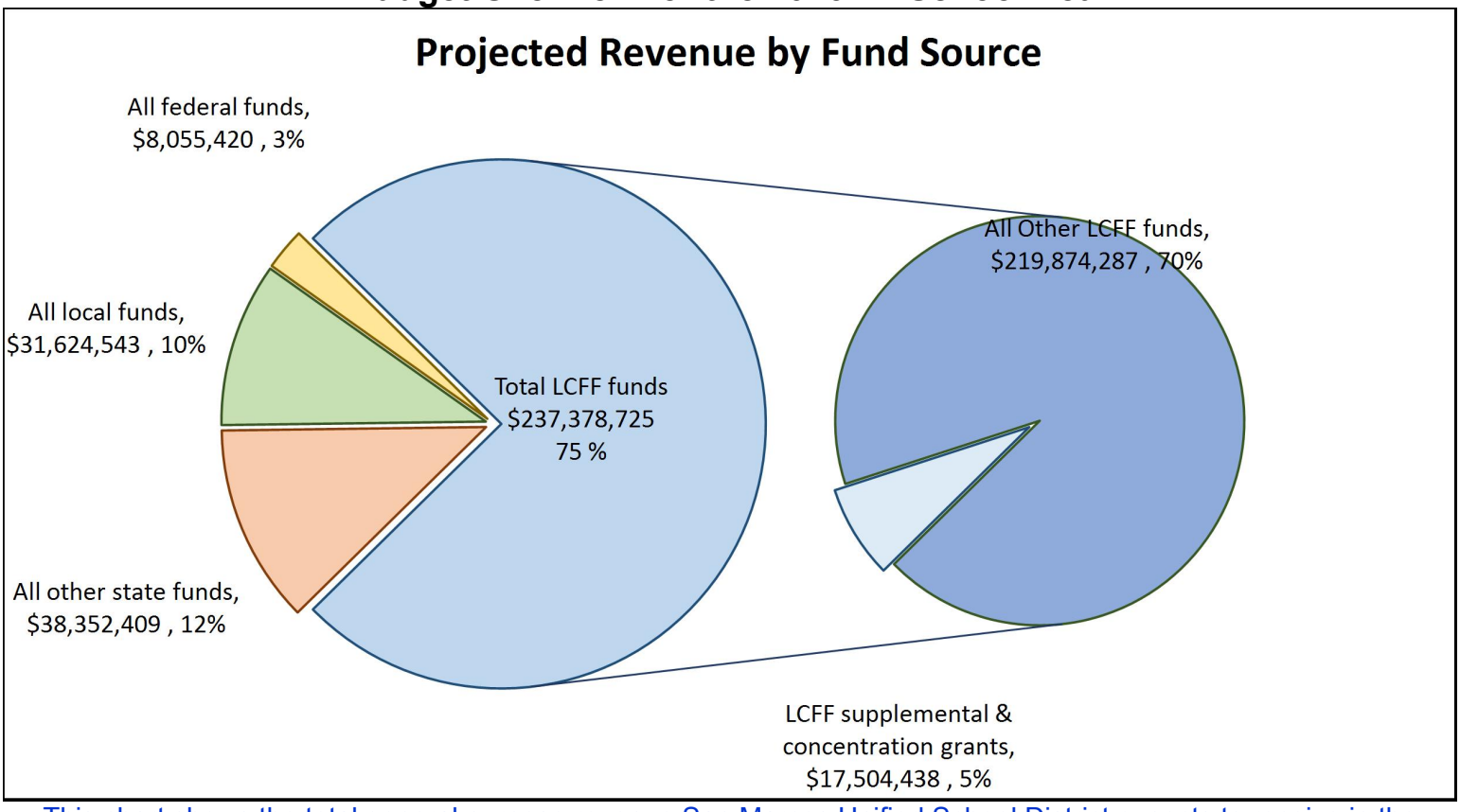
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Marcos Unified School District
CDS Code: 37 73791 0000000
School Year: 2026-27
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 2026-27 School Year

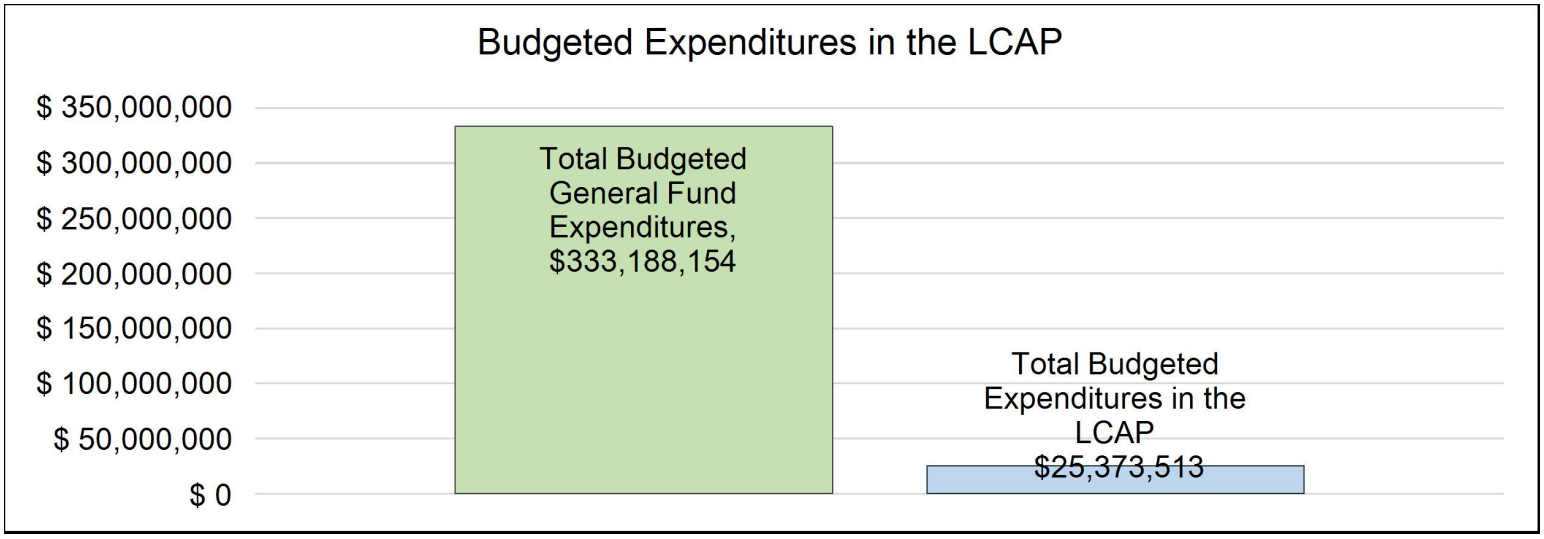


This chart shows the total general purpose revenue San Marcos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Marcos Unified School District is $315,411,097, of which $237,378,725.00 is Local Control Funding Formula (LCFF), $38,352,409.00 is other state funds, $31,624,543.00 is local funds, and $8,055,420.00 is federal funds. Of the $237,378,725.00 in LCFF Funds, $17,504,438.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Marcos Unified School District plans to spend $333,188,154.00 for the 2026-27 school year. Of that amount, $25,373,513.00 is tied to actions/services in the LCAP and $307,814,641 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

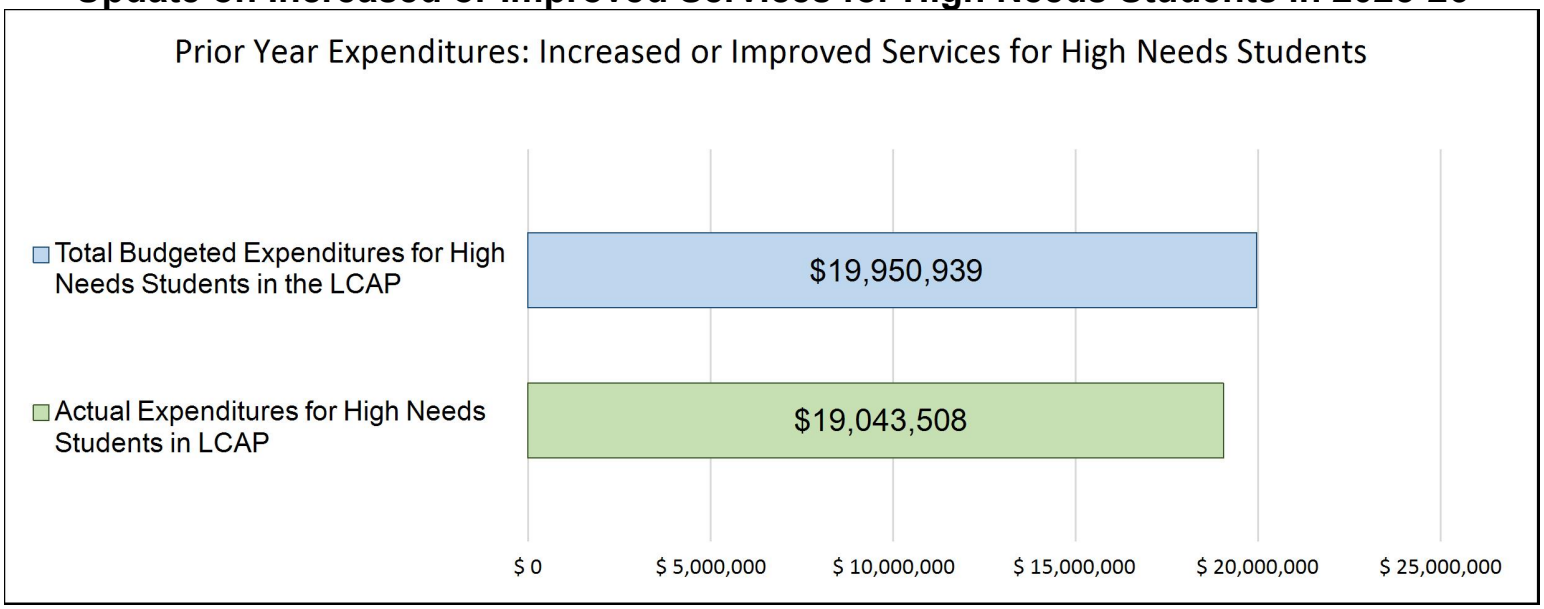
Base Program and Special Education Program Expenditures are not included in the LCAP.

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

In 2026-27, San Marcos Unified School District is projecting it will receive $17,504,438.00 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 $19,526,991.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2025-26, San Marcos Unified School District's LCAP budgeted $19,950,939.00 for planned actions to increase or improve services for high needs students. San Marcos Unified School District actually spent $19,043,508.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $907,431 had the following impact on San Marcos Unified School District's ability to increase or improve services for high needs students:

Of the total expenditure shortfall in LCAP $430,928 resulted from planned expenditures being funded through alternative sources.

The remaining $476,503 shortfall was primarily due to cancelled services, lower than budgeted software costs, underspending in site LCAP allocations, and savings associated with a vacant position. These expenditure savings did not materially impact the implementation of the goals, actions, or services outlined in the plan, and the intended supports and outcomes for students remained in place.

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 Director of Special Programs	spencer.wavra@smusd.org 760-752-1271

Plan Summary [2026-27]

General Information

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

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. Specialty programs include 1 dual-language immersion elementary school, 1 middle school with a dual immersion strand, and 2 community schools.

Approximately 18,830 students are enrolled, reflecting significant demographic diversity. The approximate ethnic composition of the student body is 47% Hispanic, 36% White, 9% two or more races, 6% Asian, 2% Filipino, 1% African American, less than 1% Pacific Islander and American Indian. About 9% of students are classified as English Learners (Emergent Bilinguals), 20% as students with disabilities (SWD), 0.2% as foster youth, and 3% as homeless youth. Roughly 40% of students come from socioeconomically disadvantaged households.

For the 2026-27 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 secondary mathematics, advancement of NGSS-aligned science instruction, and improved outcomes for Emerging Bilingual students. These areas reflect identified needs based on state and local district assessment data, as well as the California Dashboard. 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 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, including concerted efforts to promote the Children and Youth Behavioral Health Initiative (CYBHI) .

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. By emphasizing research-based classroom and school site conditions to ensure academic, behavioral, and social emotional health of all students, SMUSD continues to foster these attributes and prepare students for success in an evolving global society.

San Marcos Unified School District reported notable academic gains in 2025, with ELA proficiency rising to 57% and Mathematics to 47%. The district saw improved outcomes for English Learners, including higher reclassification rates and better progress for Long-term English Learners. Performance in Career Technical Education (CTE) and college readiness also increased. Additionally, the district maintained standard-aligned instructional materials and high facility ratings, while staff reported a better outlook on student social-emotional support.

However, several performance gaps and systemic challenges remain. The district's graduation rate fell from level 5 to level 3, and suspension rates for African American students increased significantly. Achievement levels for Homeless and Socioeconomically Disadvantaged students declined in core subjects, and Foster Youth saw a drop in Mathematics performance. Furthermore, student surveys indicated lower levels of school connectedness at the elementary level, and the district noted a decrease in parent engagement and LCAP survey participation.

This year, Goal 5 of the LCAP will be discontinued. The goal stated: "Equity Multiplier: Ensure that Twin Oaks High School has established systems of support to meet the comprehensive wellness needs of each and every student, including attendance, behavior, and academics." Although Twin Oaks High School no longer qualified for Equity Multiplier funding in 2025–26, the district continued implementation of the goal in order to expend the remaining Equity Multiplier funds. Goal 5 is being discontinued because Twin Oaks High School is no longer eligible for Equity Multiplier funding and all remaining Equity Multiplier funds have now been fully expended. Although these Equity Multiplier has been exhausted, and this goal discontinued, services and supports shall still be provided to TOHS through other funds listed in the LCAP.

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.

SUCCESSES:
Based on a review of the 2025 California School Dashboard and local performance data, San Marcos Unified School District identified several areas of progress, as well as ongoing challenges related to academic achievement, student engagement, school climate, and communication systems.
The district demonstrated positive growth across several academic indicators. Districtwide CAASPP performance improved in both English Language Arts and Mathematics, with ELA increasing from 47% to 57% proficient and Mathematics increasing from 35% to 47% proficient. The Early Assessment Program also reflected notable gains, particularly in ELA readiness. College and career readiness measures continued to improve, including increases in Career Technical Education pathway completion rates, College/Career Indicator performance levels, and the percentage of students meeting both A-G requirements and completing a CTE pathway. English Learner Progress improved from Dashboard performance level 2 to level 3, while Long-term English Learners improved from level 3 to level 4. English Learner reclassification rates also increased from 15% to 19%.
Several student groups demonstrated improvement across state indicators. In English Language Arts, English Learners and Foster Youth improved from performance level 2 to level 3, while Asian, Filipino, White, and Two or More Races student groups maintained performance levels of 4 or 5. In Science, the district earned an overall performance level of 4, with Asian, Filipino, and Two or More Races student groups performing at the highest level. The district also maintained an overall Suspension Rate performance level of 4, with improvement among English Learners, Filipino, Homeless, Long-term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups. Chronic absenteeism rates improved across multiple student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, while Pacific Islander students improved by two Dashboard performance levels. Students with disabilities also demonstrated gains in both ELA and Mathematics proficiency.
The district also maintained stable operational and support systems. All students continued to have access to standards-aligned instructional materials, and all schools maintained a “Good” or better facilities rating. Staff survey results reflected improved perceptions regarding student social-emotional well-being and confidence in effectively educating students. Parent engagement data for families of students with disabilities also reflected improved perceptions regarding opportunities for school involvement.

CHALLENGES:
At the same time, the review identified several ongoing challenges. Academic achievement gaps persisted among several student groups, particularly English Learners, Long-term English Learners, Socioeconomically Disadvantaged students, Homeless students, and Students with Disabilities. Long-term English Learners and Students with Disabilities continued to appear in the lowest Dashboard performance categories in English Language Arts and Mathematics across multiple school sites. Mathematics performance for several student groups remained significantly below standard, including Foster Youth and Homeless students, both of which declined from Dashboard performance level 2 to level 1. Socioeconomically Disadvantaged students also experienced declines in both CAASPP ELA and Mathematics proficiency. Additional challenges were identified in graduation, attendance, discipline, and school climate data. The district’s overall Graduation Rate declined from Dashboard performance level 5 to level 3, with multiple student groups declining by two performance levels. Homeless

students experienced declines across several indicators, including Chronic Absenteeism, Mathematics, College/Career Indicator, and Graduation Rate. African American students declined from performance level 4 to level 1 in Suspension Rate. Local assessment data also reflected stagnant or declining iReady performance across several student groups, including English Learners. Student perception data identified concerns related to belonging, safety, and connectedness, particularly at the elementary level. Parent survey data reflected declines related to communication regarding student progress, school safety, and access to resources for families of students with disabilities. In addition, participation in the annual LCAP survey decreased significantly compared to prior years

CALIFORNIA DASHBOARD 2025 - OVERALL PERFORMANCE:

English Language Arts:
A review of the 2025 California School Dashboard indicates that SMUSD maintained an overall English Language Arts performance level of 4, consistent with prior years. Performance strengths continued among Asian, Filipino, Two or More Races, and White student groups, which maintained performance levels of 4 or 5. English Learners and Foster Youth improved by one performance level, increasing from level 2 to level 3. African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups remained unchanged, with Students with Disabilities continuing at the lowest performance level. Homeless students declined by one performance level from 3 to 2, while Long-term English Learners remained at performance level 1. Overall, the data reflects stable districtwide ELA performance with improvement among select student groups and continued variation across student populations.

Mathematics:
A review of the 2025 California School Dashboard indicates that SMUSD maintained an overall Mathematics performance level of 3, consistent with prior years. Asian students continued to perform at the highest level with a performance level of 5, while Filipino, White, and Two or More Races student groups maintained performance level 4. African American, English Learner, Hispanic, and Socioeconomically Disadvantaged student groups remained at performance level 2 with no year-over-year change. Foster Youth and Homeless student groups declined by one performance level, decreasing from level 2 to level 1. Long-term English Learners and Students with Disabilities remained at performance level 1.

English Language Progress:
A review of the 2025 California School Dashboard indicates that SMUSD improved overall performance in the English Learner Progress indicator from performance level 2 to level 3. English Learners also improved from level 2 to level 3, while Long-term English Learners improved from level 3 to level 4. Overall, the data reflects positive growth in English learner progress outcomes across student groups in 2025.

Science:
Dashboard results for 2025 show that SMUSD earned an overall Science performance level of 4. Asian, Filipino, and Two or More Races student groups performed at the highest level with a performance level of 5, while White students performed at level 4. English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities student groups performed at level 3. African American students performed at level 2, and Long-term English Learners performed at level 1.

Chronic Absenteeism:
The 2025 California School Dashboard indicates that SMUSD maintained an overall Chronic Absenteeism performance level of 3. African

American and White student groups improved by one performance level, while Pacific Islander students improved by two performance levels from level 1 to level 3. Asian and Two or More Races student groups declined by one performance level, and Homeless students declined by two performance levels from level 3 to level 1. English Learners, Foster Youth, Hispanic, Long-term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups remained at performance level 3.

College / Career Indicator:
2025 Dashboard results show that SMUSD improved its overall College/Career Indicator performance level from 3 to 4. English Learners and Long-term English Learners improved by one performance level, while Two or More Races students improved by two performance levels from level 3 to level 5. Asian students maintained the highest performance level at 5, and White students maintained performance level 4. Filipino, Hispanic, and Students with Disabilities student groups declined by one performance level, while Homeless students declined by two performance levels from level 4 to level 2. Socioeconomically Disadvantaged students remained at performance level 3.

Graduation Rate:
The 2025 California School Dashboard indicates that SMUSD's overall Graduation Rate performance level declined from level 5 to level 3. Asian students improved by one performance level to level 5, while Filipino students maintained the highest performance level at 5. English Learners, Hispanic, Homeless, Long-term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White student groups each declined by two performance levels compared to the prior year.

Suspension Rate:
Dashboard results for 2025 show that SMUSD maintained an overall Suspension Rate performance level of 4. English Learners, Filipino, Homeless, Long-term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups improved by two performance levels, while Hispanic students improved by one performance level. Asian students maintained the highest performance level at 5, and Two or More Races and White student groups-maintained performance level 4. African American students declined by three performance levels, from level 4 to level 1, while Foster Youth and Pacific Islander student groups each declined by one performance level.

CA DASHBOARD - LOWEST PERFORMANCE AREA BY DISTRICT & SCHOOL (2023):

San Marcos Unified School District (SMUSD):
- Chronic Absenteeism – African American (AA)
- English Language Arts – Students with Disabilities (SWD)
- Mathematics – Students with Disabilities (SWD)
- Suspension Rate – Foster Youth (FY)

Discovery Elementary School:
- Chronic Absenteeism – English learners (EL)

Double Peak School:
- English Learner Progress – All Students (ALL); English Learners (EL)

Foothills High School/Independent Study Program:

- English Language Arts – ALL
- Mathematics – ALL

La Mirada Academy:
- Chronic Absenteeism – White (WH)
- English Language Arts – SWD
- Suspension Rate – ALL, Hispanics (HIS), Homeless (HOM), Socioeconomically Disadvantaged (SED), & SWD

Mission Hills High School:
- English Language Arts – EL
- Suspension Rate – EL

Paloma Elementary:
- Chronic Absenteeism – EL

San Elijo Elementary:
- Chronic Absenteeism – EL, SED

San Elijo Middle School:
- Chronic Absenteeism – SED
- English Language Arts – SWD
- Mathematics – SWD

San Marcos Elementary:
- English Language Arts – SWD

San Marcos High School:
- Mathematics – EL, SWD
- Suspension Rate – AA, EL, HOM

San Marcos Middle School:
- English Language Arts - SWD
- Mathematics – SWD

Twin Oaks Elementary:
- English Language Arts – SWD

Twin Oaks High School:
- College/Career Indicator – EL, HIS, SED, SWD
- English Language Arts – ALL

- English Language Progress – ALL
- Suspension Rate – ALL, EL, HIS, SED

Woodland Park Middle School:
- English Language Arts – SWD
- Mathematics – EL

CA DASHBOARD - LOWEST PERFORMANCE AREA BY SUBGROUP (2023):

All Students:
- Double Peak School — English Language Progress
- Foothills High School/Independent Study Program — English Language Arts; Mathematics
- La Mirada Academy — Suspension Rate
- Twin Oaks High — English Language Progress; English Language Arts; Suspension Rate

African American:
- District — Chronic Absenteeism
- San Marcos High School — Suspension Rate

English Learners:
- Discovery Elementary — Chronic Absenteeism
- Double Peak School — English Language Progress
- Mission Hills High School — English Language Arts; Suspension Rate
- Paloma Elementary — Chronic Absenteeism
- San Elijo Elementary — Chronic Absenteeism
- San Marcos High School — Mathematics; Suspension Rate

-Twin Oaks High School — Suspension Rate
- Woodland Park Middle School — Mathematics

Foster Youth:
- District – Suspension Rate

Hispanic:
- La Mirada Academy – Suspension Rate
- Twin Oaks High School = College/Career Indicator; Suspension Rate

Homeless:
- La Mirada Academy – Suspension Rate
- San Marcos High School – Suspension Rate

Socioeconomically Disadvantaged:

- La Mirada Academy – Suspension Rate
- San Elijo Elementary – Chronic Absenteeism
- San Elijo Middle School – Chronic Absenteeism
- Twin Oaks High – College/Career Indicator; Suspension Rate

Students with Disabilities:

- District – English Language Arts; Mathematics
- La Mirada Academy – English Language Arts; Suspension
- San Elijo Middle School – English Language Arts; Mathematics
- San Marcos Elementary – English Language Arts
- San Marcos High School – Mathematics
- San Marcos Middle School – English Language Arts; Mathematics
- Twin Oaks Elementary School – English Language Arts
- Twin Oaks High School - College & Career Indictor
- Woodland Park Middle School – English Language Arts

White:

- La Mirada Academy – Chronic Absenteeism

CA DASHBOARD - LOWEST PERFORMANCE AREA BY CATEGORY (2023):

Chronic Absenteeism:

- District - AA
- Discovery Elementary - EL
- La Mirada Academy – White (WH)
- Paloma Elementary – EL
- San Elijo Elementary – EL, SED
- San Elijo Middle School – SED

College/Career Indicator:

- Twin Oaks High – EL, HIS, SED, SWD

English Language Arts:

- District - SWD
- Foothills High School/Independent Study Program – ALL
- La Mirada Academy – SWD
- Mission Hills High School – EL
- San Elijo Middle School – SWD

- San Marcos Elementary – SWD
- San Marcos Middle School – SWD
- Twin Oaks Elementary - SWD
- Twin Oaks High School – ALL
- Woodland Park Middle School – SWD

English Language Progress:
- Double Peak School – ALL, EL
- Twin Oaks High – ALL

Mathematics:
- District - SWD
- Foothills – ALL
- San Elijo Middle School – SWD
- San Marcos High School -EL, SWD
- San Marcos Middle School – SWD
- Woodland Park Middle School – EL

Suspension Rate:
- District - FY
- La Mirada Academy – ALL, HIS, HOM, SED, SWD
- Mission Hills High School – EL
- San Marcos High School – AA, EL, HOM
- Twin Oaks High School – ALL, EL, HIS, SED

LEARNING RECOVERY EMERGENCY BLOCK GRANT:

In 2025-26, three actions within the San Marcos Unified School District's LCAP utilized $3,250,890 in Learning Recovery Emergency Block Grant (LREBG) funds:
- Action 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.
- Action 1.8: Provide intervention and support for sites with at-risk socio-economically disadvantaged, English learners, and Foster Youth, including three impact teachers.
- Action 2.2: Implement a continuum of services that supports the comprehensive wellness of all staff, students, and community.

There remains an unspent balance of $4,381,215 from these actions, primarily due to a Teacher on Special Assignment (TOSA) position vacancy. These rollover funds will be carried forward and fully utilized during the 2026-27 school year. The balance will remain allocated across Actions 1.1, 1.8, and 2.2 to continue supporting these ongoing initiatives. There are no new LREBG fund allocations anticipated for the 2026-27 school year; therefore, this plan relies entirely on the remaining rollover balance.

ACTION 1.1:
This action is aligned with the allowable uses of Learning Recovery Emergency Block Grant funds through the implementation of academic and behavioral supports intended to address unfinished learning and the ongoing impacts of disrupted instructional experiences. Funding supports curriculum, intervention programs, and personnel that provide differentiated instruction and targeted assistance for English learners, low-income students, foster youth, and other students demonstrating academic need. The district's review of local and state data identified continued performance gaps in English Language Arts and Mathematics among student groups requiring additional support. This action is intended to improve access to responsive instruction, targeted interventions, and supplemental academic assistance in core content areas to improve student achievement outcomes. Research supports the use of culturally responsive and targeted instructional practices to improve student engagement, achievement, school connectedness, and learning recovery for diverse student populations.
References:
Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). Preparing educators for the time of COVID … and beyond. European Journal of Teacher Education, 43(4), 457–465. https://doi.org/10.1080/02619768.2020.1816961
Darling-Hammond, L., Schachner, A., Edgerton, A., Badrinarayan, A., Cardichon, J., Cookson, P. W., Jr., Griffith, M., Martinez, M., Snyder, J., & Wojcikiewicz, S. (2020). Restarting and reinventing school: Learning in the time of COVID and beyond. Learning Policy Institute. https://restart-reinvent.learningpolicyinstitute.org/sites/default/files/product-files/Restart_Reinvent_Schools_COVID_REPORT.pdf
Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice (3rd ed.). Teachers College Press. https://www.tcpress.com/culturally-responsive-teaching-9780807758762?page_id=185
McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.

ACTION 1.8:
Research supports the implementation of targeted academic interventions, differentiated instruction, and multi-tiered systems of support to improve academic achievement and educational outcomes for English learners and other at-risk student populations (McIntosh & Goodman, 2016; Saunders et al., 2013).
References:
McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.
Saunders, W., Goldenberg, C., & Gallimore, R. (2013). Increasing coherent instruction: A 10-year history of school improvement using data teams. American Educational Research Journal, 50(6), 1310-1346. (Note: Added this missing citation text to match your parenthetical reference).

ACTION 2.2:
This action is aligned with the allowable use of the Learning Recovery Emergency Block Grant funds through the implementation of coordinated wellness, behavioral, and mental health supports intended to reduce barriers to student engagement and academic success. Social Worker and Counselor funding was shifted from LCAP to LREBG to continue providing targeted wellness and mental health services, particularly for unduplicated student groups, including English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

The district's review of state and local data identified continued areas of need in Chronic Absenteeism, Suspension Rate, English Language Arts, Mathematics, and College and Career readiness among multiple student groups and school sites identified on the California Dashboard. This action is intended to strengthen coordination between wellness services and site-based MTSS systems to improve student connection, belonging, attendance, engagement, and access to supports that positively impact academic outcomes.

References:
McIntosh, K., & Goodman, S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. Guilford Press.
National Center on Safe Supportive Learning Environments. (2023). School connectedness and student success. U.S. Department of Education. https://safesupportivelearning.ed.gov
Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Johns Hopkins University Center for Social Organization of Schools.
Collaborative for Academic, Social, and Emotional Learning. (2023). What does the research say? CASEL. https://casel.org/fundamentals-of-sel/what-does-the-research-say/

Reflections: Technical Assistance

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

In 2024–25, San Marcos Unified School District 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 team and implemented targeted supports focused on improving academic achievement, language development, and engagement for LTEL students. Through these targeted actions and ongoing monitoring, SMUSD exited Differentiated Assistance status for LTELs in 2025–26.

In 2025–26, SMUSD again qualified for Differentiated Assistance based on Chronic Absenteeism and Mathematics performance for students experiencing homelessness. District analysis identified that housing instability contributed to high rates of chronic absenteeism, limiting consistent access to Tier I instruction and intervention support for students experiencing homelessness.

To address these needs, the district will implement a focused system of attendance monitoring and intervention for students experiencing homelessness. This work includes regular attendance reviews, individualized support plans, and ongoing monitoring of intervention effectiveness. McKinney-Vento liaisons will utilize the Early Warning System (EWS) and ICAN dashboard tools to identify students at risk of chronic absenteeism and collaborate with site administrators to review data and determine appropriate supports.

Initial implementation will begin at San Marcos High School and will include ensuring all McKinney-Vento liaisons have access to attendance monitoring tools and data dashboards. The district will also review existing attendance practices and strengthen communication and collaboration between McKinney-Vento liaisons and site administration. Through this work, SMUSD aims to improve attendance and mathematics outcomes for students experiencing homelessness.

These initiatives are represented in the LCAP under actions 2.1, 2.2, 2.3, 2.4, and 4.1. Collectively, these actions support students experiencing homelessness by increasing access to consistent attendance, comprehensive wellness services, safe and inclusive learning environments, trauma-informed supports, and coordinated community resources that reduce barriers to academic success and promote school connectedness.

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
Students	Student participation in the 2025-26 LCAP Survey included approximately 1,000 student respondents, representing 50% of the total 2,000 survey participants. Student participation included representation across all grade spans within SMUSD. The largest participation levels came from middle school students, with Grade 6 representing 19% of student respondents, Grade 7 representing 18%, and Grade 8 representing 16%. Grade 9 students represented 13% of respondents. Students in Grades 1, 2, 4, 10, 11, and 12 each represented 4% of respondents, while Kindergarten, Grade 3, and Grade 5 each represented 3%. Transitional Kindergarten students represented 2% of respondents, and Pre-K students represented less than 1% of respondents. This participation provided student educational partner input from elementary, middle, and high school grade levels districtwide.
Parents/Guardians	Parent participation in the 2025-26 LCAP Survey included approximately 680 parent or guardian respondents, representing 34% of the total 2,000 survey participants. Parent educational partner participation included families representing a range of household sizes and backgrounds across the district. Among parent respondents, 45% reported having one child, 44% reported having two children, 9% reported having three children, 2% reported having four children, and 1% reported having five or more children. Survey participation also included representation from families connected to a variety of student groups and special programs.

Educational Partner(s)	Process for Engagement
	Across all respondents, 220 respondents indicated participation in Special Education (11%), 200 indicated English Learner participation (10%), 100 identified as English Learners new to the United States (5%), 360 indicated participation in the Free or Reduced-Price Lunch program (18%), 60 identified as Foster Youth (3%), and 40 identified with the Migrant Education Program (2%). Additionally, 560 respondents indicated participation in Advanced/Honors classes (28%). Parent participation also reflected a range of languages spoken at home, including English, Spanish, Mandarin, Russian, Arabic, Korean, Tagalog, Vietnamese, French, German, Italian, Portuguese, and Cantonese. This participation provided parent educational partner input from families across multiple grade spans, student groups, and school communities throughout SMUSD.
Teachers	A total of 227 teachers participated in the District's 2026 LCAP survey. Participation reflected broad representation across the district, with notable engagement from the instructional staff at San Marcos High School (11.5%), Mission Hills High School (9%), Knob Hill (8.1%), Double Peak School (7.7%) and Twin Oaks Elementary School (7.3%). The majority of the instructional staff that responded to the survey questions were from the Elementary grades (53.4%), with High School being the next largest (20.5%), then Middle Schools (15.4%), K-8 (9.4%) and finally other learning environments (1.3%). Teachers provided feedback on academic environment, student supports—including for English Learners, Foster Youth, and Students with Disabilities, school climate, and future LCAP priorities. This input plays a key role in shaping the District's goals and actions moving forward.
Administrators	Administrator participation in the 2025-26 LCAP Survey included 19 total administrator respondents. Of those respondents, 6 identified as school-level administrators and 13 identified as district-level administrators. Administrators represented approximately 1% of total survey respondents in each category. Administrator participation provided educational partner input from both school-site and district leadership perspectives regarding school climate, student

Educational Partner(s)	Process for Engagement
	engagement, academic environment, communication, and future LCAP priorities.
Other School Personnel	Other school personnel participation in the 2025-26 LCAP Survey included 56 non-instructional staff respondents. Of those respondents, 39 identified as school-level non-instructional staff and 17 identified as district-level non-instructional staff. School-level non-instructional staff represented 2% of total survey respondents, while district-level non-instructional staff represented 1% of total survey respondents.
Local Bargaining Units	Educational Services leadership maintains regularly scheduled meetings with our certificated and classified associations to discuss district priorities and gather essential feedback. In line with this collaborative approach, leadership from both bargaining units also participated in the annual LCAP survey.
Educational Partner Advisory Groups	In addition to the LCAP survey, the LCAP was shared with the following educational partner groups for input and recommendations related to the plan's goals, actions, expenditures, current levels of performance, and implementation. District English Learner Advisory Committee (DELAC) – March 4, 2026 SELPA Administrator & Special Education Community Council (SECC) – March 25, 2026 Parent Advisory Committee (PAC) – May 28, 2026

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

Educational partner feedback gathered through surveys and educational partner and advisory committee meetings has informed the development of the 2026-27 LCAP goals, actions, metrics, and expenditures. Feedback from students, parents, staff, administrators, district labor partners, has assisted the district in identifying both areas of success and areas requiring continued attention and investment.

Input from the students and families emphasized the importance of student engagement, school connectedness, college and career readiness, communication, mental health supports, and safe learning environments. In response, the district will continue actions within Goal 1 and Goal 2 focused on academic engagement, authentic learning experiences, career-connected learning, MTSS support, student wellness, attendance intervention, and school climate. Educational partner feedback also supports the continued investments in counseling services, mental health supports, attendance monitoring, and programs intended to strengthen student belonging across school sites.

Feedback from students, staff, and families reflects interest in expanding opportunities that prepare students for future careers and real-world learning experiences. As a result, the LCAP continues to prioritize career readiness, instructional technology, authentic learning experiences and postsecondary planning in Goal 1, including expenditures related readiness programs, pathway opportunities, and future-ready learning experiences.

Staff feedback supports the continuation of professional learning experiences, collaboration time to support instructional practices, and opportunities for staff to have voice and participation in decision making. To address these priorities, the district shall maintain actions in Goal 3 focused on investment in training, instructional leadership, staff support systems and coaching, and employee retention and development activities.

Parent and community feedback also emphasized the importance of communication, accessibility, family involvement, and language access. This feedback has influenced Goal 4 actions related to translation and interpretation services, educational partner outreach, family engagement, and communication systems. Budgeted expenditures will continue to support translation and interpretation services, family workshops and trainings, community liaison support, parent communication platforms, and outreach efforts designed to improve participation and access to information for English learners, foster youth, and socioeconomically disadvantaged families.

The district prioritized LCAP actions and expenditures by reviewing educational partner feedback alongside California School Dashboard indicators, local data, implementation capacity, and available fiscal resources. While educational partners identified a variety of priorities, the district maintained a focus on academic achievement, student wellness, attendance, college and career readiness, and family engagement, with continued emphasis on student groups demonstrating the greatest levels of need based on Dashboard and local performance data.

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)	57% (24-25)	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)	47% (24-25)	80% proficient	+12%
1.3	CAASPP ELA (EL) - Percent of students that meet or exceed standard. [Priority 4]	11% proficient (22-23)	11% (23-24)	14% (24-25)	80% proficient	+3%
1.4	CAASPP MATH (EL) - Percent of students that meet or exceed standard. [Priority 4]	10% proficient (22-23)	10% (23-24)	11% (24-25)	80% proficient	+1%
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: ELA - 5 Full Implementation & Sustainability Mathematics - 4 Full Implementation History - 4 Full implementation ELD - Full implementation NGSS - 4 Full implementation	2024: ELA: 5 Full Implementation & Sustainability Mathematics: 4 Full Implementation History: 4 Full implementation ELD: Full implementation NGSS - 4 Full Implementation	2025: ELA - 4 Full Implementation Math - 4 Full Implementation History - 4 Full Implementation ELD - 4 Full Implementation NGSS - 5 Full Implementation & Sustainability	100% of reported departments score 5 (Full Implementation and Sustainability)	-1 Performance point in ELA
1.6	CAASPP ELA (SED) - Percent of students that meet or exceed standard. [Priority 4]	41% proficient (22-23)	41% (23-24)	37% (24-25)	80% proficient	-4%
1.7	CAASPP MATH (SED) - Percent of students that	29% proficient (22-23)	30% (23-24)	26% (24-25)	80% proficient	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meet or exceed standard. [Priority 4]					
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	78% Agree	90% Agree	-2%
1.9	EARLY ASSESSMENT PROGRAM (EAP) - % Ready and/or Conditionally Ready [Priority 4]	4% ELA (22-23) 0% Math (22-23)	52% ELA (23-24) 29% Math (23-24)	51% ELA (24-25) 27% Math (24-25)	30% or more (ELA) 30% or more (Math)	+47% (ELA) +27% (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)	78% AP Pass Rate (24-25)	85% AP Pass Rate	+6%
1.11	A-G Course Completion Rate (ALL 12 Graders) [Priority 4]	65% (22-23)	63.4% (23-24)	60.6% (24-25)	85%	-5%
1.12	CA DASHBOARD - College and Career Readiness (ALL) % Prepared [Priority 4]	53% (22-23)	54.3% (23-24)	59.6%	85%	+6.6%
1.13	A-G Course Completion Rate (EL 12 Graders) [Priority 4]	21% (22-23)	16.1% (23-24)	23.8%	85%	2.8%
1.14	CA DASHBOARD - College and Career Readiness (EL) % Prepared [Priority 4]	16% (22-23)	11.5% (23-24)	24.3% (24-25)	85%	+8.3%
1.15	CA DASHBOARD - College and Career	39% (22-23)	39% (22-23)	43% (24-25)	85%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Readiness (SED) % Prepared [Priority 4]					
1.16	Reclassification Rate (EL) [Priority 4]	15% (22-23)	23% (23-24)	19% (24-25)	35%	+4%
1.17	ELPAC Summative Score (EL) % Well Developed [Priority 4]	21% (22-23)	20.32% (23-24)	21% (24-25)	40%	0%
1.18	CAASPP ELA (SWD) - Percent of students that meet or exceed standard. [Priority 4]	16% (22-23)	19.6% (23-24)	21% (24-25)	35%	+5%
1.19	CAASPP MATH (SWD) - Percent of students that meet or exceed standard. [Priority 4]	12% (22-23)	16.4% (23-24)	17% (24-25)	35%	+5%
1.20	CA DASHBOARD - ELA (EL) Change Status	52 points below standard (Orange Status)	62.3 points below standard (Orange Status 23-24)	54.1 points below standard (Yellow 24-25)	0 points below standard or better (Green or Blue Status)	Increased by +2.1 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)	85.1 points below standard (Yellow 24-25)	0 points below standard or better (Green or Blue Status)	Increase points below standard by 9.1 points.
1.22	CA DASHBOARD - ELA (SED) % Met standard	63 points below standard (Orange Status)	36.4 points below standard (Orange Status 23-24)	34.3 points below standard (Yellow)	0 points below standard or better (Green or Blue Status)	Decreased the number below standard by 28.7 points.
1.23	CA DASHBOARD - MATH (SED) % Met standard	63.3 points below standard (Orange Status)	69.9 points below standard (Orange Status 23-24)	71.6 points below standard (Orange)	0 points below standard (Green, or Blue)	The number below standard increased by 8.3 points.
1.24	GRADUATION RATE - High Schools [Priority 5]	95% (22-23)	95.7% (23-24)	93.2% (24-25)	100%	-1.8%
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	27.8%	50%	+8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			more CTE Pathways (23-24)			
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%	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)	20.5%	45%	+6.6%
1.28	[NEW 2025] XELLO COLLEGE & CAREER PLATFORM PARTICIPATION	TOTAL 2813 (SPRING 2025)	NEW	3741 (25-26)	18,000 (DISTRICT ENROLMENT)	+928
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%	100%	On Target
1.30	[NEW 25-26] LCAP Survey - % of parents (EL) that agree: "My child's school provide(s) enough resources for parents"	68% (23-24)	81% (24-25)	68% (25-26)	85% or above	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.31	CA DASHBOARD - ELA (LTEL) Change Status	106.3 points below standard (Red Status)	New-Establishing Baseline	105.2 points below standard (Red)	0 points below standard or better (Green or Blue Status)	Decreased the number below standard by 1.1 points.
1.32	CA DASHBOARD - Math (LTEL) Change Status	157 points below standard (Red Status)	New-Establishing Baseline	163 points below standard (Red Status)	0 points below standard or better (Green or Blue Status)	Increase points below standard by 6 points.
1.33	iREADY - MATH (EL) % met or near grade level [Priority 8]	11% (Spring 2024)	30% (Spring 2025)	9% (Winter 2026)	45% or higher	-2%

Goal Analysis [2025-26]

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

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

Overall, Goal 1 actions were implemented substantially as described in the adopted LCAP during the 2025–26 school year. The district continued implementation of staffing, instructional support, intervention, and student support actions aligned to improving academic achievement and support services for all students, including unduplicated student groups. Actions 1.2, 1.3, 1.8, and 1.9 were fully implemented, while Actions 1.1 and 1.5 were largely implemented as planned. Implementation successes included the continued delivery of core instructional and intervention services across school sites, ongoing support for English Learners through Ellevation software, Dual Language programming, English Learner Summer School, Dual Enrollment opportunities with the local community college, EL Teacher on Special Assignment (TOSA) support, and Parent Institute for Quality Education (PIQE) trainings. The district also continued implementation of Impact Teachers at Title I elementary schools and professional development focused on supporting Long-Term English Learners (LTELs).

Several implementation challenges impacted full execution of specific actions. Action 1.1 experienced staffing vacancies at the middle school level that remained unfilled during the school year, which limited full implementation of Future Ready TOSA supports at some sites. However, Title I and LCAP Supplemental funding continued to be allocated to school sites to support instructional and intervention services. Action 1.4 was partially implemented, as the district continued utilizing the Xello college and career platform during the 2025–26 school year rather than transitioning away from the platform as initially anticipated. Use of the platform will continue into 2026–27. Actions 1.6 and 1.7 were partially implemented due to lower-than-anticipated professional development expenditures. For Action 1.6, a portion of Title II professional development funds remained unexpended because alternative one-time funding sources were utilized to support professional development activities in place of federal funds. Despite these implementation challenges, the district continued implementation of the majority of planned actions and services associated with Goal 1.

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: A balance of $344,493.33 (8%) remains due to a mid-year resignation and two unfilled middle school Teacher on Special Assignment (TOSA) vacancies. Additionally, there is a balance of $42,469 of Title II due to other grant funds being accessed for professional development.

Action 1.2: Funds have been expended as stated. There was an increase of $5,822 (4%) in Title III due to increased EL software costs.

Action 1.3: Balance of $65,263 (6%) remains in this action. This balance is a result of a price reduction of the Lexia software, under expended site funds for dual language and AP exams.
$23K Over Budget for Lexia; Estimated $24K Unspent in Site Allocations, $100K for Summer School Using ELOP this year

Action 1.4: There is a balance of $58,829 (49%) from the Arts Music Instructional Materials Block Grant (AMIMBG) due to Xello software being over-budgeted. The contract is paid through 2027, and hence doesn't require a renewal at this time.

Action 1.5: This action has a 4% balance of $16,987 from TItle II, Title III, and Title III Immigrant funds.

Action 1.6: A balance of $43,306 (94%) in Title II funds remains within this action due to the use of other district funding sources for professional development. LCAP Supplemental and Title III funds were fully expended.

Action 1.7: This action has a balance of $42,469. This bulk of this balance is a result of unspent Title II professional development funds.

Action 1.8: There remains a balance of $270,111 (7%) for this action due to unspent site allocations.

Action 1.9: This action has been expended.

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

Action 1.1 - This action improved academic outcomes through targeted supports. CAASPP scores increased to 57% in ELA (+10 points) and 47% in Math (+12 points) for all students. English Learner performance also increased to 14% in ELA (+3 points) and 11% in Math (+1 point).

Action 1.2 - This action showed mixed results in monitoring and responding to student progress. The district maintained strong implementation ratings in academic standards and instructional materials, including a Level 5 rating in NGSS implementation. Parent survey results remained high at 78% agreement regarding teacher support. However, Socioeconomically Disadvantaged student performance declined by 4 points in ELA and 3 points in Math, indicating a continued need for targeted intervention and progress monitoring.

Action 1.3 - This action showed moderate effectiveness in expanding deeper learning experiences that support future readiness. English Learner outcomes improved in A–G completion (+2.8 points) and College and Career Readiness (+8.3 points), indicating increased access to academic and career-connected opportunities. However, Socioeconomically Disadvantaged student performance declined by 4 points in ELA and 3 points in Math.

Action 1.4: This action was largely effective, improving student college and career readiness outcomes. The College and Career Indicator increased to 59.6% prepared (+6.6 points), the CTE pathway completion rate increased to 27.8% (+8.9 points), and participation in the Xello platform increased by 928 students to 3,741. English Learner college and career readiness also increased by 8.3 percentage points.

Action 1.5: This action improved academic outcomes for targeted student groups through expanded instructional supports and interventions. Students with Disabilities increased by 5 percentage points in both CAASPP ELA (21%) and Math (17%), indicating progress in access to differentiated instruction and support systems.

Action 1.6: This action improved outcomes for Emergent Bilingual students and Students with Disabilities through targeted English Language Arts supports. English Learner CAASPP ELA performance increased by 3 percentage points and maintained a Yellow Dashboard status. Students with Disabilities also increased by 5 percentage points in both ELA (21%) and Math (17%).

Action 1.7: This action showed mixed results in improving mathematics outcomes for targeted student groups. English Learner CAASPP Math performance increased by 1 percentage point to 11% and maintained a Yellow Dashboard status in Math. Students with Disabilities also increased by 5 percentage points in CAASPP Math to 17%.

Action 1.8: This action showed mixed results in supporting at-risk student groups through targeted interventions. Socioeconomically Disadvantaged students improved in ELA by decreasing points below standard by 28.7 points. English Learners maintained Yellow Dashboard status in both ELA and Math. However, Math performance declined for both English Learners and Socioeconomically Disadvantaged students.

Action 1.9 - This action showed limited effectiveness in improving outcomes for Long-Term English Learner students. LTEL ELA performance improved by 1.1 points below standard, and 68% of English Learner parents agreed that schools provide enough parent resources. However, LTEL Math performance declined by 6 points below standard, and both ELA and Math indicators remained in Red status.

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

Based on reflections from prior implementation, several adjustments were made to Goal 1 actions for the coming year. Under Action 1.1, Future Ready Teachers on Special Assignment (TOSAs) will continue supporting implementation of the goal; however, staffing assignments will shift from individual school sites to an itinerant model to provide continuity of services across multiple sites. Metric 1.33, iReady summative assessment scores for English Learners in mathematics, was added to support data analysis and inform intervention planning through the MTSS process during the school year. Federal Title III funds previously allocated for English Learner Summer School under Action 1.3 were reassigned, and other entitlement funds were used to support the program. This adjustment will allow Title III funds to be redirected to additional English Learner supports and services. Also under Action 1.3, the AVID allotment was reduced by 15% due to a decrease in course offerings and expanded Career Technical Education (CTE) elective opportunities. Under Action 1.4, the district will not purchase XELLO software during the coming year because the current contract remains active through June 2027. Action 1.8 was revised to include the iReady Math assessment to support school site and district teams in identifying and planning interventions for at-risk English Learners

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-funded action]	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.	$3,000,404.00	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.	$156,873.00	Yes
1.3	Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.	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.	$865,353.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$36,000.00	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. [2023—English Learner Progress: DPS (EL) and TOHS (ALL; EL)]	$408,522.00	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. [2023 - ELA: DO (SWD); FHS (ALL); LMA (SWD); MHHS (EL); SEMS (SWD); SME (SWD); SMMS (SWD); TOES (SWD); TOHS (ALL); and WPMS (SWD)]	$46,883.00	Yes
1.7	Implement a Mathematics program to meet the	SMUSD shall implement curriculum, pedagogy, structures, accommodations, and interventions to ensure that all students are engaged in high-quality Mathematics instructional programming.	$45,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
	needs of all SWD and EB students.	[2023 - Mathematics: DO (SWD); FHS (ALL); SEMS (SWD); SMHS (EL, SWD); SMMS (SWD); and WPMS (EL)]		
1.8	Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. [LREBG-funded action]	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. [2023 - English Learners subgroup: Discovery, DPS, MHHS, Paloma, SEES, SMHS, TOHS, WPMS]; [2023 - Foster Youth subgroup: District]; [2023 - Socioeconomically Disadvantaged subgroup: LMA, SEES, SEMS, TOHS] For the 2025-26 school year, $339,611 of LRBEG funds have been allocated to this action.	$3,885,314.00	Yes
1.9	Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication.	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 and communication. This action builds school capacity to support LTELs and actively involves families as partners in the reclassification process.SMUSD (LTEL).	$2,000.00	Yes

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)	12.9% (24-25)	10% or less	-6.1%
2.2	CA DASHBOARD - Chronic Absenteeism (African American/Black) % [Priority 5]	26% (22-23)	30.4% (23-24)	25.4% (24-25)	10% or less	-0.6%

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)	17.2% (24-25)	10% or less	-8.8%
2.4	CA DASHBOARD - Chronic Absenteeism (Foster Youth) % [Priority 5]	36% (22-23)	21.1%% (24-25)	30.6% (24-25)	10% or less	-5.4%
2.5	CA DASHBOARD - Chronic Absenteeism (Socioeconomically Disadvantaged) % [Priority 5]	27% (22-23)	22.2% (23-24)	20% (24-25)	10% or less	-7%
2.6	ATTENDANCE RATE - Elementary [Priority 5]	94% (22-23)	94.62% (23-24)	93% (25-26)	97%	-1%
2.7	ATTENDANCE RATE - Middle School [Priority 5]	94% (22-23)	94.62% (23-24)	95% (25-26)	97%	+1%
2.8	ATTENDANCE RATE - High School [Priority 5]	93% (22-23)	94.02% (23-24)	94% (25-26)	97%	+1%
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)	66% (Winter 2026)	85%	-2%
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).	Discontinued (Panorama Survey no longer asks this question).	65%	Not Applicable
2.11	PANORAMA SURVEY - % (ELEMENTARY STUDENTS) responding	74% (Spring 2024)	73% (Spring 2025)	73% (Winter 2026)	95%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	62% (Winter 2026)	75%	+8%
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)	55% (Winter 2026)	75%	+3%
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)	39% (Winter 2026)	75%	+5%
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)	82% (Winter 2026)	85% or more	+4%
2.16	EXPULSIONS - Number of student expulsions district-wide.	2 (23-24)	6 (24-25)	13	0	+11

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)	2.1% (24-25)	1% or less	-0.4%
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)	7.1% (24-25)	1% or less	+2.3%
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)	3.1% (24-25)	1% or less	-0.3%
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)	2.9% (24-25)	1% or less	-0.9%
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)	3.5% (24-25)	1% or less	-2.2%
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)	3.5% (24-25)	1% or less	-0.3%
2.23	DROP OUT RATE - Middle school [Priority 5]	3.5% SMUSD Drop Out Rate	1.5% SMUSD Drop Out Rate	1.5%	1.5% or less	-2%
2.24	DROP OUT RATE - High school [Priority 5]	3.5% SMUSD Drop Out Rate	2.5%	1%	1.5% or less	-2.5%
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)	79% (25-26)	90% or above	-2%

Goal Analysis [2025-26]

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

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

Overall, Goal 2 actions were implemented substantially as described in the adopted LCAP during the 2025–26 school year. The district continued implementation of actions related to school safety, inclusive school environments, foster youth supports, social-emotional learning, student wellness, and school climate. Actions 2.2, 2.3, and 2.4 were fully implemented as planned, while Action 2.1 was partially implemented. A success experienced during implementation included the continued provision of student wellness and mental health supports across district sites through social workers, counselors, and Care Solace online mental health resources available to students and staff. The district also continued implementation of the Second Step social-emotional learning curriculum across all schools, supports provided through the Foster Youth Liaison and McKinney-Vento services for students experiencing homelessness, Assistant Principal support at each school site to address student social-emotional and behavioral needs, and Positive Behavioral Interventions and Supports (PBIS) materials and implementation supports across the district.

Action 2.1 was partially implemented due to lower-than-anticipated expenditures of Title IV enrichment funds. While planned services and supports related to safe and inclusive schools, foster youth supports, social-emotional learning activities, and student assistance services were implemented, Title IV enrichment funds were not fully expended during the school year. This was due largely to limited implementation time and the use of multiple overlapping funding sources that supported similar enrichment activities. Despite this challenge, the district continued implementation of the majority of planned actions and services associated with Goal 2.

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: This action has a balance of $112,466 (35%) remaining for the 2025-26 school year from Title IV to support enrichment activities. All LCAP and Title I expenditures in this action have been completed.

Action 2.2: This action was fully expended. The total expenditures for this action equal 140% of the budgeted allotment, due to additional counselors to ensure services are provided all school sites, paid through the LREBG grant.

Action 2.3: This action has a balance of $356,184 (12%) due to changes in salary costs, as well as lower professional development costs.

Action 2.4: Title IV funds in this goal have a balance of $44,360 due to only a partial software renewal of Panorama Survey required. All LCAP actions have been expended.

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

Action 2.1: This action was effective in improving student attendance and reduced chronic absenteeism across multiple student groups. Chronic absenteeism decreased by 6.1 percentage points for all students, including reductions for English Learners (-8.8 points), Foster Youth (-14.9 points), and Socioeconomically Disadvantaged students (-7 points). Elementary and middle school attendance rates also increased to 95%.

Action 2.2: This action was largely effective in supporting wellness and connectedness across the school community. Secondary students' sense of belonging increased by 8 percentage points, and suspension rates for socioeconomically disadvantaged students decreased by 0.3 percentage points. However, elementary student responses related to feeling understood and school belonging declined slightly.

Action 2.3: This action was effective in improving perceptions of safety and inclusiveness within the school community. Secondary student feelings of safety increased by 5 percentage points, while staff responses regarding feeling safe increased by 4 percentage points to 82%.

Action 2.4: This action showed positive results in supporting student wellness and behavioral needs. Suspension rates decreased for all students (-0.4 points), English Learners (-0.3 points), Hispanic students (-0.9 points) and Homeless students (-2.2 points). However, suspension rates for African American/Black students increased by 2.3 percentage 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.

Based on reflections from prior implementation and increased site needs, adjustments were made to Action 2.1, 2.2 and 2.4 for the coming year. Transportation support for students attending Twin Oaks High School to support attendance and student engagement to Action 2.1. In Action 2.2, Social Workers and Counselor funding was switched from LCAP to LREBG to continue to support student wellness and mental health needs. For Action 2.4, the Positive Behavioral Interventions and Supports (PBIS) allotment was increased by 15% to provide additional support for student social, emotional, and academic outcomes across school sites. All other Goal 2 actions and services will remain as stated in the adopted LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Enact supports to increase attendance at the district, site, and student group levels. [District Assistance]	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. [2023 - Chronic Absenteeism: DO(AA); DIS (EL); LMA (WH); PAL (EL); SEES (SED), (EL); SEMS (SED)]	$585,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Implement a continuum of services that supports the comprehensive wellness of all staff, students and community. [LREBG-funded action] [District Assistance]	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. Dashboard: [2023 - Chronic Absenteeism: DO(AA); DIS (EL); LMA (WH); PAL (EL); SEES (SED), (EL); SEMS (SED)] [2023 - College & Career Indicator: TOHS (EL, HIS, SED, SWD)] [2023 - ELA: DO (SWD); FHS (ALL); LMA (SWD); MHHS (EL); SEMS (SWD); SME (SWD); SMMS (SWD); TOES (SWD); TOHS (ALL); and WPMS (SWD)] [2023 - Mathematics: DO (SWD); FHS (ALL); SEMS (SWD); SMHS (EL, SWD); SMMS (SWD); and WPMS (EL)] [2023 - Suspension Rate: DO (FY); LMA (SED); MHHS (EL); SMHS (EL); TOHS (EL & SED)] For the 2025-26 school year, $695,564 of LRBEG funds have been allocated to this action.	$3,181,506.00	Yes
2.3	Provide a safe, inclusive, and responsive environment for all students, including 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. Dashboard:	$2,614,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
	community. [District Assistance]	[2023 - Chronic Absenteeism: DO(AA); DIS (EL); LMA (WH); PAL (EL); SEES (SED), (EL); SEMS (SED)] [2023 - Suspension Rate: DO (FY); LMA (SED); MHHS (EL); SMHS (EL); TOHS (EL & SED)]		
2.4	Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. [District Assistance]	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. Dashboard: [2023 - Suspension Rate: DO (FY); LMA (SED); MHHS (EL); SMHS (EL); TOHS (EL & SED)]	$54,830.00	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)	60% (Winter 2026)	80% or higher	-2%

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)	20% (Winter 2026)	60% or higher	-10%
3.3	iREADY - Reading (SWD) % met or near grade level [Priority 8]	39% (Spring 2024)	52% (Spring 2025)	37% (Winter 2026)	60% or higher	-2%
3.4	iREADY - MATH (ALL) % met or near grade level [Priority 8]	45% (Spring 2024)	68% (Spring 2025)	44% (Winter 2026)	75% or higher	-1%
3.5	iREADY - MATH (EL) % met or near grade level [Priority 8]	11% (Spring 2024)	30% (Spring 2025)	9% (Winter 2026)	45% or higher	-2%
3.6	iREADY - MATH (SWD) % met or near grade level [Priority 8]	25% (Spring 2024)	51% (Spring 2025)	26% (Winter 2026)	60% or higher	+1%
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	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)	76% (2026)	90% or higher	+2%
3.9	LCAP SURVEY - % of STAFF that agree: "It is easy for me to form relationships with my students."	91% (2024)	95% (2025)	92% (2026)	95% or more	+1%
3.10	LCAP SURVEY - % of STAFF that rated the	55% (2024)	70% Good or Excellent	68% (2026)	80% or more	+13%

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)	37% (2026)	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)	0% (Spring, 2026)	50% or more	-8%

Goal Analysis [2025-26]

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

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

Overall, Goal 3 actions were implemented substantially as described in the adopted LCAP during the 2025–26 school year. The district continued implementation of actions focused on professional development, instructional support, and systems aligned to the articulated goal. Action 3.1 was fully implemented and included planned professional development, support services, and personnel to support Professional Learning Communities (PLCs) across all elementary school sites. A success experienced during implementation included the continued collaboration and instructional support provided through PLC structures to support instructional planning and student learning outcomes across elementary schools.

Title II professional development expenditures for Action 3.1 were slightly lower than budgeted, and personnel costs were reduced due to a vacancy that remained unfilled during the school year. Action 3.2 was partially implemented, as the Inflexion software platform was not renewed and some professional development expenditures were below initial budget projections. Despite these challenges, the district continued implementation of the majority of planned actions and services associated with Goal 3.

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: This action has a balance of $79,611 (4%) due to an unfilled vacancy.

Action 3.2: Balance of $105,247 (51%) remains due to the Inflexion software not being renewed for 2025-26, as well as Title II professional development coming under projected cost.

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

Action 3.1 - Mid-year iREADY Reading and Mathematics data reflected minimal improvement overall, with several student groups declining from baseline performance levels. Reading outcomes for English Learners declined from 30% to 20%, Students with Disabilities declined from 39% to 37%, Mathematics performance for all students declined from 45% to 43%, and English Learner mathematics performance declined from 11% to 9%. Mathematics performance for Students with Disabilities increased slightly from 25% to 26%

Action 3.2: This action showed moderate effectiveness in supporting certificated staff in creating Future Ready Learning Environments. Staff confidence in effectively educating students increased to 76%, student social-emotional well-being ratings increased by 13 percentage points, and 92% of staff reported it is easy to form relationships with students. However, staff ratings regarding student behavior declined by 7 percentage 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.

Based on reflections from prior practice, no substantive changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Staff survey data indicated increased perceptions related to social emotional learning and relationship building. However, student behavior ratings declined slightly, and local iReady assessment results also reflected areas of continued need. These outcomes indicate a continued need to support staff in developing their capacity to create future-ready learning environments that promote high levels of student learning. As a result, the goal will continue as originally stated.

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. [Kirsten, N. A systematic research review of teachers' professional development as a policy instrument. Educational Research Review. 2020; 31 (100366)]	$1,992,630.00	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	97% (Spring 2026)	100%	-3%
4.2	STANDARDS ALIGNED INSTRUCTIONAL MATERIALS - % of students with access to	100% (22-23)	100%	100%	100%	On Target

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%	100%	On Target
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%	66% (25-26)	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)	47% (25-26)	80% or higher	-7%
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)	69% (25-26)	90% or higher	+1%
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)	78% (25-26)	85% or higher	-1%
4.8	LCAP Survey - % of parents (ALL) that agree:	69% (23-24)	76% (24-25)	68% (25-26)	85% or higher	-1%

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)	77% (25-26)	85% or higher	+16%
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)	66% (25-26)	75% or higher	+2%
4.11	LCAP Survey - % of parents (ALL) that agree: "Students feel safe at school"	77% (23-24)	71% (24-25)	72% (25-26)	95% or higher	-5%
4.12	LCAP Survey - Total number of parent respondents to the annual LCAP survey. [Priority 3]	1,449 (23-24)	1,448 (24-25)	689 (25-26)	2,000 or higher	-760
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)	77% (25-26)	85% or higher	0%

Goal Analysis [2025-26]

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

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

Overall, Goal 4 actions were implemented substantially as described in the adopted LCAP during the 2025–26 school year. The district continued implementation of actions focused on communication, family engagement, student support services, and operational support aligned to the articulated goal. Action 4.1 was implemented as described in the adopted LCAP, and planned activities within the action were completed despite expenditures being lower than originally budgeted. Implementation of Action 4.1 included district translation services, ParentSquare communication software to support family and school communication, homeless educational services, and district Special Programs staff to support program implementation and compliance activities. A success experienced during implementation included the continued provision of communication and support services for families, including multilingual communication and services for students experiencing homelessness. Action 4.2 was implemented in its entirety and included supplemental personnel supports aligned to district and site needs. No substantive differences in implementation occurred during the reporting period, and the district continued implementation of the planned actions and services associated with Goal 4

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: There remains a balance of $112,165 (14%) in this action in Title I and II due to a decrease in parent training contract costs and basic aid services.

Action 4.2: This action has been fully expended.

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

Action 4.1: This action showed moderate effectiveness in maintaining resources and engagement opportunities for families and community partners. The district maintained 100% access to standards-aligned instructional materials, and 100% of schools earned a “Good” or better facilities rating. Parent engagement measures remained generally stable, including 78% of English Learner parents reporting opportunities for engagement. However, communication regarding student progress declined by 8 percentage points, and special education parent resource ratings declined by 6 percentage points.

Action 4. 2: This action showed moderate effectiveness in maintaining a highly qualified workforce. The district maintained 97% of teachers appropriately assigned and fully credentialed in their subject area. However, this represented a 3 percentage point decline from the prior year.

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.

This goal will remain as stated to continue supporting progress in several local measures, including parent communication regarding student progress, special education parent resource ratings, and the percentage of appropriately assigned and credentialed teachers. The district will continue the current actions and supports to maintain and build upon progress in these areas.

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. [District Assistance]	SMUSD is committed to strengthening community relations with the district and sites through proactively engaging all members in the educational experience.	$791,473.00	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 retention 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;	$7,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		62 (3): pp. 233-259] [Kirsten, N. A systematic research review of teachers' 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		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$17,504,438	$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
8.075%	0.000%	$0.00	8.075%

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:** 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-funded action] **Need:** English learners, low-income students, and foster youth continue to demonstrate a 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, M 1.33

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
	for targeted academic and instructional support. English Learner performance remains low, with 14% meeting or exceeding standards in ELA and 11% in Mathematics on the 2024–25 CAASPP, while only 9% met or were near grade level in Mathematics on the Winter 2026 iReady assessment. Local Indicator data also showed the district did not maintain Full Implementation and Sustainability ratings across all academic standards areas. These data indicate a continued need for socially, culturally, and behaviorally responsive instruction, differentiated interventions, and targeted supports. **Scope:** 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:** Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress. **Need:** English learners, low-income students, and foster youth continue to demonstrate a need for improved systems to monitor academic progress and provide timely intervention. Socioeconomically Disadvantaged student performance declined to 37% proficient in ELA and 26% proficient in Mathematics on the 2024–25 CAASPP. Local Indicator data also showed the district did not maintain Full Implementation and Sustainability ratings across all academic standards areas, and	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
	parent survey results declined to 78% agreement regarding instructional support. These data indicate a continued need for a multi-measurement system to monitor student progress and inform targeted supports and interventions. **Scope:** LEA-wide		
1.3	**Action:** Offer a range of relevant experiences that engage students in deeper learning that informs their future choices. **Need:** Differences in academic performance and college and career readiness outcomes continue to demonstrate areas of need among unduplicated student groups. English Learner performance remained low in ELA and Mathematics, with 14% meeting or exceeding standards in ELA and 11% in Mathematics on the 2024–25 CAASPP, while Socioeconomically Disadvantaged student performance declined in both subject areas. Although English Learner outcomes improved in A–G completion and College and Career Readiness, overall performance levels remained below desired outcomes, indicating a continued need for meaningful learning experiences that support future readiness. **Scope:**	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Implement an English Language Arts program to meet the needs of all SWD and EB students. **Need:** English Learner performance in English Language Arts continues to demonstrate a need for targeted instructional support. In 2024–25, 14% of English Learners met or exceeded standards on the CAASPP ELA assessment, and the English Learner Dashboard status remained 54.1 points below standard. These data demonstrate a continued need for an English Language Arts program designed to support the academic needs of SWD and Emergent Bilingual students. **Scope:** LEA-wide	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 student needs. As such, this benefits all students and will be implemented LEA-wide.	M1.3, M1.20
1.7	**Action:** Implement a Mathematics program to meet the needs of all SWD and EB students. **Need:** Mathematics performance data continue to demonstrate a need for targeted instructional support for SWD and Emergent Bilingual students. In 2024–25, 11% of English Learners met or exceeded standards on the CAASPP Mathematics assessment, and the English Learner Dashboard status remained	English learners, and English learners with disabilities, shall be 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

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
	85.1 points below standard. These data demonstrate a continued need for a Mathematics program designed to support the academic needs of SWD and Emergent Bilingual students. **Scope:** LEA-wide		
1.8	**Action:** Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. [LREBG-funded action] **Need:** Academic performance data continue to demonstrate a need for intervention and support for at-risk English learners, socioeconomically disadvantaged students, and foster youth. English Learner Dashboard results remained 54.1 points below standard in ELA and 85.1 points below standard in Mathematics during 2024–25. Socioeconomically Disadvantaged student performance also remained below standard in both ELA and Mathematics, including an increase in Mathematics points below standard. These data demonstrate a continued need for targeted intervention and support services. **Scope:** 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.

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
1.9	**Action:** Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication. **Need:** Long-Term English Learner performance and parent feedback data continue to demonstrate a need for increased support and communication for LTEL students and families. In 2024–25, LTEL students remained in Red status in both ELA and Mathematics on the California School Dashboard, including 163 points below standard in Mathematics. Parent survey results also showed only 68% agreement that schools provide enough resources for parents. These data demonstrate a continued need for personalized planning and strategic communication to support LTEL students and families. **Scope:** LEA-wide	This action addresses the needs of English learners, explicitly long-term English Learners (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.	M1.30, M1.31, M1.32
2.1	**Action:** Enact supports to increase attendance at the district, site, and student group levels. [District Assistance] **Need:** Attendance and chronic absenteeism data continue to demonstrate a need for supports at the district, site, and student group levels. In 2024–25, chronic absenteeism rates remained above desired outcomes for all students and	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	M 2.1., M 2.2., M 2.3., M 2.4., M 2.5., M 2.6., M 2.7.

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
	several student groups, including African American/Black students (25.4%), English Learners (17.2%), Foster Youth (21.1%), and Socioeconomically Disadvantaged students (20%). Elementary and middle school attendance rates also remained below the desired outcome of 97%. These data demonstrate a continued need for attendance supports and interventions. **Scope:** LEA-wide	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.	
2.2	**Action:** Implement a continuum of services that supports the comprehensive wellness of all staff, students and community. [LREBG-funded action] [District Assistance] **Need:** Student wellness and school connectedness data continue to demonstrate a need for comprehensive supports for students, staff, and the community. In Winter 2026, 66% of elementary students reported that people at school understand them as a person, while 73% of elementary students and 62% of secondary students reported a sense of belonging at school. Although secondary student belonging increased, overall results remained below desired outcomes. These data demonstrate a continued need for a continuum of wellness and support services. **Scope:**	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 UPP students, it is imperative that high quality staff be employed that can directly impact and work with these students.	M 2.9, M 2.12., M 2.22., M 2.23., M2.24

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		
2.3	**Action:** Provide a safe, inclusive, and responsive environment for all students, including students in unduplicated student groups as well as those who identify as members of the LGBTQIA community. [District Assistance] **Need:** School climate and safety data continue to demonstrate a need for safe, inclusive, and responsive learning environments for all students, including unduplicated student groups and students who identify as members of the LGBTQIA community. In Winter 2026, 39% of secondary students and 82% of staff responded favorably regarding feelings of safety at school. Although results improved from baseline, outcomes remained below desired targets. These data demonstrate a continued need for supports that promote safety, inclusion, and responsiveness across school environments. **Scope:** 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:** Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. [District Assistance] **Need:**	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	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
	Student behavior and discipline data continue to demonstrate a need for supports that address the impacts of adverse experiences and promote student wellness. In 2024–25, the district reported 13 expulsions, and suspension rates remained above desired outcomes for several student groups, including African American/Black students (7.1%), English Learners (3.1%), Hispanic students (2.9%), and Homeless students (3.5%). Although some suspension rates decreased from baseline, outcomes remained above desired targets. These data demonstrate a continued need for a holistic environment focused on healing and responsive student supports. **Scope:** LEA-wide	concerns of our UPP students. This includes providing conflict resolution training, conducting before and after school interventions, and ensuring safety and engagement on our campuses.	
3.1	**Action:** 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. **Need:** Academic performance data continue to demonstrate a need for professional learning that supports socially, culturally, and behaviorally responsive instruction and Future Ready Learning Environments. In Winter 2026, iReady results showed that 60% of all students met or were near grade level in	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.

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
	Reading and 44% in Mathematics, while English Learner and SWD performance remained significantly below desired outcomes across both content areas. These data demonstrate a continued need for professional learning and instructional support focused on improving outcomes for English learners, foster youth, and low-income students. **Scope:** LEA-wide		
3.2	**Action:** Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments. **Need:** Staff feedback data continue to demonstrate a need for practices that support certificated employees in creating Future Ready Learning Environments. In 2026, staff ratings related to effective education, student social-emotional well-being, and student behavior remained below desired outcomes, with behavior ratings declining from baseline. **Scope:** LEA-wide	Professional development in uniformed practices ensures equitable instruction and leadership 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.	M 3.8, M 3.10, M 3.11
4.1	**Action:** Implement appropriate resources and support to ensure all community partners have the necessary resources, information and opportunities to engage, and to impact student	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	M 4.2., M 4.3, M 4.4., M 4.5., M 4.6., M 4.7., M 4.8., M 4.9.

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
	achievement outcomes for English learners, low-income, and foster youth students. [District Assistance] **Need:** Parent engagement and communication data continue to demonstrate a need for resources and supports that strengthen family engagement and access to information. In 2025–26, parent survey results related to communication regarding student progress, parent resources, and opportunities for engagement remained below desired outcomes across multiple student groups, including English Learners, SWD, and unduplicated pupils. These data demonstrate a continued need to provide community partners with resources, information, and opportunities to support student achievement outcomes. **Scope:** LEA-wide	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.	
4.2	**Action:** Attract and retain teachers and support staff. **Need:** Staffing data continue to demonstrate a need to attract and retain qualified teachers and support staff. In Spring 2026, 97% of teachers were appropriately assigned and fully credentialed in the subject matter, which remained below the desired outcome of 100%.	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 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.	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
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students. **Need:** DPS and TOHS- EB students score very low in ELPI while KH, PAL, TOES and WPMS EB population score low on the ELPI **Scope:** Limited to Unduplicated Student Group(s)	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 students access to the appropriate coursework and a board range of study while developing the English language.	M 1.18, M 1.19

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	216,781,940	17,504,438	8.075%	0.000%	8.075%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,526,991.00	$2,352,267.00	$0.00	$3,494,255.00	$25,373,513.00	$22,453,168.00	$2,920,345.00

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-funded action]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,571,113.00	$429,291.00	$1,726,328.00	$1,230,692.00		$43,384.00	$3,000,404.00	
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	$79,204.00	$77,669.00	$102,973.00			$53,900.00	$156,873.00	
1	1.3	Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$624,353.00	$241,000.00	$859,353.00			$6,000.00	$865,353.00	
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	$36,000.00				$36,000.00	$36,000.00	
1	1.5	Implement an English Language Development program to meet the needs of all Emergent Bilingual students, including Long Term English Learners (LTEL) and Newcomer students.	English Learners	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	2024-2027	$291,830.00	$116,692.00	$270,139.00			$138,383.00	$408,522.00	

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	1.6	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-funded action]	English Learners Foster Youth Low Income	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	2024-2027	$2,967,516.00	$917,798.00	$1,128,525.00	$420,611.00		$2,336,178.00	$3,885,314.00	
1	1.9	Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication.	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.1	Enact supports to increase attendance at the district, site, and student group levels. [District Assistance]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$185,082.00	$400,295.00	$461,977.00	$5,400.00		$118,000.00	$585,377.00	
2	2.2	Implement a continuum of services that supports the comprehensive wellness of all staff, students and community. [LREBG-funded action] [District Assistance]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,107,183.00	$74,323.00	$2,485,942.00	$695,564.00			$3,181,506.00	
2	2.3	Provide a safe, inclusive, and responsive environment for all students, including students in unduplicated student groups as well as those who identify as members of the LGBTQIA community. [District Assistance]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$2,561,851.00	$52,269.00	$2,545,582.00			$68,538.00	$2,614,120.00	
2	2.4	Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$54,830.00	$3,000.00			$51,830.00	$54,830.00	

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
		students. [District Assistance]														
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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,976,361.00	$16,269.00	$1,960,092.00			$32,538.00	$1,992,630.00	
3	3.2	Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth 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. [District Assistance]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$469,370.00	$322,103.00	$422,080.00			$369,393.00	$791,473.00	
4	4.2	Attract and retain teachers and support staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$7,500,000.00	$0.00	$7,500,000.00				$7,500,000.00	
5	5.1							2024-2027								
5	5.2							2024-2027								
5	5.3						All Schools	2024-2027								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
216,781,940	17,504,438	8.075%	0.000%	8.075%	$19,526,991.00	0.000%	9.008 %	**Total:**	$19,526,991.00
								LEA-wide Total:	$18,128,327.00
								Limited Total:	$270,139.00
								Schoolwide Total:	$1,128,525.00

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-funded action]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,726,328.00	
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 Foster Youth Low Income	All Schools	$102,973.00	
1	1.3	Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$859,353.00	

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	1.5	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	$270,139.00	
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-funded action]	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	$1,128,525.00	
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. [District Assistance]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$461,977.00	
2	2.2	Implement a continuum of services that supports the comprehensive wellness of	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,485,942.00	

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 (%)
		all staff, students and community. [LREBG-funded action] [District Assistance]						
2	2.3	Provide a safe, inclusive, and responsive environment for all students, including students in unduplicated student groups as well as those who identify as members of the LGBTQIA community. [District Assistance]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,545,582.00	
2	2.4	Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students. [District Assistance]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
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 Foster Youth Low Income	All Schools	$1,960,092.00	
3	3.2	Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments.	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	All Schools	$422,080.00	

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. [District Assistance]						
4	**4.2**	Attract and retain teachers and support staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500,000.00	
5	**5.3**					All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$26,982,344.00	$25,944,558.00

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. (LREBG) (District Assistance)	Yes	$4,271,667.00	3,927,173.00
1	**1.2**	Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress.	Yes	$143,347.00	149,169.00
1	**1.3**	Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.(District Assistance)	Yes	$1,048,310.00	983,047.00
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	60,171.00
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	$398,170.00	381,183.00
1	**1.6**	Implement an English Language Arts program to meet the needs of all SWD and EB students.	Yes	$46,883.00	3,577.00

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	$45,384.00	2915.00
1	1.8	Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. (LREBG)	Yes	$3,986,138.00	3,716,027.00
1	1.9	Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication.	Yes	$2,000.00	2000.00
2	2.1	Enact supports to increase attendance at the district, site, and student group levels.	Yes	$320,582.00	208,116.00
2	2.2	Implement a continuum of services that supports the comprehensive wellness of all staff, students and community	Yes	$2,560,695.00	3,146,714.00
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	$3,077,266.00	2,721,082.00
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	7,970.00
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	$1,952,651.00	1,873,040.00
3	3.2	Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments.	Yes	$206,844.00	101,597.00

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)
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	$785,588.00	673,423.00
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	$147,565.00	147,565.00
5	**5.2**	Increase access to postsecondary opportunities, including industries, careers, and financial aid.	No	$49,000.00	70,000.00
5	**5.3**	Provide professional learning that is socially, culturally, and behaviorally responsive.	Yes	$268,924.00	269,789.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
16,908,964	$19,950,939.00	$19,043,508.00	$907,431.00	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. (LREBG) (District Assistance)	Yes	$1,680,703.00	1,548,847		
1	1.2	Implement a multi-measurement system to accurately and efficiently determine English learner, low-income, and foster youth student progress.	Yes	$95,347.00	95,269		
1	1.3	Offer a range of relevant experiences that engage students in deeper learning that informs their future choices.(District Assistance)	Yes	$867,310.00	817,447		
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	$259,787.00	259,787		
1	1.6	Implement an English Language Arts program to	Yes	$2,000.00	2000.00		

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	$2,000.00	2,000.00		
1	1.8	Provide intervention and support for sites with at-risk, socioeconomically disadvantaged English learners and Foster Youth. (LREBG)	Yes	$1,127,827.00	1,045,372		
1	1.9	Empowering LTEL Students and Families Through Personalized Plans and Strategic Communication.	Yes	$2,000.00	2,000.00		
2	2.1	Enact supports to increase attendance at the district, site, and student group levels.	Yes	$181,204.00	181,310		
2	2.2	Implement a continuum of services that supports the comprehensive wellness of all staff, students and community	Yes	$2,560,695.00	2,472,069		
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	$3,008,728.00	2,668,751		
2	2.4	Provide a holistic environment focused on healing and addressing the needs stemming from adverse experiences for all students.	Yes	$500.00	3,220		
3	3.1	Provide professional learning that is socially, culturally and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments to	Yes	$1,920,113.00	1,848,679		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		support achievement of English learners, foster youth, and low-income students.					
3	**3.2**	Implement practices to ensure certificated employees are capable of creating Future Ready Learning Environments.	Yes	$55,000.00	0.00		
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.	Yes	$418,801.00	418,784		
4	**4.2**	Attract and retain teachers and support staff.	Yes	$7,500,000.00	7,500,000		
5	**5.3**	Provide professional learning that is socially, culturally, and behaviorally responsive.	Yes	$268,924.00	177,973		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
210,470,520	16,908,964	0.00	8.034%	$19,043,508.00	0.000%	9.048%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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