1.32 | CA DASHBOARD - Math (LTEL) Change Status | 157 points below standard (Red Status) | New-Establishing Baseline | | 0 points below standard or better (Green or Blue Status) | N/A |

# Goal Analysis [2024-25]

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

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

The implementation of Goal 1 during the 2024–2025 school year demonstrated meaningful progress toward delivering a socially, culturally, and behaviorally responsive instructional program. While most planned actions were implemented as designed, others evolved through early-stage implementation and ongoing reflection. Throughout this goal, the district prioritized building systems, developing professional capacity, and providing relevant experiences to meet the needs of English Learners, socioeconomically disadvantaged students, and foster youth.

The district advanced efforts to implement a socially, culturally, and behaviorally responsive instructional program. Curriculum and intervention supports were provided across school sites, and funding was allocated to ensure access to high-quality core content for unduplicated students. Schools maintained a focus on differentiated support, particularly in English Language Arts (ELA) and mathematics, with site-based implementation tailored to student needs.

Significant progress was also made toward establishing a multi-measurement system to accurately and efficiently assess the progress of English Learners, low-income students, and foster youth. A comprehensive Multi-Tiered System of Support (MTSS) framework was developed, and five pilot sites began implementation. These schools served as learning hubs, offering insights and best practices to inform a successful districtwide rollout in the following year.

To provide students with engaging, relevant learning experiences that inform their future choices, middle schools began redesigning instructional models to align with this goal. While implementation is ongoing, key professional learning—especially efforts focused on authentic learning—has supported a shift toward more interest-based and student-directed instruction.

The district expanded access to authentic learning experiences aligned with career and work-based learning opportunities through the full implementation of Xello at all secondary schools. Although the platform is widely used, current utilization has primarily focused on course selection and planning. Moving forward, additional emphasis will be placed on leveraging Xello to support meaningful career exploration, interest inventories, and the development of personalized postsecondary plans.

Implementation of the English Language Development (ELD) program for Emergent Bilingual students is partially complete. Project GLAD strategies are in place at several sites; however, districtwide implementation remains in progress. Continued expansion of training and coaching will be prioritized to improve consistency and fidelity across all schools.

To meet the needs of students with disabilities (SWD) and Emergent Bilinguals in English Language Arts, SMUSD launched a co-teaching collaborative involving co-teaching partners, Special Education leadership, and site administrators. This group began foundational work to redesign instructional strategies and program structures to promote more inclusive and effective ELA instruction. While still in early stages, this initiative marks a significant step toward systemic instructional transformation.

To support mathematics achievement for SWD and EB students, all secondary math teachers participated in Math Studios professional development. This model, centered on lesson study and collaborative inquiry, promoted instructional reflection and enhanced student discourse. These efforts have contributed to a stronger foundation for ongoing redesign of the mathematics program.

Finally, the district provided targeted intervention and support at school sites serving at-risk socioeconomically disadvantaged students, English Learners, and foster youth. This effort included deploying additional high-impact teachers and academic supports to the highest-need campuses, ensuring more responsive intervention for students requiring additional academic assistance.

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.

Action 1.1: Balance of $60,366 remains as a result of personnel expenditure cost discrepancies
Action 1.2: Balance of $29,044 remains due to the cost of 1 FTE District Data Technician
Action 1.3: A balance of $387,976 remains as a result of personnel cost discrepancies, as well as changing the funding souorce from this action to LCAP. Also,  Advanced Placement costs not yet reported until the end of the 2024-25 fiscal year.
Action 1.4: A deficit of -$173,248 is reported for this action as a result of the additional cost of the college and career software platform and associated training.
Action 1.5: The remaining balance of $82,261 reflects an adjustment to federal Title III funds, which were originally designated for supplemental materials and supplies but have been reallocated to support professional learning based on identified program needs.
Action 1.6: A deficit of -$1,472 has been incurred due to a nominal cost increase for professional development.
Action 1.7: A deficit of -$2,249 has been incurred due to an increase in the cost of professional development for this action.

Action 1.8: A deficit of -$128,361 is reported as a result of the addition of 1 FTE EL Support Technician.

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

Despite targeted investment and multiple strategic actions, the overall goal has not yielded consistent or equitable improvements across key student groups.
Action 1.1: While overall CAASPP scores for all students in ELA (+10%) and Math (+11%) improved significantly, scores for English Learners (ELs) showed no progress (0% gain in both ELA and Math).
Action 1.2: There has been no progress in most metrics, including implementation ratings (M1.5), ELA proficiency for socioeconomically disadvantaged students (M1.6), and a minor +1% increase in Math proficiency (M1.7). Parent satisfaction declined (-2%, M1.8).
Action 1.3: There was no significant improvement in any of the student proficiency metrics (M1.3–M1.7), and there was a decline in both A-G completion (M1.13: -4.9%) and college/career readiness (M1.14: -4.5%).
Action 1.4: The percentage of students completing at least one CTE pathway increased from 18.9% to 23.5%, and the percentage completing both A–G requirements and a CTE pathway rose from 13.9% to 16.6%. College and Career Readiness improved slightly for all students (+1.3%), though rates declined for English Learners.
Action 1.5: Moderately effective. Both metrics for Students with Disabilities (SWD) show improvement: ELA proficiency rose by +3.61%, and Math proficiency increased by +4.42%. Although targets were not met, the trend is positive, suggesting that the ELD programming may be having an initial impact.
Action 1.6: No progress was made in ELA proficiency for English Learners (M1.3 remained at 11%). Additionally, the CA Dashboard score for ELA (M1.20) declined by 10.2 points, indicating a setback.
Action 1.7: EL proficiency in Math remained flat at 10% (M1.4), and the CA Dashboard score (M1.21) worsened by 10.3 points, highlighting regression. Despite efforts, the action has not improved student outcomes in mathematics.
Action 1.8: While some progress was seen in ELA for socioeconomically disadvantaged students (M1.22 improved by 26.6 points), performance declined in other areas: ELA and Math metrics for English Learners (M1.20 and M1.21) dropped by 10.3 points, and Math for SED students (M1.23) worsened by 41.9 points.

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

Action 1.4 (Description): This action, which focuses on providing real-world learning experiences (e.g., work-based learning, deeper learning pathways), will prioritize embedded academic supports and clearly defined learning outcomes aligned to state standards to ensure that relevance leads to measurable growth.
Action 1.5 (Description): New for 2025-26, district and site administrators will conduct and calibrate observations of Project GLAD implementation using aligned protocols. Professional development opportunities will be expanded to support GLAD strategies, with a focus on academic language development in core content areas and differentiation for Emergent Bilinguals across all professional learning contexts.
Action 1.9 (Description): This action has been added to address supports for our Long-Term English Learners, that has been identified as an area of need for the district. Specifically, the district will focus on suporting LTEL Students and Families Through Personalized Plans and strategic communication.

**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** | Implement a socially, culturally and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. (LREBG) (District Assistance) | SMUSD shall provide each school curriculum and personnel to meet the needs of all learners in all core content areas. Curriculum and interventions shall be responsive to student demographics and needs. Additionally, funding will be provided to support interventions for unduplicated students that need additional assistance in core content areas. Culturally responsive pedagogy helps students from diverse backgrounds feel seen, respected, and supported, leading to stronger academic outcomes and improved classroom behavior (Gay, G. 2018. Culturally responsive teaching: Theory, research, and practice, 3rd ed.. Teachers College Press). This goal will be measured by the district's ELA CAASPP results for ALL students (M1.1) and English learners (M1.3). This action will also be measured by Math CAASPP results for ALL students (M1.2) and for English learners (M1.4). For the 2025-26 school year, $2,443,417 of LRBEG funds have been allocated to this action. | $4,271,667.00 | Yes |
| **1.2** | Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress. | SMUSD shall utilize a Multi-Tiered System of Support to determine student growth, progress and identify possible areas of need. Systems shall utilize a variety of measurements to diagnose and determine appropriate tiered levels of support aligned to individual and student group needs. | $143,347.00 | Yes |
| **1.3** | Offer a range of relevant experiences that engage students in deeper learning | SMUSD shall implement curriculum and experiences that are personalized and flexible, skill driven and relevant, and co-created through shared power in order for students to develop a postsecondary plan grounded in student identified student interest and strengths. | $1,048,310.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | that informs their future choices.(District Assistance) | | | |
| **1.4** | Exposing students to authentic learning aligned to careers in the community and work-based learning opportunities to identify their strengths. | SMUSD shall implement curriculum and experiences that are grounded in the workforce development continuum, providing students opportunities to develop career awareness, engage in career exploration, and ultimately become prepared for a postsecondary plan that is grounded in student-identified interests and strengths. This action, which focuses on providing real-world learning experiences (e.g., work-based learning, deeper learning pathways), will prioritize embedded academic supports and clearly defined learning outcomes aligned to state standards to ensure that relevance leads to measurable growth. | $119,000.00 | No |
| **1.5** | Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students. | SMUSD shall implement curriculum, pedagogy, and structures to ensure that all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students, are engaged in high-quality ELD instructional programming. This instructional programming shall focus on language acquisition and content development. New for 2025-26, district and site administrators will conduct and calibrate observations of Project GLAD implementation using aligned protocols. Professional development opportunities will be expanded to support GLAD strategies, with a focus on academic language development in core content areas and differentiation for emergent bilinguals across all professional learning contexts.<br>[2023—DPS (EL) and TOHS (EL)]<br>[2024—CARRILLO (EL); KNOB HILL (EL); TOHS (EL)] | $398,170.00 | Yes |
| **1.6** | Implement an English Language Arts program to meet the needs of all SWD and EB students. | SMUSD shall implement curriculum, pedagogy, structures, accommodations, and interventions to ensure that all students are engaged in high-quality ELA instructional programming.<br>[2023 - DO (SWD); FHS (ALL); LMA (SWD); MHHS (EL); SEMS (SWD); SME<br>(SWD); SMMS (SWD); TOES (SWD); TOHS (ALL); and WPMS (SWD)]<br>[2024 - DO (SWD, LTEL); LMA (SWD, LTEL); SMHS (EL, LTEL, & SWD); SMMS (EL, LTEL, HISP, SED, & SWD); WPMS (EL, LTEL, SWD)] | $46,883.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.7** | Implement a Mathematics program to meet the needs of all SWD and EB students. | SMUSD shall implement curriculum, pedagogy, structures, accommodations, and interventions to ensure that all students are engaged in high-quality Mathematics instructional programming.<br>[2023 - DO (SWD); FHS (ALL); SEMS (SWD); SMHS (EL); SMHS (SWD); SMMS<br>(SWD); and WPMS (EL)]<br>[2024 - DO (LTEL & SWD); LMA (EL, LTEL, & SWD); SMHS (HISP., LTEL, SED, & SWD); SMMS (EL & SWD); WPMS (EL, LTEL, & SWD)] | $45,384.00 | Yes |
| **1.8** | Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. (LREBG) | Provide additional high impact teachers, as needed, to support student academic achievement at schools with the highest percentage of socioeconomically disadvantaged students, emerging bilinguals, and/or foster youth. MTSS frameworks that include targeted, systematic English Language Development aligned to core content—alongside academic, behavioral, and social-emotional supports—are especially effective for students at risk due to poverty, language barriers, or instability such as foster care (McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press; Saunders, W. M., Goldenberg, C. N., & Marcelletti, D. J. (2013). English language development: Guidelines for instruction. American Educator, 37[2], 13–25.). This action shall be measured by district-wide English learners' performance on the California Dashboard for English language arts (M1.20) and math (M1.21). This action shall also be measured by the CA Dashboard socio-economically disadvantaged subgroup in ELA (M1.22) and math (1.23). For the 2025-26 school year, $290,201 of LRBEG funds have been allocated to this action.<br>[2024 - CARRILLO (EL); KNOB HILL (EL); TOHS (EL)] | $3,986,138.00 | Yes |
| **1.9** | Empowering LTEL Students and Families Through | To improve academic and language outcomes for LTELs, the district will create and implement personalized support plans for each LTEL student and conduct consistent outreach to families through multilingual workshops | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Personalized Plans and Strategic Communication. | and communication. This action builds school capacity to support LTELs and actively involves families as partners in the reclassification process.SMUSD (LTEL). | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | All SMUSD classrooms and campuses are welcoming places where every student feels seen, heard, and valued. | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for students to grow in the competencies of SMUSD's Portrait of a Graduate and to be able to engage in deeper learning, students must be connected to their campuses and classrooms, and to adults and peers on campus. Research regarding how people learn as well as cognitive science are clear on both the social aspects of learning and the import of connection and belonging in academic environments. Local data from the district's Panorama survey measuring factors related to student engagement and comprehensive wellness show a need to address these areas, particularly among secondary students, and notably among LGBTQ+ youth. Additionally, suspension data shows a large disparity in suspensions between Asian, Pacific Islander, Filipino, and White student groups that have Dashboard percentages in the Blue and Green performance levels and our African American, American Indian, English Learners, Hispanic, Homeless, SED, and Foster Youth populations whose suspension rates place them in Orange or Red (Foster Youth) performance levels. Another indicator of student engagement and feeling of connection is the rate of chronic absenteeism which, despite consistent improvement, continues to skew higher than pre-pandemic levels. District assessment of students and the community indicate numerous reasons for increased absenteeism including mental health concerns and broader feelings of marginalization/disconnection, as well as more specific issues related to basic needs within our vulnerable communities.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | CA DASHBOARD - Chronic Absenteeism (ALL) % [Priority 5] | 19% (22-23) | 14.6% (23-24) | | 10% or less | Decreased by 4.4% |
| 2.2 | CA DASHBOARD - Chronic Absenteeism (African American/Black) % [Priority 5] | 26% (22-23) | 30.4% (23-24) | | 10% or less | Increased by 4.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.3 | CA DASHBOARD - Chronic Absenteeism (EL) % [Priority 5] | 26% (22-23) | 20.1% (23-24) | | 10% or less | Decreased by 5.9% |
| 2.4 | CA DASHBOARD - Chronic Absenteeism (Foster Youth) % [Priority 5] | 36% (22-23) | 28% (23-24) | | 10% or less | Dropped by 8% |
| 2.5 | CA DASHBOARD - Chronic Absenteeism (Socioeconomically Disadvantaged) % [Priority 5] | 27% (22-23) | 22.2% (23-24) | | 10% or less | Decreased by 4.8% |
| 2.6 | ATTENDANCE RATE - Elementary [Priority 5] | 94% (22-23) | 94.62% (23-24) | | 97% | Improved by 2.38% |
| 2.7 | ATTENDANCE RATE - Middle School [Priority 5] | 94% (22-23) | 94.62% (23-24) | | 97% | Improved by 2.38% |
| 2.8 | ATTENDANCE RATE - High School [Priority 5] | 93% (22-23) | 94.02% (23-24) | | 97% | No Change |
| 2.9 | PANORAMA SURVEY - % (ELEMENTARY STUDENTS) responding favorably: "How well do people at your school understand you as a person?" [Priority 6] | 68% (Spring 2024) | 67% (Spring 2025) | | 85% | -1% |
| 2.10 | [DISCONTINUED] PANORAMA SURVEY - % (SECONDARY STUDENTS) responding favorably: "How much do you matter to others at school?" [Priority 6] | 43% (Spring 2024) | Discontinued (Panorama Survey no longer asks this question). | | 65% | Not Applicable |
| 2.11 | PANORAMA SURVEY - % (ELEMENTARY | 74% (Spring 2024) | 73% (Spring 2025) | | 95% | -1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | STUDENTS) responding favorably: "Overall, how much do you feel like you belong at your school?" [Priority 6] | | | | | |
| 2.12 | PANORAMA SURVEY - % (SECONDARY STUDENTS) responding favorably: "Overall, how much do you feel like you belong at your school?" [Priority 6] | 54% (Spring 2024) | 58% (Spring 2025) | | 75% | +4% |
| 2.13 | PANORAMA SURVEY - % (ELEMENTARY STUDENTS) responding favorably: "During the past week, how often did you feel safe?" [Priority 6] | 52% (Spring 2024) | 54% (Spring 2025) | | 75% | +1% |
| 2.14 | PANORAMA SURVEY - % (SECONDARY STUDENTS) responding favorably: "During the past week, how often did you feel safe?" [Priority 6] | 34% (Spring 2024) | 34% (Spring 2025) | | 75% | No Change |
| 2.15 | PANORAMA SURVEY - % (STAFF) responding favorably: "During the past week, how often did you feel safe?" [Priority 6] | 78% (Fall 2023) | 81% (Spring 2024) | | 85% or more | +3% |
| 2.16 | EXPULSIONS - Number of student expulsions district-wide. | 2 (23-24) | 6 (24-25) | | 0 | Increased by 4 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.17 | CA DASHBOARD - Suspension Rate (ALL) % [Priority 6] | 2.5% suspended at least one day (22-23) | 2.5% suspended at least one day (23-24) | | 1% or less | No Change |
| 2.18 | CA DASHBOARD - Suspension Rate (African American / Black) % [Priority 6] | 4.8% suspended at least one day (22-23) | 3% suspended at least one day (23-24) | | 1% or less | -1.8% |
| 2.19 | CA DASHBOARD - Suspension Rate (EL) % [Priority 6] | 3.4% suspended at least one day (22-23) | 4.2% suspended at least one day (23-24) | | 1% or less | +0.8% |
| 2.20 | CA DASHBOARD - Suspension Rate (Hispanic) % [Priority 6] | 3.8% suspended at least one day (22-23) | 3.9% suspended at least one day (23-24) | | 1% or less | +0.1% |
| 2.21 | CA DASHBOARD - Suspension Rate (Homeless) % [Priority 6] | 5.7% suspended at least one day (22-23) | 6.6% suspended at least one day (23-24) | | 1% or less | +0.9% |
| 2.22 | CA DASHBOARD - Suspension Rate (Socioeconomically Disadvantaged) % [Priority 6] | 3.8% suspended at least one day (22-23) | 4.4% suspended at least one day (23-24) | | 1% or less | +0.6% |
| 2.23 | DROP OUT RATE - Middle school [Priority 5] | 3.5% SMUSD Drop Out Rate | 1.5% SMUSD Drop Out Rate | | 1.5% or less | -2% |
| 2.24 | DROP OUT RATE - High school [Priority 5] | 3.5% SMUSD Drop Out Rate | 2.5% | | 1.5% or less | -1% |
| 2.25 | LCAP Survey - % of parents that agree: "I feel welcome at my child's school." [Priority 6] [NEW 24-25] | 81% (23-24) | 79% (24-25) | | 90% or above | -2% |

# Goal Analysis [2024-25]

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

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

All actions under Goal 2 were fully implemented as planned during the 2024–2025 school year. The district prioritized wellness, safety, belonging, and behavioral support systems, with a specific focus on historically underserved student groups. Each action area was appropriately staffed, resourced, and deployed across targeted school sites and districtwide systems. The action to increase attendance was implemented as intended, with interventions aimed at reducing chronic absenteeism across all student groups. District and site teams established monitoring systems and supports, resulting in notable reductions in absenteeism for several targeted populations. However, disparities remained—most notably among African American/Black students—highlighting the need for more differentiated and culturally responsive strategies. The district also fully implemented its plan to deliver a continuum of services supporting student and staff wellness. Programming and personnel were deployed to enhance mental health services, strengthen student connections, and increase family engagement. While structures were established, student perception data reflected only modest or mixed improvements, particularly in elementary settings, indicating a need for stronger alignment between services and student experiences. Efforts to create a safe, inclusive, and responsive environment were carried out districtwide, supported by investments in behavior systems, staff training, and student support frameworks. Implementation fidelity was strong; however, the impact varied. While staff-reported perceptions of safety improved, student-reported safety did not, revealing a gap between adult perception and student experience of school climate. Finally, efforts to build a holistic, trauma-informed environment through restorative practices were fully implemented across all sites. Despite full deployment, suspension and expulsion data did not reflect the expected outcomes. In fact, several subgroups experienced increases in exclusionary discipline measures, suggesting that implementation has not yet resulted in consistent site-level practices or a sustained cultural shift.

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.

Action 2.1: A deficit of -$7,107 has been incurred for 2024-25 as a result of the increased personnel cost of the Foster Youth/McKinney-Vento Coordinator position.
Action 2.2: This action has a deficit of -$53,441 due to an increase in counseling and social worker personnel costs.
Action 2.3: A deficit of -$37,791 has been incurred due to an increase in personnel cost for assistant principals.
Action 2.4: This action has a nominal balance of $500

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

The actions implemented under Goal 2 have yielded mixed effectiveness in supporting student wellness, engagement, safety, and inclusion. While some efforts have led to measurable improvements, others have shown limited or no progress toward intended outcomes—particularly for high-need student subgroups. The action to increase attendance has been moderately effective. However, chronic absenteeism increased among African American/Black students and remained stagnant at the middle school level.
Action 2.1: The student perception of safety remained flat at 34% and is below the target of 75%. However, staff-reported safety increased by 3%, rising to 81%, closer to the target of 85%.

Action 2.2: While there was a 1.8% drop in suspension rates for African American/Black students, most other targeted subgroups (EL, Hispanic, Homeless) either showed increased suspension rates or no change. Expulsions also increased from 2 to 6.
Action 2.3: Student perception of safety remained flat at 34%, showing no improvement, and is below the target of 75%. However, staff-reported safety increased by 3%, rising to 81%, closer to the target of 85%.
Action 2.4: There was a 1.8% drop in suspension rates for African American/Black students; however, most other targeted subgroups (EL, Hispanic, Homeless) either showed increased suspension rates or no change. Expulsions also increased (from 2 to 6).

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

Action 2.1 (Description): The district will implement targeted, culturally responsive attendance interventions, disaggregate attendance data more frequently to support real-time, site-level responsiveness, and specifically address the increased absenteeism among African American/Black students.
Action 2.2 (Description): The district will strengthen coordination between wellness teams and site-based MTSS structures, introduce student focus groups to collect qualitative feedback on connection and belonging, and adjust services to be more relevant and impactful—particularly in response to stagnant or declining student perception metrics.
Action 2.3 (Description): The district will expand professional learning in trauma-informed practices, LGBTQIA+ inclusion, and elevating student voice; emphasize changes to adult practices and school culture to better reflect student experiences; and respond to stagnant student-reported safety data.
Action 2.4 (Description): To strengthen this work, the district will provide deeper site-based coaching for restorative practices implementation, improve the tracking of restorative interventions, and establish clearer accountability structures for discipline practices. Additionally, SMUSD will explore new metrics to assess implementation fidelity and evaluate student outcomes beyond traditional suspension rates.

**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** | Enact supports to increase attendance at the district, site, and student group levels. | SMUSD shall provide interventions and support to students who demonstrate chronic absenteeism. Particular attention and support services shall be provided to unduplicated student groups, which have demonstrated a disproportionately higher rate of chronic absenteeism. The district will implement targeted, culturally responsive attendance interventions, disaggregate attendance data more frequently to support real-time, site-level responsiveness, and specifically address the increased absenteeism among African American/Black students. | $320,582.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | [2023 - DO(AA); DIS (EL); LMA (WH); PAL (EL); SEES (SED), (EL); SEMS (SED)]<br>[2024 - Chronic Absenteeism: DIST. (African Americans, Pacific Islanders); LCM (Hisp. & SED); PAL (SWD); SEES (EL & Hisp.); SEMS (SWD); WPMS (ALL, LTEL, & SED)] | | |
| **2.2** | Implement a continuum of services that supports the comprehensive wellness of all staff, students and community | SMUSD shall coordinate programs and services, including personnel, to meet the wellness needs of all educational partners to positively impact connection, belonging, and academic success. Services and supports shall focus particularly on unduplicated student groups. The district will strengthen coordination between wellness teams and site-based MTSS structures, introduce student focus groups to collect qualitative feedback on connection and belonging, and adjust services to be more relevant and impactful—particularly in response to stagnant or declining student perception metrics.<br>[2023 - DIS (EL); PAL (EL); SEES (EL & SED); College & Career Indicator: TOHS (EL & SED); ELA: MHHS (EL); Math: SMHS (EL); WPMS (EL)]<br>[2023 - SUSPENSION: DISTRICT (FY); LMA (SED); MHHS (EL); SMHS (EL); TOHS (EL & SED)]<br>[2024 - SUSPENSION: DISTRICT (LTEL); LMA (WHITE); SMMS (SWD); TOHS (LTEL); & WPMS (EL, LTEL, & SWD)] | $2,560,695.00 | Yes |
| **2.3** | Provide a safe, inclusive, and responsive environment for all students, students in unduplicated student groups, as well as those who identify as members of the LGBTQIA | SMUSD shall align and develop uniform behavior and discipline policies, practices, and interventions based on adolescent developmental research across all elementary and secondary sites. Services and supports shall focus particularly on unduplicated student groups and students who identify as members of the LGBTQIA+ community. The district will expand professional learning in trauma-informed practices, LGBTQIA+ inclusion, and elevating student voice; emphasize changes to adult practices and school culture to better reflect student experiences; and respond to stagnant student-reported safety data.<br>[2023—Chronic Absenteeism: DIS (EL); PAL (EL); SEES (EL & SED)] | $3,077,266.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | community. (District Assistance) | [2023 - SUSPENSION: District (FY); LMA (SED); MHHS (EL); SMHS (EL); TOHS (EL & SED)]<br>[2024 - SUSPENSION: DISTRICT (LTEL); LMA (WHITE); SMMS (SWD); TOHS (LTEL); & WPMS (EL, LTEL, & SWD)] | | |
| **2.4** | Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. | SMUSD shall implement restorative practices and trauma-informed care for all students in order to decrease suspension rates, particularly for marginalized student groups. To strengthen this work, the district will provide deeper site-based coaching for restorative practices implementation, improve the tracking of restorative interventions, and establish clearer accountability structures for discipline practices. Additionally, SMUSD will explore new metrics to assess implementation fidelity and evaluate student outcomes beyond traditional suspension rates.<br>[2023- [DO(FY); LMA (All), (HIS), (HOM), (SED), (SWD); MHHS (EL); SMHS (AA), (EL), (HOM); TOHS (All), (EL), (HIS), (SED)]<br>[2024-SUSPENSION: DISTRICT (LTEL); LMA (WHITE); SMMS (SWD); TOHS (LTEL); & WPMS (EL, LTEL, & SWD)] | $52,330.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | All SMUSD teachers, support staff and administrators feel valued and supported by hiring, onboarding, evaluating, professional learning, and training practices that enable them to create Future Ready learning environments. | 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 6: School Climate (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.

In order for each and every student to engage and grow in the competencies of SMUSDs Portrait of a Graduate and deeper learning milestones within the Strategic Promise, a shift in classroom learning experiences is required. Teachers must not only know the state standards, but must create environments in which the standards are embedded in relevant and responsive instructional programs. Dashboard indicators show that not all student groups are in skills necessary to engage in deeper learning, namely ELA, Math, and English Language progression. Additionally, standardized test data in Science show a need for improved instruction in NGSS. Of particular note is the disparity in performance - both among academic and engagement measures - within our BIPOC and marginalized student groups. Our teachers hold the primary role in ensuring our students feel connected, engaged and future ready, and as such, as a district we must ensure that they are equipped to provide learning environments that meet the needs of all learners.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | iREADY - Reading (ALL) % met or near grade level [Priority 8] | 62% (Spring 2024) | 73% (Spring 2025) | | 80% or higher | +11% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | iREADY - Reading (EL): % met or near grade level [Priority 8] | 30% (Spring 2024) | 34% (Spring 2025) | | 60% or higher | +4% |
| 3.3 | iREADY - Reading (SWD) % met or near grade level [Priority 8] | 39% (Spring 2024) | 52% (Spring 2025) | | 60% or higher | +13% |
| 3.4 | iREADY - MATH (ALL) % met or near grade level [Priority 8] | 45% (Spring 2024) | 68% (Spring 2025) | | 75% or higher | +23% |
| 3.5 | iREADY - MATH (EL) % met or near grade level [Priority 8] | 11% (Spring 2024) | 30% (Spring 2025) | | 45% or higher | +19% |
| 3.6 | iREADY - MATH (SWD) % met or near grade level [Priority 8] | 25% (Spring 2024) | 51% (Spring 2025) | | 60% or higher | +26% |
| 3.7 | PANORAMA SURVEY (Fall)—% STAFF that responded favorably: "Overall, how much do you feel like you belong at your school/department?" [Priority 6] | 69% responded favorably | Discontinued in 2024-25 | | 75% or higher | Discontinued in 2024-25 |
| 3.8 | LCAP SURVEY - % of STAFF that agree: "I feel my school is/our schools are effectively educating our students" [Priority 6] | 74% (2024) | 77% (2025) | | 90% or higher | +3% |
| 3.9 | LCAP SURVEY - % of STAFF that agree: "It is easy for me to form relationships with my students." | 91% (2024) | 95% (2025) | | 95% or more | +4% |
| 3.10 | LCAP SURVEY - % of STAFF that rated the | 55% (2024) | 70% Good or Excellent | | 80% or more | +15% increase |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | following statement Good or Excellent, "How would you rate the quality of the following in your students?: Social emotional well being" | | | | | |
| 3.11 | LCAP SURVEY - % of STAFF that rated the following statement Good or Excellent, "How would you rate the quality of the following in your students?: Behavior" | 44% (2024) | 37% (2025) | | 80% or more | -7% |
| 3.12 | [NEW, SPRING 2025] DISTRICT ESSENTIALS MATHEMATICS INDICATOR (DEMI) MATH ASSESSMENT: 9-12 - % of Strong Evidence for the Communication Category. | 8% (Fall 2024) | 24% (WInter 2025) | | 50% or more | +16% |

# Goal Analysis [2024-25]

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

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

The implementation of Goal 3 focused on building educator capacity to create and sustain Future Ready Learning Environments through responsive, equity-centered professional development. The district invested in a wide range of learning opportunities designed to support certificated staff in adapting instruction, fostering inclusive classrooms, and addressing students' social, emotional, and behavioral needs. To support the goal of delivering professional learning that is socially, culturally, and behaviorally responsive, SMUSD provided multiple targeted sessions aligned with district priorities. These included trainings in restorative justice and de-escalation strategies, LGBTQ+ and gender identity support, equity, Universal Design for Learning (UDL), Guided Language Acquisition Design (GLAD), and Specially Designed Academic Instruction in English (SDAIE). Additional site-based support was offered to K–5 teachers for the implementation of Next Generation Science Standards (NGSS), and professional learning opportunities were extended to physical education teachers to ensure

equitable and inclusive instruction across all learning environments. These actions were largely implemented as planned and were partially funded through Title II. Instructional leaders played a central role in coordinating and facilitating professional development across the district. To further support certificated employees in cultivating Future Ready Learning Environments, SMUSD partnered with Inflexion to guide long-term instructional transformation aligned with the Portrait of a Graduate. Additionally, the district introduced AI-related professional development and Ed Services-led trainings to help educators integrate emerging technologies and adapt to the evolving needs of 21st-century learners. This action was implemented with fidelity, though it expanded slightly beyond the original scope in response to growing interest in AI and future-ready instructional tools. In 2024-25, Metric 3.7 (Staff Panorama Survey), was not administered. As a result, this metric was discontinued for Year 1 of LCAP implementation.

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

Action 3.1: A deficit of -$33,120 has been incurred as a result of an increase in personnel costs for positions covered under this action.
Action 3.2: A remaining balance of $21,137 is reported due to lower-than-expected professional development costs.

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

The actions outlined in Goal 3 have been moderately to highly effective in advancing efforts to equip certificated staff to create and sustain Future Ready Learning Environments. Both the delivery of professional learning (Action 3.1) and systems-level capacity building (Action 3.2) were implemented consistently and demonstrated promising early results in shifting instructional mindsets and practices.
Action 3:1: This action that focused on professional development showed moderate progress. Reading proficiency, based on iReady data, improved from 62% to 73% and in math from 45% to 68%.Staff perceptions on the schools effectiveness increased from 74% to 77%, and we saw an increase in relationships building from 91% to 985%. However, there was a decline in behavior-related metrics, from 44%-37%, related to perceptions of behavioral support.
Action 3.2: Strong gains were seen in staff-student relationships, with 95% of staff agreeing it is easy to form relationships with students—meeting the target. Perceptions of student social-emotional well-being also improved significantly from 55% to 70%. However, only a modest increase was seen in staff confidence that schools are effectively educating students (from 74% to 77%), and perceptions of student behavior declined from 44% to 37%, moving further from the goal.

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

Metric 3.12 [NEW, SPRING 2025] District Essential Mathematics Indicator (DEMI) assessment has been added for grades 9-12. The three-year target is to have 50% or more students in these grades demonstrate "strong evidence" in the category of Communication.

**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** | Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to support achievement of English learners, foster youth, and low-income students. | SMUSD certificated employees will engage in professional learning sessions to ensure a comprehensive approach to teaching the whole child is provided for each student. Focus shall be placed on culturally responsive teacher training to work with English learners, Long Term English Learners (LTEL), students from low-income households, and students in foster care.<br>[Kirsten, N. A systematic research review of teachers' professional development as a policy instrument. Educational Research Review. 2020; 31 (100366)] | $1,952,651.00 | Yes |
| **3.2** | Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments. | SMUSD shall provide ongoing instructional, pedagogical and leadership training to certificated staff. | $206,844.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | All SMUSD systems are designed to support the successful development of Future Ready students, educators and learning environments. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order to ensure students are able to grow in the competencies of the Portrait of a Graduate, engage in deeper learning, and become Future Ready, all aspects of the systems must be engaged to support students. A key part of this system is the education and partnering with parents/guardians and the community to meet the academic and comprehensive wellness needs of our students. Data indicates that our vulnerable student groups - including Emerging Bilinguals (ELs), SED, and SWD - are performing below their peers. A multi-pronged approach is necessary to fully address the needs of our students - including giving parents/guardians the tools and information necessary to support and advocate for the academic growth of their students; helping parents/guardians respond to the social-emotional needs of their students, and ensuring that parents/guardians and the community are receiving all information in a timely, understandable manner in their native language.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | CREDENTIALS - % of teachers appropriately assigned and fully credentialed in the subject matter. [Priority 1] | 100% (22-23) | 97% appropriately assigned and fully credentialed | | 100% | -3% |
| 4.2 | STANDARDS ALIGNED INSTRUCTIONAL MATERIALS - % of students with access to | 100% (22-23) | 100% | | 100% | No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | instructional materials [Priority 1] | | | | | |
| 4.3 | FACILITIES - % of schools that maintain an overall "Good" or better rating on the facilities inspection report (FIT) [Priority 1] | 100% (22-23) | 100% | | 100% | No Change |
| 4.4 | LCAP Survey - % of parents that agree: "My child's school effectively communicate(s) with the parents regarding their child's progress." [Priority 3] | 74% (23-24) | 66% | | 95% or higher | -8% |
| 4.5 | LCAP Survey - % of parents (SWD) that agree: "My child's school provide(s) special education students with enough resources for parents" [Priority 7] | 54% (23-24) | 57% (24-25) | | 80% or higher | +3% |
| 4.6 | LCAP Survey - % of parents (UPP) that agree: "My child's school provide(s) enough resources for parents" | 68% (23-24) | 70% (24-25) | | 90% or higher | +2% |
| 4.7 | LCAP Survey - % of parents (EL) that agree: "My child's school provide(s) ways for me to be engaged in my child's life at school." [Priority 3] | 79% (23-24) | 81% (24-25) | | 85% or higher | +2% |
| 4.8 | LCAP Survey - % of parents (ALL) that agree: | 69% (23-24) | 76% (24-25) | | 85% or higher | +7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "My child's school provide(s) ways for me to be engaged in my child's life at school." [Priority 3] | | | | | |
| 4.9 | LCAP Survey - % of parents (SWD) that agree: "My child's school provide(s) ways for me to be engaged in my child's life at school." [Priority 3] | 61% (23-24) | 69% (24-25) | | 85% or higher | +8% |
| 4.10 | LCAP Survey - % of respondents (FY) that agree: "My child's school offers valuable workshops and training for parents" [Priority 3] | 64% (23-24) | 69% (24-25) | | 75% or higher | +5% |
| 4.11 | LCAP Survey - % of parents (ALL) that agree: "Students feel safe at school" | 77% (23-24) | 71% (24-25) | | 95% or higher | -3% |
| 4.12 | LCAP Survey - Total number of parent respondents to the annual LCAP survey. [Priority 3] | 1,449 (23-24) | 1,448 (24-25) | | 2,000 or higher | -1 participant |
| 4.13 | LCAP Survey—% of parents (UPP) that agree: "My child's school provides ways for me to be engaged in my child's life at school." [Priority 3] | 77% (23-24) | 80% (24-25) | | 85% or higher | +3% |

# Goal Analysis [2024-25]

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

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

During the implementation of this action, San Marcos Unified School District (SMUSD) remained consistent with its planned efforts to strengthen family and community engagement. The district successfully convened both the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC), which met monthly with district leadership to provide feedback and ensure alignment with district goals. In accordance with planned actions, the district also conducted its annual LCAP Survey, collecting input from 1,448 participants, including teachers, administrators, parents, guardians, and students.

Parent engagement was further supported through a range of training opportunities on topics such as positive parenting, cyber safety, substance use prevention, career planning, and family wellness. These offerings aligned with the district's objective to provide relevant and accessible resources for families. A continued area of strength was SMUSD's ability to maintain appropriate staffing levels and retain qualified personnel, contributing to the overall stability and continuity of program implementation. No substantive differences were noted between the planned and actual implementation of actions. However, ongoing efforts are necessary to sustain engagement and ensure continued responsiveness to the evolving needs of the community.

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

Action 4.1: This action has a deficit of -$28,262 incurred through increased personnel and software costs.
Action 4.2: No balance. Action encumbrances expended as stated in the plan.

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

The district has made measurable progress toward Goal 4, particularly in increasing parent engagement and perceived support among targeted student groups. Survey responses from parents of English Learners, socioeconomically disadvantaged students, and students with disabilities indicate improved access to resources and greater opportunities for involvement, suggesting that expanded outreach and communication efforts are strengthening family-school connections. Although there was a slight decrease in the percentage of fully credentialed and appropriately assigned teachers, SMUSD continues to maintain a high rate of 97%, demonstrating the district's ongoing commitment to recruiting and retaining qualified staff.
Action 4.1: Metrics related to instructional materials (M 4.2) and facilities (M 4.3) were maintained at 100%, aligning with established targets. Parent perception and engagement metrics showed varied outcomes. Some indicators—such as parent agreement among special education (M 4.5), UPP (M 4.6), EL (M 4.7), overall (M 4.8), and SWD (M 4.9) populations—reflected incremental increases ranging from 2% to 8%. However, the percentage of parents who felt schools effectively communicated about their child's progress (M 4.4) decreased by 8%.
Action 4.2: This action reflects stable implementation, with the district allocating and expending $7.5 million to support recruitment and retention efforts

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.

New Metric, 4.13. LCAP Survey—% of parents (UPP) that agree: "My child's school provides ways for me to be engaged in my child's life at school." [Priority 3]

**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** | Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, and to impact student achievement outcomes for English learners, low-income, and foster youth students. | SMUSD is committed to strengthening community relations with the district and sites through proactively engaging all members in the educational experience. | $785,588.00 | Yes |
| **4.2** | Attract and retain teachers and support staff. | In order to attract and retain highly qualified teachers and support staff to support academic success for our students, and in particular, our unduplicated students, SMUSD shall increase the salary schedule to be competitive with other districts in and around San Diego County. Through recruitment, training, and retainment of highly qualified instructional staff, SMUSD aims to provide high levels of academic achievement [Sampson, S.O., Perry, K. H., Robershaw, K. The Impact of Professional Development on Inservice Teachers' Culturally Responsive Practices and Students' Reading Achievement. Literacy Research and Instruction. 2023; 62 (3): pp. 233-259] [Kirsten, N. A systematic research review of teachers' | $7,500,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | professional development as a policy instrument. Educational Research Review. 2020; 31 (100366)] [Hattie, J. Visible Learning for Teachers: Maximizing IMpact on Learning. Routledge - Taylor, & Francis Group; 2012] | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Equity Multiplier: Ensure that Twin Oaks High School has established systems of support to meet the comprehensive wellness of each and every student, including attendance, behavior, and academics. Although TOHS no longer qualifies for Equity Multiplier funding in 2025-26 due to a decrease in students qualifying for free and/or reduced lunch, the district has determined the need to continue with this goal and to expend all remaining Equity Multiplier funds. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to address the student needs of Twin Oaks High School, which has received Equity Multiplier funds due to a non-stability rate 25% or greater, and low-income student enrollment of plus 70%. The focus of this goal is to support the overall student needs, including academic, behavioral, and sociol-emotional. Specifically, TOHS has been identified as low-performing in the areas of Math, English language arts, and suspension on the California Dashboard.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | CA DASHBOARD - Suspension Rate (ALL) % [Priority 6] | 7.7% suspended at least one day (22-23) | 7.1% suspended at least one day (23-24) | | 3% or less | Nominal reduction of suspensions by .6% |
| 5.2 | iReady - Participation Rate (ALL) | 18% End of the Year iReady (29/157 students) | 13% Participation rate (19/146 students) | | 90% of students | -5% |
| 5.3 | CAASPP - ELA - Students at Standard Not Met (Level 1) (ALL) | 78% Students at Standard Not Met (Level 1) | 65.67% students at Standard Not Met | | 25% or less at Standards Not Met (Level 1) | Reduced by 12.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.4 | CAASPP - Math - Students at Standard Not Met (Level 1) (ALL) | 90% Students at Standard Not Met (Level 1) | 98.5% students at Standard Not Met | | 25% or less at Standards Not Met (Level 1) | Increased by 8.5% |
| 5.5 | DASHBOARD College & Career Readiness Indicator (ALL) | 1.8% Prepared | 1.9% Prepared | | 40% Prepared | Nominal increase of .1% |

# Goal Analysis [2024-25]

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

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

Twin Oaks High School implemented key staffing actions by hiring both a Career Coach and a Social Worker. The Career Coach significantly impacted student outcomes by increasing field trip attendance, supporting approximately 40 additional students in completing post-secondary applications, boosting student employment, and improving both student and parent survey responses related to career development. The Social Worker effectively doubled the number of service touch points with families, expanded access to community resources, increased food deliveries, and enhanced the availability of mental health services. Additionally, Twin Oaks High School provided transportation to students who lacked access, ensuring greater equity in participation across district programs. These actions were implemented as planned, with no substantive deviations, and yielded multiple successes in student support and engagement.

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.

Action 5.1: The deficit of -$1,584 has been incurred as a result of increased personnel costs.
Action 5.2: This action has a zero balance. All items for this action have been expended as stated in the plan. For the 2025-26 school year, the cost of the counselor will be split between several site funds, including Title I, LCAP, and the school's unrestricted resource.
Action 5.3: This action has a deficit of -$122,127, incurred as a result of increased transportation costs. The total cost of this item ahs been move to the LEA's LCAP funds at $268,924

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

Progress toward Goal 5 has been mixed, with some areas showing improvement and others indicating the need for strengthened strategies. The district saw a slight reduction in suspension rates, from 7.7% in 2022–23 to 7.1% in 2023–24. While this represents a nominal improvement of 0.6%, continued efforts are needed to meet the Year 3 target of 3% or less. Participation in the iReady program declined from 18% to 13%, a drop of 5%. This year, Metric 5.2 will be adjusted to reflect the district’s change from iReady Diagnostic to STAR for all secondary schools. In English Language Arts, the percentage of students scoring at Level 1 on the CAASPP decreased from 78% to 65.67%, an improvement of 12.3%. This indicates some positive impact from instructional supports in literacy. However, in Math, the

percentage of students at Level 1 increased from 90% to 98.5%. Finally, College and Career Readiness indicators showed only a slight increase from 1.8% to 1.9% of students identified as prepared, below the Year 3 goal of 40%.
Action 5.1. This action has been moderately effective, as evidenced by a slight reduction in suspension rates from 7.7% to 7.1%, though the rate remains well above the 3% target.
Action 5.2. This action has shown minimal effectiveness, with College and Career Readiness indicators increasing only slightly from 1.8% to 1.9%, remaining far below the 40% Year 3 goal.
Action 5.3. This action has mixed results. While ELA performance improved (Level 1 CAASPP scores dropped by 12.3%), math outcomes declined, with Level 1 scores increasing from 90% to 98.5%.

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

Action 5.3 has been reclassified as a Contributing Action, as it now utilizes LCAP Supplemental funds to support transportation for Twin Oaks High School (TOHS) students to and from school. This "Contributing" designation has been assigned because the action directly supports low-income students by providing transportation access, which is intended to positively impact chronic absenteeism.

Metric 5.2: Change from iReady Diagnostic to STAR Reading for the 2025-26 school year. (NEED ACCESS FOR BASELINE) - S. Wavra)

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Provide a safe, inclusive and responsive environment for all students at Twin Oaks High School | Twin Oaks High School shall align site behavior and discipline policies to the district, implement practices and interventions based in adolescent development, and provide services to support all students.<br>[2023 - TOHS (ALL); (EL); (HIS); (HOM); (SED); and (SWD)] | $147,565.00 | No |
| **5.2** | Increase access to postsecondary opportunities, including industries, careers, and financial aid. | Twin Oaks High School will provide services and personnel to increase student access and engagement in postsecondary opportunities, including careers, financial aid and college<br>[TOHS (Low Income) | $49,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **5.3** | Provide professional learning that is socially, culturally, and behaviorally responsive. | Twin Oaks High School shall provide professional learning to all staff grounded in adolescent research to increase student success in English and Math. To support student attendance and reduce chronic absenteeism, transportation will be provided to and from school. | $268,924.00 | Yes |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $16,710,349 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.004% | 0.000% | $0.00 | 8.004% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Implement a socially, culturally and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. (LREBG) (District Assistance)<br><br>**Need:** | The District aims on implementing a tiered system of supports and supplemental curriculum and materials to address gaps in core content areas. In particular, supports for unduplicated students one or more grade levels below in math and or ELA. The implementation of these interventions shall support unduplicated students by providing individualized and small group instruction and supplemental materials, based upon diagnostic results and district designated cut-points from state and local assessments.This action is | M 1.1, M 1.2, M 1.3, M 1.4 |

| 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 |
|---|---|---|---|
| | English learners and students from low-income homes scored in the second lowest performance area on the CA Dashboard in ELA and mathematics. Additionally, on the CAASPP assessment in ELA, only 11% met or exceed standard. On the math CAASPP assessment, only 10% met or exceeded standard.<br><br>**Scope:**<br>LEA-wide | provided LEA wide, as it will benefit all students, as well as those identified as unduplicated. Regarding unduplicated student groups, EL and SED students performed at level 2 on the CA Dashboard in English language arts and mathematics. | |
| **1.2** | **Action:**<br>Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress.<br><br>**Need:**<br>EB, SED, SWD and FY historically score very low or low in the areas of ELA and Math. Additionally these subgroups are chronically absent, score very low in the English Learner Progress Indicator, and are suspended more often than other subgroups. Moreover, on the CA Dashboard for ELA, English learners were 51 points below standard, while SED students scored 41% proficient.<br><br>**Scope:**<br>LEA-wide | This action creates an early warning system for academics and behaviors. This Multi-Tiered System of Support allows for identification of individual and student group need. Each site has a population of these student groups and the action will be implement at all sites. This action supports unduplicated students through the development of multiple measures to identify students that are in need of intervention, differentiation, and/or additional supplemental materials. It is being provided LEA-wide to support UPP students in ELA, Math, and College and Career Indicator in which these groups scored in the 2 and 3 levels on the dashboard. | M 1.5., M 1.6., M 1.7., & M 1.8. |

| 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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.(District Assistance)<br><br>**Need:**<br>The California Dashboard College and Career Indicator English Learners were rated as low, while students from socioeconomically disadvantaged backgrounds rated at the medium level. Additionally, on the CAASPP assessment, only 11% of EL students were proficient or above on the ELA assessment, and 10% in Math. Socioeconomically disadvantaged students scored higher, but still lower than all students at 11% for ELA and 29% for Math.<br><br>**Scope:**<br>LEA-wide | SMUSD intends to support EL, SED, and FY students through range of relevant experiences that engage them in deeper learning, which in turn will support academic growth in reading and mathematics. Supports such as AVID in our secondary schools, dual language acquisition support, support for Advance Placement for these students, and training for staff on these initiatives. By providing a range of relevant and project based learning experiences, SMUSD is supporting research on how humans learn. Specifically, school and classroom environments must be learner centered, in which skills, knowledge, and attitude must be addressed and focused on by the teacher to ensure a broader understanding of the instructional targets (How People Learn, 2018). This action is addressed district wide, as this address UPP student groups needs in ELA and math, as well as supports all students. | M1.3, M1.4, M1.6, M1.7, M1.13, & M1.14 |
| **1.6** | **Action:**<br>Implement an English Language Arts program to meet the needs of all SWD and EB students.<br><br>**Need:**<br>On the California Dashboard, English learners were 59 points below standard in the area of English Language Arts. On the CAASPP ELA assessment,11% of English learners met or exceeded proficiency.<br><br>**Scope:** | This action is met to address the needs of English learners, and English learners with disabilities, by providing a wide-range of instructional supplemental curriculum to support differentiation, and access to state standards. Training on these supplies will also be provided to support teacher implementation and student achievement. English learners, and English learners with disabilities, shall be supported by this action through the procurement of supplemental materials to support access to ELA standards and instruction. These materials and training will not supplant the core program, but rather differentiate based upon | M1.3, M1.20 |

| 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 | student needs. As such, this benefits all students and will be implemented LEA-wide. | |
| **1.7** | **Action:**<br>Implement a Mathematics program to meet the needs of all SWD and EB students.<br><br>**Need:**<br>On the California Dashboard, English learners were 76 points below standard in math. On the CAASPP Math, 29% of English learners met or exceeded proficiency<br><br>**Scope:**<br>LEA-wide | English learners, and English learners with disabilities, shall be<br>supported by this action through the procurement of supplemental instructional materials, supplies, and curriculum. The purpose of this action is to support achievement through differentiation of content and instructional practices in mathematics. This action is being implemented LEA-wide, as it benefits all students. This need is evident by the fact that ALL students scored only in the 3 performance levels on the Dashboard in Math. | M1.4 & M1.21 |
| **1.8** | **Action:**<br>Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. (LREBG)<br><br>**Need:**<br>District wide, English learner and low-income students scored in the second lowest performance indicator on the CA Dashboard for English Language arts and mathematics. Additionally, English learner students also scored in the second lowest proficiency level on the Dashboard for College and Career Indicators.<br><br>**Scope:**<br>Schoolwide | Additional instructional staff shall provide in class small group and individualized instruction. This is particularly needed for sites with high percentages of unduplicated students, where differentiation and intervention are needed to address the areas of math and English language arts. This action is being provided, schoolwide, at the following campuses: Joli Ann Leichtag Elementary, La Mirada Academy, Knob Hill Elementary, San Marcos Elementary, San Marcos Middle School and Twin Oaks Elementary School. This action is needed in order to support unduplicated students, as all have scored in the bottom two performance levels in ELA and math, as indicated by the CA Dashboard. | M 1.20., M 1.21., M 1.22., M 1.23. |
| **1.9** | **Action:** | This action addresses the needs of English learners, explicitly long-term English Learners | M1.30, M1.31, M1.31 |

| 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 |
|---|---|---|---|
| | Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication.<br><br>**Need:**<br>On the California Dashboard, LTELs were 106.3 points below standard in ELA and 157 below standard in mathematics. As a results, SMUSD has been identified for District Assistance (DA).<br><br>**Scope:**<br>LEA-wide | (LTEL), through targeting the language and academic barriers that often hinder their progress toward reclassification and long-term academic success. Personalized LTEL plans ensure that students receive tailored instructional supports based on their individual language development profiles and academic needs, while family engagement efforts empower parents to support their child's learning through accessible, multilingual communication and workshops. | |
| **2.1** | **Action:**<br>Enact supports to increase attendance at the district, site, and student group levels.<br><br>**Need:**<br>The following sites/student groups scored in the lowest performance level (red) on the CA Dashboard for chronic absenteeism: [DO(AA); DIS (EL); LMA (WH); PAL (EL); SEES (SED), (EL); SEMS (SED)]<br><br>**Scope:**<br>LEA-wide | Identifies and addresses chronic absenteeism, which is a LEA wide concern. Regular small group and 1:1 meetings will be held with the District FY/MV Liaison to improve attendance, and home visits will also be conducted to support UPP student attendance. Also, professional development will be provided to site personnel to support student school, cultural, and gender identity needs. This action will focus on providing support to unduplicated students coordinated by the Foster Youth / MV Liaison, and supported by site personnel. Interventions shall be LEA-wide, as attendance and behavior are areas in the lowest two performance areas in five schools for UPP students, as well as District-wide for attendance. | M 2.1., M 2.2., M 2.3., M 2.4., M 2.5., M 2.6., M 2.7. |
| **2.2** | **Action:**<br>Implement a continuum of services that supports the comprehensive wellness of all staff, students and community<br><br>**Need:** | This action provides comprehensive wellness support through personnel, programs and community outreach, including additional social emotional staff, LEA-wide The need is indicated across all elementary and secondary sites. In order to implement a continuum of services for | M 2.9, M 2.10, M. 2.11., M 2.12., M 2.22., M 2.23. |

| 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 |
|---|---|---|---|
| | Based on local assessment and survey data, a large portion of students do not feel connected or feel a sense of belonging. All sites have had an increase in mental health referrals. Marginalized students make up the majority of this student population.<br><br>**Scope:**<br>LEA-wide | UPP students, it is imperative that high quality staff be employed that can directly impact and work with these students. | |
| **2.3** | **Action:**<br>Provide a safe, inclusive, and responsive environment for all students, students in unduplicated student groups, as well as those who identify as members of the LGBTQIA community. (District Assistance)<br><br>**Need:**<br>There is a disproportionate representation of marginalized students receiving discipline referrals, suspensions and expulsion. Currently, implementation of discipline policies varies by site.<br><br>**Scope:**<br>LEA-wide | This action provides a uniformed discipline approach supported by age appropriate and culturally responsive interventions. Assistant Principals provide regular behavior assemblies, conduct restorative practices, and meet regularly with parents and teachers to plan systems of support and intervention needed to address areas of concern for our UPP students. The California Dashboard indicates that Foster Youth for the District,English Learners at all SMUSD High Schools, as well as socio-economically disadvantaged students at one high school and elementary performed in the lowest rating level. Due to these factors, this action will be implemented LEA-wide. | M 2.14, M 2.15 |
| **2.4** | **Action:**<br>Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students.<br><br>**Need:**<br>On the CA Dashboard the following groups scored very low in suspensions: DO- FY; LMA- | Implementation of these practices will develop proactive and preventative structures and systems to decrease suspension rates. The California Dashboard indicates a LEA-wide need to address suspension for UPP student groups.Through survey and student equity interviews, SMUSD is better able to address the unique needs and concerns of our UPP students. This includes | M 2.16., M 2.17, M 2.18, M 2.19, M 2.20, M 2.21 |

| 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 |
|---|---|---|---|
| | all student groups including Hispanic, Homeless, SED and SWD; MHHS- EB; SMHS- AA, EB, and Homeless; TOHS- All including EB, Hispanic and SED<br><br>**Scope:**<br>LEA-wide | providing conflict resolution training, conducting before and after school interventions, and ensuring safety and engagement on our campuses. | |
| **3.1** | **Action:**<br>Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to support achievement of English learners, foster youth, and low-income students.<br><br>**Need:**<br>Academic differatition, embedded social-emotional learning and trauma informed practices during lessons and throughout the instructional day have been identified by certificated staff as an area of growth. In particular, English learners, Long Term English Learners (LTEL), students from low-income households, and students in foster care, have performed lower on statewide and local assessments. This goal is designed to provide culturally responsive trainings to impact UPP students District-wide.<br><br>**Scope:**<br>LEA-wide | Professional development in each of the areas provides certificated staff with instructional strategies to meet the varying needs of learners. This action will focus on culturally responsive professional development, professional learning communities, trauma informed care, and targeted support for teaching Emergent Bilingual students.This action is designed to support UPP students LEA-wide, and in particular, secondary students, where EL students are scoring at the performance level one in ELA on the Dashboard at MHHS, and ALL students at TOHS. Moreover, SMHS and WPMS scored in the level 1 performance area in Math on the Dashboard. | M 3.1., M 3.2., M 3.3., M 3.4., M 3.5., M 3.6. |
| **3.2** | **Action:** | Professional development in uniformed practices ensures equitable instruction and leadership | M 3.7, M 3.8, M 3.10, M 3.11 |

| 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 |
|---|---|---|---|
| | Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments.<br><br>**Need:**<br>Unformed and consistent instructional and leaders practices across sites has been identified as a need. Systems and structural alignment to Portrait of a Graduate is a need.<br><br>**Scope:**<br>LEA-wide | across the district. Purpose of training is focused on marginalized and UPP students as we execute the promise that each and every student will leave high school with a postsecondary plan aligned to their strengths and interests. Currently instruction, pedagogy and leadership styles are effective for non-marginalized and non UPP students therefore practices and training is intentionally focused on shifting practices to effect change for UPP students, and therefore will be offered LEA-wide. | |
| **4.1** | **Action:**<br>Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, and to impact student achievement outcomes for English learners, low-income, and foster youth students.<br><br>**Need:**<br>Community and parent survey indicate a necessity to improve engagement and communication.<br><br>**Scope:**<br>LEA-wide | This action provides the necessary resources to increase and support parent engagement. All sites have been identified as an area of need. Supports include parent training resources, contracts with outside groups to conduct analysis of educational partner feedback, and support for homeless youth. This goal is being implemented LEA-wide, as parent and community outreach and support explicitly targets UPP students and their families and guardians, and are needed based upon LCAP survey results. | M 4.2., M 4.3, M 4.4., M 4.5., M 4.6., M 4.7., M 4.8., M 4.9. |
| **4.2** | **Action:**<br>Attract and retain teachers and support staff.<br><br>**Need:**<br>Educational partner feedback has consistently indicated the need for high quality teachers, | High quality instruction with professional educators is one of the most significant factors on student academic success. Retaining employees benefits students in the development of student/teacher relationships, and supports continuity of instruction. This action will include recruitment | M 4.1. |

| 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 |
|---|---|---|---|
| | and retaining staff. Survey data has also indicated the need for establishing and maintaining positive student/teacher relationships and connections.<br><br>**Scope:**<br>LEA-wide | effort, training, and retaining efforts to support high quality teachers in the district. It is being offered LEA-wide to ensure continuity and consistency in staffing throughout all SMUSD schools. | |
| **5.3** | **Action:**<br>Provide professional learning that is socially, culturally, and behaviorally responsive.<br><br>**Need:**<br>To ensure student attendance and minimize chronic absenteeism.<br><br>**Scope:**<br>Schoolwide | Twin Oaks High School shall provide professional learning to all staff grounded in adolescent research to increase student success in English and Math. To support student attendance and reduce chronic absenteeism, transportation will be provided to and from school. | M 5.1, M 5.5 |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.5** | **Action:**<br>Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students. | Research-based programs and instructional practices aligned to language development will ensure EB populations are actively and effectively developing the English language in addition to other content knowledge. Additionally, implementing master schedules that afford EB | M 1.18, M 1.19 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>DPS and TOHS- EB students score very low in ELPI while KH, PAL, TOES and WPMS EB population score low on the ELPI<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | students access to the appropriate coursework and a board range of study while developing the English language. | |

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 |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $208,781,827 | 16,710,349 | 8.004% | 0.000% | 8.004% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $19,950,939.00 | $2,614,982.00 | $477,364.00 | $3,939,059.00 | $26,982,344.00 | $22,848,748.00 | $4,133,596.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Implement a socially, culturally and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. (LREBG) (District Assistance) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $3,404,075.00 | $867,592.00 | $1,680,703.00 | $2,443,417.00 | $104,163.00 | $43,384.00 | $4,271,667.00 | |
| 1 | 1.2 | Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress. | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $77,347.00 | $66,000.00 | $95,347.00 | | | $48,000.00 | $143,347.00 | |
| 1 | 1.3 | Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.(District Assistance) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $622,155.00 | $426,155.00 | $867,310.00 | | | $181,000.00 | $1,048,310.00 | |
| 1 | 1.4 | Exposing students to authentic learning aligned to careers in the community and work-based learning opportunities to identify their strengths. | All | No | | | All Schools | 2024-2027 | $0.00 | $119,000.00 | | | $83,000.00 | $36,000.00 | $119,000.00 | |
| 1 | 1.5 | Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term | English Learners | Yes | Limited to Unduplicated Student Group( | English Learners | Specific Schools: Double Peak School, Twin | 2024-2027 | $281,478.00 | $116,692.00 | $259,787.00 | | | $138,383.00 | $398,170.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English Learners (LTEL) and Newcomer students. | | | s) | | Oaks High, Knob Hill Elementary, Paloma Elementary, Twin Oaks Elementary, Woodland Park Middle | | | | | | | | | |
| **1** | **1.6** | Implement an English Language Arts program to meet the needs of all SWD and EB students. | English Learners | Yes | LEA-wide | English Learners | All Schools | 2024-2027 | $21,691.00 | $25,192.00 | $2,000.00 | | | $44,883.00 | $46,883.00 | |
| **1** | **1.7** | Implement a Mathematics program to meet the needs of all SWD and EB students. | English Learners | Yes | LEA-wide | English Learners | All Schools | 2024-2027 | $21,692.00 | $23,692.00 | $2,000.00 | | | $43,384.00 | $45,384.00 | |
| **1** | **1.8** | Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. (LREBG) | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Joli Ann Leichtag, La Mirada Academy, Knob Hill Elementary, San Marcos Elementary, San Marcos Middle School, Twin Oaks Elementary, and Woodland Park Middle School | 2024-2027 | $2,732,820.00 | $1,253,318.00 | $1,127,827.00 | | $290,201.00 | $2,568,110.00 | $3,986,138.00 | |
| **1** | **1.9** | Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication. | English Learners | Yes | LEA-wide | English Learners | All Schools | | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| **2** | **2.1** | Enact supports to increase attendance at | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2024-2027 | $179,204.00 | $141,378.00 | $181,204.00 | $7,000.00 | | $132,378.00 | $320,582.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | the district, site, and student group levels. | Low Income | | | Low Income | | | | | | | | | | |
| **2** | **2.2** | Implement a continuum of services that supports the comprehensive wellness of all staff, students and community | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $2,359,935.00 | $200,760.00 | $2,560,695.00 | | | | $2,560,695.00 | |
| **2** | **2.3** | Provide a safe, inclusive, and responsive environment for all students, students in unduplicated student groups, as well as those who identify as members of the LGBTQIA community. (District Assistance) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024 - 2027 | $3,024,997.00 | $52,269.00 | $3,008,728.00 | | | $68,538.00 | $3,077,266.00 | |
| **2** | **2.4** | Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $52,330.00 | $500.00 | | | $51,830.00 | $52,330.00 | |
| **3** | **3.1** | Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to support achievement of English learners, foster youth, and low-income students. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $1,936,382.00 | $16,269.00 | $1,920,113.00 | | | $32,538.00 | $1,952,651.00 | |
| **3** | **3.2** | Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $75,922.00 | $130,922.00 | $55,000.00 | | | $151,844.00 | $206,844.00 | |
| **4** | **4.1** | Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, and to impact student achievement outcomes for English learners, low-income, and foster youth students. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $463,485.00 | $322,103.00 | $418,801.00 | | | $366,787.00 | $785,588.00 | |
| **4** | **4.2** | Attract and retain teachers and support staff. | English Learners<br>Foster Youth | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | | $7,500,000.00 | $0.00 | $7,500,000.00 | | | | $7,500,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| **5** | **5.1** | Provide a safe, inclusive and responsive environment for all students at Twin Oaks High School | All | No | | | Specific Schools: Twin Oaks High School 9-12 | 2024-2027 | $147,565.00 | $0.00 | | $147,565.00 | | | $147,565.00 | |
| **5** | **5.2** | Increase access to postsecondary opportunities, including industries, careers, and financial aid. | All | No | | | Specific Schools: Twin Oaks High School 9-12 | 2024-2027 | $0.00 | $49,000.00 | $0.00 | $17,000.00 | | $32,000.00 | $49,000.00 | |
| **5** | **5.3** | Provide professional learning that is socially, culturally, and behaviorally responsive. | Low Income | Yes | School wide | Low Income | All Schools Specific Schools: Twin Oaks High School 9-12 | 2024-2027 | $0.00 | $268,924.00 | $268,924.00 | | | | $268,924.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $208,781,827 | 16,710,349 | 8.004% | 0.000% | 8.004% | $19,950,939.00 | 0.000% | 9.556 % | **Total:** | $19,950,939.00 |
| | | | | | | | | **LEA-wide Total:** | $18,294,401.00 |
| | | | | | | | | **Limited Total:** | $259,787.00 |
| | | | | | | | | **Schoolwide Total:** | $1,396,751.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Implement a socially, culturally and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. (LREBG) (District Assistance) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,680,703.00 | |
| 1 | 1.2 | Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $95,347.00 | |
| 1 | 1.3 | Offer a range of relevant experiences that engage students in deeper learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $867,310.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | that informs their future choices.(District Assistance) | | | | | | |
| 1 | 1.5 | Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students. | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Double Peak School, Twin Oaks High, Knob Hill Elementary, Paloma Elementary, Twin Oaks Elementary, Woodland Park Middle | $259,787.00 | |
| 1 | 1.6 | Implement an English Language Arts program to meet the needs of all SWD and EB students. | Yes | LEA-wide | English Learners | All Schools | $2,000.00 | |
| 1 | 1.7 | Implement a Mathematics program to meet the needs of all SWD and EB students. | Yes | LEA-wide | English Learners | All Schools | $2,000.00 | |
| 1 | 1.8 | Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. (LREBG) | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Joli Ann Leichtag, La Mirada Academy, Knob Hill Elementary, San Marcos Elementary, San Marcos Middle School, Twin Oaks Elementary, and Woodland Park Middle School | $1,127,827.00 | |
| 1 | 1.9 | Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication. | Yes | LEA-wide | English Learners | All Schools | $2,000.00 | |
| 2 | 2.1 | Enact supports to increase attendance at the district, site, and student group levels. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $181,204.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.2 | Implement a continuum of services that supports the comprehensive wellness of all staff, students and community | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,560,695.00 | |
| 2 | 2.3 | Provide a safe, inclusive, and responsive environment for all students, students in unduplicated student groups, as well as those who identify as members of the LGBTQIA community. (District Assistance) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,008,728.00 | |
| 2 | 2.4 | Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $500.00 | |
| 3 | 3.1 | Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to support achievement of English learners, foster youth, and low-income students. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,920,113.00 | |
| 3 | 3.2 | Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $55,000.00 | |
| 4 | 4.1 | Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $418,801.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | and to impact student achievement outcomes for English learners, low-income, and foster youth students. | | | | | | |
| **4** | **4.2** | Attract and retain teachers and support staff. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $7,500,000.00 | |
| **5** | **5.3** | Provide professional learning that is socially, culturally, and behaviorally responsive. | Yes | Schoolwide | Low Income | All Schools<br>Specific Schools: Twin Oaks High School<br>9-12 | $268,924.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $25,865,251.00 | $26,155,808.00 |

| 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** | Implement a socially, culturally, and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. | Yes | $4,312,655.00 | $4,406,868.00 |
| **1** | **1.2** | Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress. | Yes | $152,492.00 | $123,448.00 |
| **1** | **1.3** | Offer a range of relevant experiences that engage students in deeper learning that informs their future choices. | Yes | $1,375,736.00 | $1,033,760.00 |
| **1** | **1.4** | Exposing students to authentic learning aligned to careers in the community and work-based learning opportunities to identify their strengths. | No | $119,000.00 | $292,248.00 |
| **1** | **1.5** | Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students. | Yes | $342,021.00 | $260,160.00 |
| **1** | **1.6** | Implement an English Language Arts program to meet the needs of all SWD and EB students. | Yes | $36,000.00 | $37,472.00 |

| 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 | 1.7 | Implement a Mathematics program to meet the needs of all SWD and EB students. | Yes | $34,500.00 | $36,749.00 |
| 1 | 1.8 | Provide intervention and support for sites with at risk socio-economically disadvantaged, English learners and Foster Youth. | Yes | $3,401,941.00 | $3,612,636.00 |
| 2 | 2.1 | Enact supports to increase attendance at the district, site and student group level. | Yes | $311,661.00 | $318,768.00 |
| 2 | 2.2 | Implement a continuum of services that supports the comprehensive wellness of all staff, student and community | Yes | $2,234,210.00 | $2,287,651.00 |
| 2 | 2.3 | Provide a safe, inclusive and responsive environment for all students, students in unduplicated student groups, as well as those who identify as members of the LGBTQIA community. | Yes | $2,934,176.00 | $2,971,967.00 |
| 2 | 2.4 | Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. | Yes | $52,330.00 | $51,830.00 |
| 3 | 3.1 | Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to support achievement of English learners, foster youth, and low-income students. | Yes | $1,863,657.00 | $1,896,777.00 |
| 3 | 3.2 | Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments. | Yes | $203,000.00 | $181,629.00 |
| 4 | 4.1 | Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, and to impact student achievement | Yes | $636,151.00 | $664,413.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | outcomes for English learners, low-income, and foster youth students. | | | |
| **4** | **4.2** | Attract and retain teachers and support staff. | Yes | $7,500,000.00 | $7,500,000.00 |
| **5** | **5.1** | Provide a safe, inclusive and responsive environment for all students at Twin Oaks High School | No | $138,924.00 | $140,508.00 |
| **5** | **5.2** | Increase access to postsecondary opportunities including industries, careers, and financial aid. | No | $70,000.00 | $70,000.00 |
| **5** | **5.3** | Provide professional learning that is socially, culturally and behaviorally responsive. | No | $146,797.00 | $268,924.00 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 16,737,231 | $19,016,569.00 | $19,183,200.00 | ($166,631.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Implement a socially, culturally, and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. | Yes | $1,533,990 | $1,700,779 | | |
| 1 | 1.2 | Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress. | Yes | $104,492 | $92,368 | | |
| 1 | 1.3 | Offer a range of relevant experiences that engage students in deeper learning that informs their future choices. | Yes | $1,052,736 | $849,151 | | |
| 1 | 1.5 | Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students. | Yes | $240,021 | $254,991 | | |
| 1 | 1.6 | Implement an English Language Arts program to | Yes | $3,000 | $0.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| | | meet the needs of all SWD and EB students. | | | | | |
| 1 | 1.7 | Implement a Mathematics program to meet the needs of all SWD and EB students. | Yes | $3,000 | $0.00 | | |
| 1 | 1.8 | Provide intervention and support for sites with at risk socio-economically disadvantaged, English learners and Foster Youth. | Yes | $1,127,273 | $1,024,934 | | |
| 2 | 2.1 | Enact supports to increase attendance at the district, site and student group level. | Yes | $170,661 | $172,190 | | |
| 2 | 2.2 | Implement a continuum of services that supports the comprehensive wellness of all staff, student and community | Yes | $2,234,210 | $2,287,651 | | |
| 2 | 2.3 | Provide a safe, inclusive and responsive environment for all students, students in unduplicated student groups, as well as those who identify as members of the LGBTQIA community. | Yes | $2,866,676 | $2,936,824 | | |
| 2 | 2.4 | Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. | Yes | $500 | $0.00 | | |
| 3 | 3.1 | Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to support achievement of English learners, foster youth, and low-income students. | Yes | $1,832,157 | $1,874,945 | | |
| 3 | 3.2 | Implement practices to ensure certificated employees are | Yes | $55,000 | $68,000 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | capable of creating Future Ready Learning Environments. | | | | | |
| **4** | **4.1** | Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, and to impact student achievement outcomes for English learners, low-income, and foster youth students. | Yes | $292,853 | $421,367 | | |
| **4** | **4.2** | Attract and retain teachers and support staff. | Yes | $7,500,000 | $7,500,000 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 208,166,125 | 16,737,231 | 0.00 | 8.040% | $19,183,200.00 | 0.000% | 9.215% | $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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

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).

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