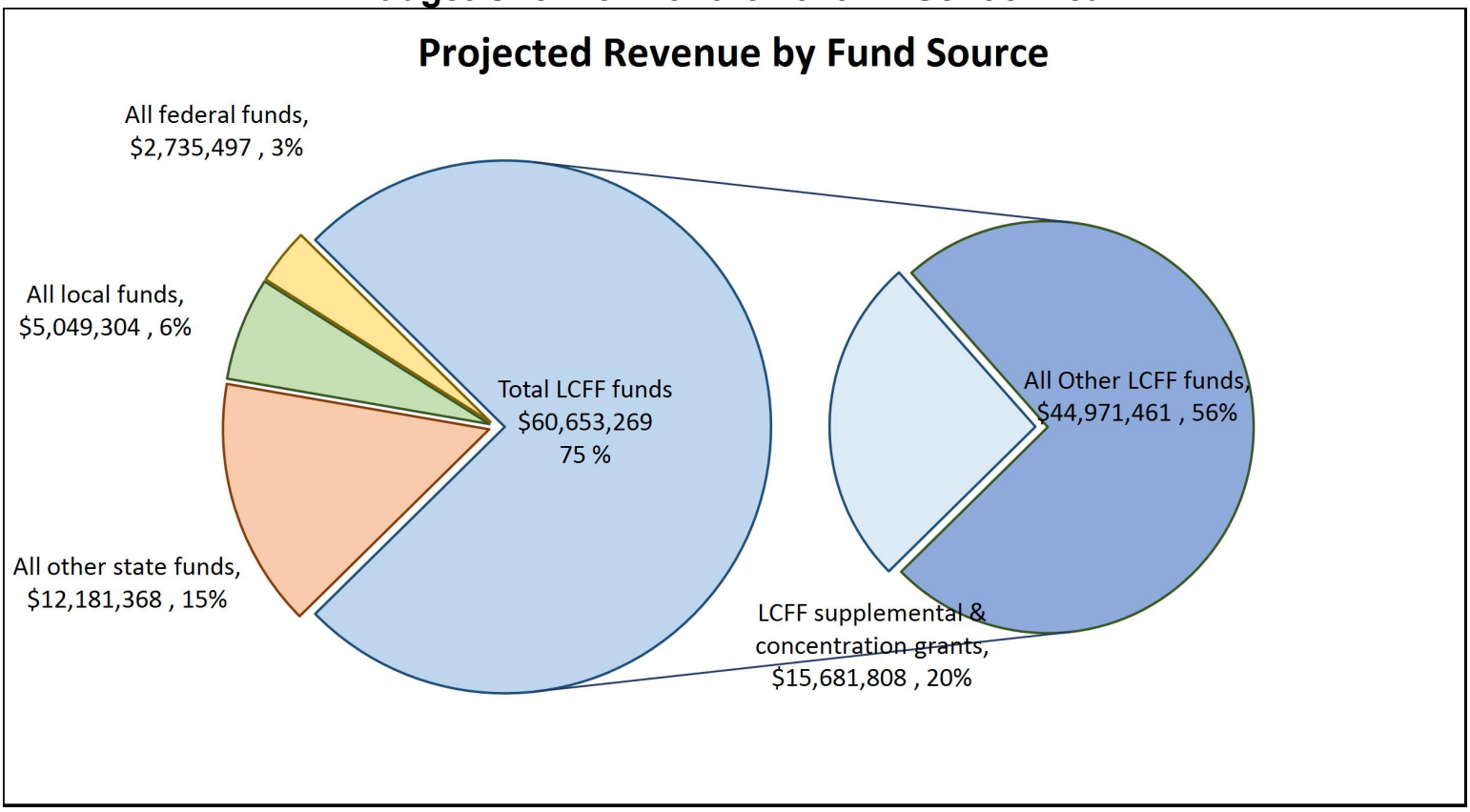
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Ysidro School District
CDS Code: 37683790000000
School Year: 2026-27
LEA contact information:
Maria C. Rodriguez
Coordinator of Federal and State Programs and Language Acquisition
maria.rodriguez@sysdschools.org
619-428-4476 Ext. 3070

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

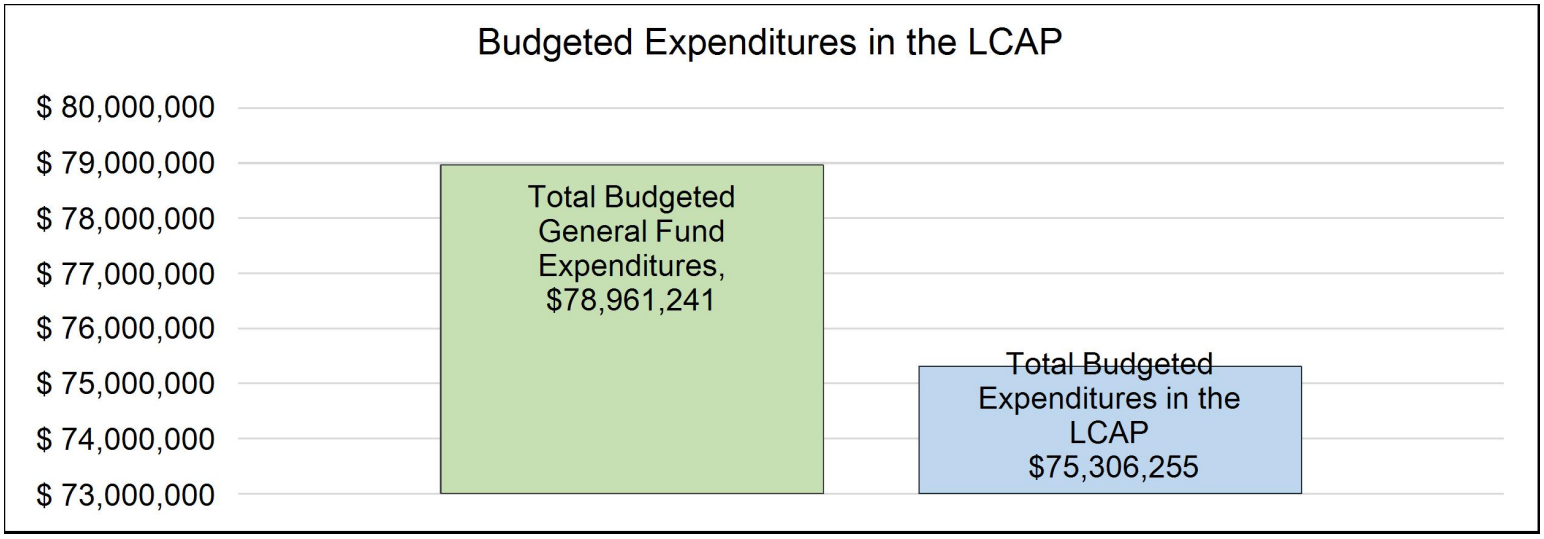


This chart shows the total general purpose revenue San Ysidro School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ysidro School District is $80,619,438, of which $60,653,269 is Local Control Funding Formula (LCFF), $12,181,368 is other state funds, $5,049,304 is local funds, and $2,735,497 is federal funds. Of the $60,653,269 in LCFF Funds, $15,681,808 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 Ysidro 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 Ysidro School District plans to spend $78,961,241 for the 2026-27 school year. Of that amount, $75,306,255 is tied to actions/services in the LCAP and $3,654,986 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

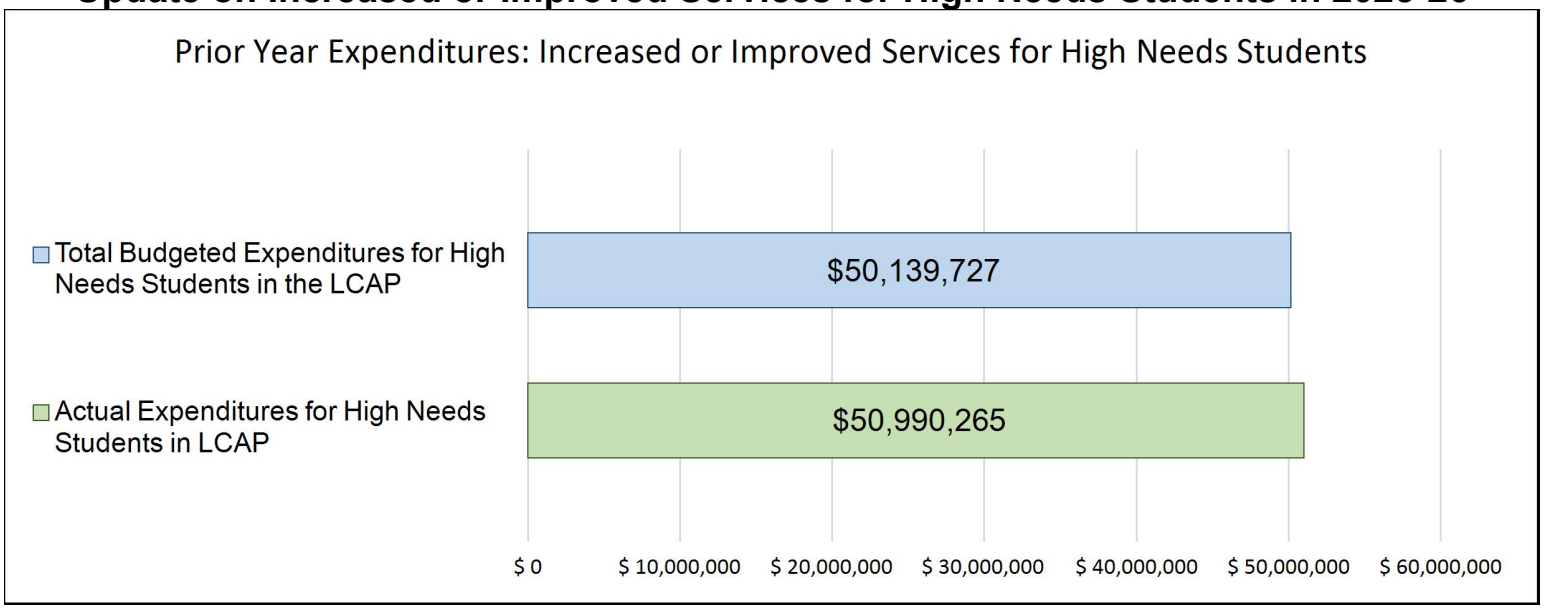
The general fund budget expenditures not included in the LCAP are the STRS On-Behalf Contribution ($3 million), the 16-17 ADA overstatement repayment to the State ($270,400) and other misc. operating expenditures.

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

In 2026-27, San Ysidro School District is projecting it will receive $15,681,808 based on the enrollment of Foster Youth, English learner, and low-income students. San Ysidro School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ysidro School District plans to spend $51,392,857 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 Ysidro 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 Ysidro 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 Ysidro School District's LCAP budgeted $50,139,727 for planned actions to increase or improve services for high needs students. San Ysidro School District actually spent $50,990,265 for actions to increase or improve services for high needs students in 2025-26.

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 Ysidro School District	Maria C. Rodriguez Coordinator of Federal and State Programs and Language Acquisition	maria.rodriguez@sysdschools.org 619-428-4476 Ext. 3070

Plan Summary [2026-27]

General Information

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

The San Ysidro School District (SYSD) is located in a unique binational community adjacent to the U.S.–Mexico border, serving students in Transitional Kindergarten through grade 8 across five elementary schools and two middle schools. The district also operates a Child Development Center (CDC), offering preschool programs, with Transitional Kindergarten available at select school sites.

SYSD serves approximately 4,200 students and reflects a highly diverse community, with more than 30 languages and dialects represented. Spanish is the primary language for the majority of families. Based on the most recent California School Dashboard data, approximately 49% of students are identified as English Learners, underscoring the importance of comprehensive language development programs and supports.

The district serves a community with significant socioeconomic needs. A high percentage of students are identified as socioeconomically disadvantaged, and many experience housing instability as defined by McKinney-Vento guidelines. Additionally, approximately 20% of students qualify for Special Education services, a rate that exceeds the state average and reflects the district's commitment to inclusive practices and specialized support systems.

California School Dashboard results highlight both areas of progress and ongoing need. The district has demonstrated improvement in English Learner Progress, reflecting the impact of targeted instructional strategies and supports. At the same time, chronic absenteeism

remains an area of focus, and the district continues to implement targeted interventions and collaborate with the San Diego County Office of Education through Differentiated Assistance.

Guided by its mission to provide a high-quality, multicultural learning environment, SYSD remains committed to equity, data-driven decision-making, and strong family and community partnerships. The district's strategic efforts focus on improving academic achievement, supporting the whole child, and ensuring all students are prepared for future success.

Reflections: Annual Performance

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

2022-23 California School Dashboard has identified the San Ysidro School District with the following:

- Our most pressing issue is Chronic Absenteeism, which has reached a critical level (red) with a significant increase of 4.1 from last year. We have initiated several measures and are working closely with SDCOE under Differentiated Assistance. Notably, Willow, Vista Del Mar Middle, Smythe, La Mirada, and Ocean View Hills have

significantly risen. San Ysidro Middle School, while still a concern, has shown improvement, moving from red to orange with a decline of 2.5 pts from the prior year.

- Willow has Students with Disabilities, Hispanic, English Learners, Homeless, and Socioeconomically Disadvantaged in Red.
- Ocean View Hills has Students with Disabilities, Socioeconomically Disadvantaged, English Learners, Hispanic, Homeless, Two or more Races, and White students in Red.
- Vista Del Mar has English Learners, Hispanic, Homeless, socioeconomically Disadvantaged, and Students with Disabilities in Red.

On a positive note, the homeless student group population has declined across the district. This is a significant achievement and a testament to our collective efforts. San Ysidro Middle School's homeless student group population has decreased by 4.5 pts. from the prior year. While still in the yellow zone, Sunset has also seen a considerable decline of 9.4 pts. This is a positive trend that we hope to continue. It is important to note that Sunset has decreased in all student groups, with some groups experiencing significant declines.

The suspension Rate has increased (orange), with most of our schools at orange and medium. We have a high rate of suspensions for our African American student group in the district. San Ysidro Middle School is high but has declined by 0.4%, and they are yellow. Their homeless and students with disabilities were in yellow because there was a decline. Students with Disabilities declined by 2.3 pts, and homeless declined by 1.7 pts. Sunset Elementary is medium and has declined 0.6%; they are green. Sunset has all student groups in green and students with disabilities in blue. Ocean View Hills has maintained and continues to have a low status and is at green. Ocean View Hills has maintained two student groups at blue (White & Hispanic). They have declined in homeless (-0.6 pts.), students with disabilities (-0.6 pts.), two or more races (-0.1 pts.), and Filipino (-0.8 pts.) students. They have increased English Learners (0.3 pts.), socioeconomically disadvantaged (0.4 pts.), and African American (1.5 pts.) student groups.

English Language Arts was maintained, and we are Orange, with La Mirada and Willow in Red, San Ysidro Middle School, Sunset, Smythe in Orange, Vista Del Mar in Yellow, and Ocean View Hills in Green. Student groups Homeless and Students with Disabilities were Red, and African American, English Learners, Hispanic, and Socioeconomically Disadvantaged were in Orange.

- Sunset Elementary has Homeless in Red.
- San Ysidro Middle School has Homeless in Red.

- Willow has English Learners, Hispanic, Socioeconomically Disadvantaged, and Homeless in Red.

Mathematics has increased by 6.1 points, but we are still 70.4 points below standard, Yellow. We are very proud of this achievement. Ocean View Hills is in Green, San Ysidro Middle and Vista Del Mar are in Orange, Smythe, Willow, and Sunset are in Yellow, and La Mirada is in Red. Willow has Students with Disabilities in Red.

La Mirada qualified for Comprehensive Support and Improvement (CSI) because it is low-performing in Chronic Absenteeism, English Language Arts, and Mathematics are in Red. It also has a Suspension Rate and English Learner Progress in orange.
Student Groups in Red:

- Chronic Absenteeism - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- English Language Arts - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- Mathematics - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Smythe qualified for Additional Targeted Support and Improvement (ATSI) because it is low-performing in Chronic Absenteeism in Red, Suspension Rate, English Learner Progress, and English Language Arts in Orange. In the area of Chronic Absenteeism, English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged, and students with disabilities are in Red. In English Language Arts, English Learners, Homeless, and Socioeconomically Disadvantaged are in Red. In Suspension Rate, Homeless is in Red.

2023-2024 California School Dashboard has identified the San Ysidro School District with the following:

Our Highlights and Celebrations:

Chronic Absenteeism: District-Wide Progress
We celebrate significant district-wide improvement in Chronic Absenteeism among several student groups: Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities
This progress is a testament to the commitment and collaboration across our schools, staff, families, and community.
Together, we're making a difference!

Suspension Rate Gains Across the District
We're excited to highlight district progress in Suspension Rates:
Homeless and Socioeconomically Disadvantaged students improved one level, from Orange to Yellow
Sunset and La Mirada made the leap from Green to Blue, a fantastic achievement
Congratulations to everyone supporting positive behavior and student well-being!

ELA Growth at Ocean View Hills & La Mirada
We celebrate them for having no student groups in Red!

At La Mirada for ELA:

- Homeless and Students with Disabilities improved three levels, from Red to Orange

- English Learners, Hispanic, and Socioeconomically Disadvantaged students moved two levels, from Red to Yellow

Incredible progress in literacy across student groups!

Math Achievement Highlights:

- Vista Del Mar and Willow each moved up one level, from Orange to Yellow
- La Mirada climbed two levels, from Red to Yellow in Math

Great gains!

Continued Progress in Reclassification:
We continue to celebrate our students' achievements in reclassification rates across all schools in the district.
This reflects the hard work of our educators, support staff, and families in supporting English Learner success!

La Mirada Exits from Comprehensive Support and Improvement (CSI):
We are thrilled to recognize La Mirada for their outstanding progress this year:

- They made an incredible three-level gain in their Suspension Rate and are now proudly in the Blue — with zero suspensions recorded!
- In both Language Arts and Math, they climbed two levels, moving from Red to Yellow.

Amazing work, La Mirada!

Smythe Exits Additional Targeted Support and Improvement (ATSI) Status:
We proudly celebrate Smythe's exit from Additional Targeted Support and Improvement (ATSI) status due to gains in:

Chronic Absenteeism, Suspension Rate, English Learner Progress, and English Language Arts

In Chronic Absenteeism, they improved two levels, now in the Yellow

In Suspension Rate, they moved up one level, also reaching the Yellow
Way to go, Smythe — your progress is inspiring!

Areas we need to improve on:

The suspension Rate was maintained from last year, and we are Orange. Our Suspension Rate is at 3.1% of all students where the state Suspension Rate is 3.2%. We are above the state rate.
Student Groups in The Red:

- District-wide Foster Youth and Long-Term English Learners
- SYMS English Learners, Hispanic, Homeless, and Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
- Willow Students with Disabilities

English Language Arts was maintained, and we are Orange.
Student Groups in The Red:

- District-wide Homeless, Long-Term English Learners, and Students with Disabilities
- Sunset Elementary English Learners and Homeless Students
- Smythe English Learners, Hispanic, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged
- San Ysidro Middle School Homeless, Students with Disabilities, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged
- Vista Del Mar Long-Term English Learners
- Willow English Learners, Hispanic, and Students with Disabilities

Mathematics was maintained, and we went from the level Yellow to Orange.
Student Groups in The Red:

- District-Wide Homeless and Long-Term English Learners
- San Ysidro Middle School English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
- Smythe Homeless and Students with Disabilities
- Vista Del Mar Middle School Long-Term English Learners

English Learner Progress went from Green to Red. This is an area where we are working hard to ensure that we address our students' needs. We have initiated several initiatives that support our English Learners and their progress. As we address our Long-Term English Learners in DA, we are also looking at our English Learners and their needs. This is the first year we are able to see student group details in English Learner Progress.
Student Groups in the Red:

- District-Wide English Learners and Long-Term English Learners
- San Ysidro Middle School English Learners and Long-Term English Learners
- Vista Del Mar Middle School English Learners

*All LREBG funds received to date have been used for our MTSS Supports and professional Development.

2024-2025 - California School Dashboard has identified the San Ysidro School District with the following:

Our District Highlights and Celebrations:

Suspension Rate Gains Across the District - No Student Groups in the RED
District - ORANGE to GREEN
OVH - GREEN to BLUE
Smythe - YELLOW to GREEN
Biggest jump from San Ysidro Middle School - RED to Green

We’re excited to highlight district and school progress in Suspension Rates:

ELA Highlights:
District went up - ORANGE to YELLOW
OVH maintained at GREEN
Smythe went up - RED to ORANGE
Sunset went up - ORANGE to YELLOW
Biggest jump Willow - RED to YELLOW

Willow and Ocean View Hills had no Student Groups in RED!!
Congratulations to all the Accomplishments in ELA Progress!

Math Highlights:
District went up ORANGE to YELLOW
La Mirada maintained at YELLOW
OVH Maintained at GREEN
Sunset went up from went up ORANGE to YELLOW
Smythe maintained ORANGE
Ocean View Hills and Sunset had no Student Groups in RED
Great gains!

ELPI Highlights:
This was a big gain for our district as we went from RED to GREEN
Continued Progress in Reclassification
This reflects the hard work of our educators, support staff, and families in supporting English Learner success!

Areas of Continuous Improvement and Overall:

Chronic Absenteeism - 2025 Differentiated Assistance Status for Homeless and Students With Disabilities
The District has an overall 28.7% of our students that are chronically absent. This increase 0.6% from last year.
Student groups in RED:

- District-wide - Homeless, English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, White and Student with Disabilities
- La Mirada - English Learners and Homeless
- Sunset Elementary - Homeless
- Smythe - Homeless and Students with Disabilities
- Ocean View Hills - English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged
- Willow -
- San Ysidro Middle School Homeless, Students with Disabilities, English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged

- Vista Del Mar - Students With Disabilities

English Language Arts increased by 6 points and we are in YELLOW
Student Groups in Red:

- District-wide Homeless, Long-Term English Learners, and Students with Disabilities
- La Mirada - English Learners and Homeless
- Sunset Elementary - Homeless
- Smythe - Homeless and Students with Disabilities
- Ocean View Hills - NO Students in Red
- Willow - NO students in Red
- San Ysidro Middle School Homeless, Students with Disabilities, English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged
- Vista Del Mar - Students With Disabilities

Mathematics Increased by 6.2 and we went from ORANGE to YELLOW
Student Groups in Red:

- District-Wide - Homeless, Long-Term English Learners, and Students with Disabilities
- La Mirada - English Learners and Homeless
- Sunset - NO students in Red
- Smythe - Homeless and Students with Disabilities
- Ocean View Hills - NO Student Group in Red
- Willow - Students with Disabilities
- Vista Del Mar Middle School - Students with Disabilities
- San Ysidro Middle School English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

ELPI: Increased by 6.7% and we went from RED to GREEN
Student Groups in Red:

- District-Wide - NO students in Red
- La Mirada - English Learners and Homeless
- Sunset Elementary - NO students in Red
- Smythe - NO students in Red
- Ocean View Hills - NO students in Red
- Willow - NO students in Red
- San Ysidro Middle School - NO students in Red
- Vista Del Mar - NO students in Red

Suspension Rate: Declined 0.8% from last year and we went from Orange to Green

- District-Wide - NO students in Red
- La Mirada - NO students in Red

- Sunset Elementary - NO students in Red
- Smythe - NO students in Red
- Ocean View Hills - NO students in Red
- Willow - Hispanic and Homeless
- San Ysidro Middle School - NO students in Red
- Vista Del Mar - NO students in Red

Science: Informational Purposes ONLY - Increased 7.9 points
- District-Wide - NO students in Red
- La Mirada - NO students in Red
- Sunset Elementary - NO students in Red
- Smythe - NO students in Red
- Ocean View Hills - NO students in Red
- Willow - NO students in Red
- San Ysidro Middle School - Long-Term English Learners
- Vista Del Mar - NO students in Red

*All LREBG funds received to date have been used to support the MTSS process for Tiered Academic Professional Development and Social-Emotional Learning. Goal 1 & Goal 2, Metrics 1.2, 1.4, and 2.10 were revised to align with the MTSS framework and the implementation of Learning Recovery Emergency Block Grant (LREBG) supports. Action 1.10 and Action 2.5 were updated to reflect expenditures and services associated with LREBG-funded interventions and learning recovery efforts. Strengthen student achievement in English Language Arts, Mathematics, and Social-Emotional Well-Being through a Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, social-emotional MTSS supports, expanded learning opportunities, and evidence-based instructional practices to address unfinished learning and accelerate student success. Implement targeted Tier I, Tier II, and Tier III academic and social-emotional interventions in English Language Arts and Mathematics to address learning gaps, support student well-being, and improve student outcomes. Provide expanded learning opportunities, including before-school and after-school programs aligned to academic and social-emotional MTSS supports.
Provide ongoing professional development, coaching, and collaboration opportunities for staff in partnership with the County Office of Education and California Association for Bilingual Education on best practices for supporting English Learners, Students with Disabilities, Homeless, and all learners through differentiated instruction, evidence-based practices, language acquisition strategies, and inclusive instructional supports. According to teacher and staff feedback, there is a continued need for professional learning focused on social-emotional well-being and its connection to student learning, engagement, and achievement. In collaboration with the County Office of Education, the district is currently supporting this professional learning in grades K–2, with very positive feedback and outcomes from staff. The district will begin planning to expand and continue this work into grades 3–8 to further strengthen inclusive learning environments and student success.

Reflections: Technical Assistance

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

The San Ysidro School District is eligible for Technical Assistance/Differentiated Assistance, as outlined in EC Sections 47607.3, 52071.5, 52072, or 52072.5, and work is underway as part of receiving this assistance. The San Ysidro School District continues to engage in Differentiated Assistance in partnership with SDCOE and SELPA, grounded in analysis of the 2025 California School Dashboard, which identified Chronic Absenteeism as a Red indicator. Targeted student groups of focus include Students with Disabilities and Unhoused Youth, who experience the greatest impact in student engagement outcomes.

In LCFF State Priority 5 — Student Engagement (Chronic Absenteeism).

The work is underway, and our team members are:

- Manuel Bojorquez - Asst Superintendent of Educational Leadership and Pupil Services
- Luis Ramos - Director of Educational Services
- Rick Quintana - Director of Special Education
- Maria C. Rodriguez - Coordinator of Federal and State Programs & Language Acquisition
- Denise Villezcas - Student Services Coordinator
- Veronica Medina - Coordinator of Pupil Services
- Mairen Ruiz - Principal of San Ysidro Middle School
- Rebecca Moore - Principal of Smythe
- Matthew Bandy - Principal of Vista Del Mar Middle
- Myrna Cerda - Principal of Willow
- Rodrigo Amezquite - Outreach Consultant
- Nirvana Gonzalez - Outreach Consultant
- Marilyn Adrianzen - CBO
- SDCOE - Sandra Cephas - DA support
- SELPA - Oscar Madera & Barby Castro

As a team, we have meticulously collected three types of data, each providing a unique perspective: Satellite data, offering a broad view; Map data, providing a detailed understanding; and Street data, giving us a close-up look. This comprehensive data collection is a crucial and reassuring step in our work, ensuring that no aspect is overlooked.

Through a comprehensive continuous improvement process, the district analyzed multiple data sources to better understand the root causes of chronic absenteeism and student engagement challenges.

Satellite Data (Broad Systems View) revealed systemwide trends indicating that chronic absenteeism remains a significant districtwide challenge, particularly for Students with Disabilities and Unhoused Youth. Contributing factors include learning loss, loss of connection to school, and opportunity gaps that have persisted following the pandemic. Additionally, broader community factors such as housing instability, family employment challenges continue to impact consistent student attendance.

Map Data (Detailed Patterns and Trends) related to monitoring attendance and academic progress. These patterns underscore the need for systematic supports and consistent practices across sites, including standardized attendance coding and early intervention strategies.

Street Data (Student and Family Voice) collected through empathy interviews and stakeholder engagement, revealed that many students experience a lack of belonging and connection to school, which directly impacts attendance. Students expressed the need for stronger relationships with adults, increased supervision during unstructured times, and clearer, consistently enforced expectations to feel safe. Additional themes included mental health challenges, transportation barriers, and family responsibilities, including housing instability and employment demands.

These insights reinforced the importance of creating welcoming, safe, and inclusive school environments, while also strengthening connections with families and reinforcing the value of education.

In response, the district identified and prioritized key strategies to address chronic absenteeism and improve student engagement. Based on team input and consensus-building activities, the following areas emerged as the highest-leverage actions:

- Implementation of a Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to create consistent, safe, and supportive school environments (highest priority)
- Standardization of attendance practices through ATD 401 and consistent coding systems, with a focus on early intervention for students with fewer than nine absences to prevent chronic absenteeism
- Strengthening family and community partnerships, including exploration of employment opportunities for parents in collaboration with Southwestern College

Additional strategies include:

- Expanded before- and after-school academic support for attendance recovery
- Increased access to mental health services, including therapy and CYBHI supports
- Strengthened SART processes, including continued use of empathy interviews
- Intentional student check-ins and relationship-building practices
- Schoolwide efforts to promote belonging, incentives, and safe, welcoming environments

To further accelerate improvement efforts, San Ysidro School District is launching a district-wide attendance challenge from April through the end of the school year, designed to promote positive attendance habits, increase student engagement, and reinforce a culture of belonging across all school sites.

The district’s ongoing work is grounded in a commitment to continuous improvement and is supported by several key successes. Celebrations and progress indicators include:

- Strengthened focus on data analysis and progress monitoring systems
- Reestablishment of Instructional Design districtwide, with positive academic trends
- Increased psychological safety in data discussions, leading to more transparent and productive conversations
- Implementation of Educlimber and i-Ready to monitor student progress
- Significant improvement in English Learner Progress Indicator (ELPI), with both middle schools moving from Red to Green, resulting in exit from Differentiated Assistance for LTELs and Foster Youth

- Reclassification rates for Long-Term English Learners exceeding 20%
- Alignment of Community Schools work with Differentiated Assistance priorities, including social-emotional health and vertical articulation
- No schools identified for CSI or ATSI, indicating overall system progress
- A renewed districtwide sense of vision, cohesion, and shared responsibility

This work continues to be anchored in strengthening Tier 1 instruction, student engagement, and inclusive practices, ensuring that all students—particularly Students with Disabilities, Unhoused Youth, and other unduplicated student groups—experience a strong sense of belonging and access to high-quality instruction.

San Ysidro Middle School has been identified for Targeted Support and Improvement (TSI) based on the 2025 California School Dashboard, with Chronic Absenteeism, English Language Arts (ELA), and Math as areas of concern.

Student groups in the Red are as follows:
- Chronic Absenteeism: English Learners, Hispanic students, Homeless Youth, LTELs, and Socioeconomically Disadvantaged students
- ELA: English Learners, Hispanic students, Homeless Youth, LTELs, Socioeconomically Disadvantaged students, and Students with Disabilities
- Math: English Learners, Hispanic students, LTELs, Socioeconomically Disadvantaged students, and Students with Disabilities

Data Analysis and Root Causes:
Analysis of satellite, map, and street data revealed multiple contributing factors:
- Satellite Data (Broad View): Chronic absenteeism is highest among the identified subgroups, reflecting patterns of learning loss, disconnection, housing instability, and family economic barriers. These factors also impact academic performance in ELA and Math.
- Map Data (Detailed Patterns): Assessment data show persistent gaps in ELA and Math for LTELs, Students with Disabilities, and other subgroups, despite strengths on some LEA-created assessments. Inconsistent Tier 1 instructional practices and progress monitoring contribute to uneven academic outcomes.
- Street Data (Student and Family Voice): Empathy interviews revealed students often lack a sense of belonging, experience limited adult-student connections, and face inconsistent expectations. Additional barriers include mental and physical health needs and transportation challenges, all of which affect attendance and engagement.

Current Supports and Actions:

San Ysidro Middle School is implementing targeted strategies to address these concerns and is part of the CEI cohort:
- Tier 1 Instruction: Professional development in inclusive and engaging practices to strengthen ELA and Math instruction for all students, especially LTELs, Students with Disabilities, and other subgroups.
- MTSS & PBIS: Schoolwide systems provide academic interventions, behavioral supports, and social-emotional learning.
- Attendance Interventions: Launching a district-wide attendance challenge from April through the end of the school year, implementing ATD 401 for early intervention, and standardizing attendance coding to prevent chronic absenteeism.

- Student-Centered Supports: Empathy interviews, SART processes, therapy, and targeted before/after school programs for academic recovery and engagement.
- Family and Community Engagement: Collaborations with families and community partners, including local community colleges, to address barriers such as parental employment, transportation, and housing instability.

Next Steps:

- Strengthen Tier 1 instruction and targeted interventions in ELA and Math for Red student groups.
- Expand MTSS and PBIS frameworks to support academic, behavioral, and social-emotional needs.
- Monitor and intervene early on chronic absenteeism, especially for English Learners, Hispanic students, Homeless Youth, LTELs, and Socioeconomically Disadvantaged students.
- Continue empathy interviews and student voice initiatives to guide support and instructional planning.

San Ysidro Middle School remains committed to equitable access to high-quality instruction, fostering belonging, and improving outcomes for all students, particularly those identified in TSI subgroups.

Chronic Absenteeism (DA) – Goal 2, Action 2.1
Provide ongoing professional learning for all educators focused on fostering welcoming, inclusive, and engaging learning environments for every student. This work will emphasize shared understanding of inclusive practices, strengthen positive relationships between adults and students, and promote a strong sense of belonging and safety across all school communities. Insights from our needs assessment highlight opportunities to better align adult and student perspectives on connection, inclusion, and school climate. By building on these opportunities, we aim to increase student engagement and reduce chronic absenteeism, particularly for Students with Disabilities, students experiencing homelessness, English Learners, and unduplicated student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Management	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date: March 11, 2026
DELAC – District English Learner Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date: February 11 & March 11th, 2026
DPAC – District Parent Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date: February 11th & March 12th, 2026
DBAC – District Budget Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date February 26, 2026
SYEA – Certificated Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. SYEA - 4/24/2026
CSEA – Classified Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. CSEA - 4/24/2026
Parent/Staff/Student Responses	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. QR code posters and Robocalls of presentation and survey links were sent and placed in the office and at the front of all schools. La Mirada - 4/29/2026-Coffee with the Principal, ELAC Meeting, student leaders, Staff - March 20, 2026 Sunset - 3/19/2026- Coffee with the Principal & SSC Staff -March 20, 2026 SYMS -4/23/2026 - School Site Council Meeting and students-

Educational Partner(s)	Process for Engagement
	staff - March 20, 2026 OVH -2/26/26 - Coffee with the Principal and students staff March 20, 2026 Willow - 2/24/2026 - School Site Council staff - March 20, 2026 Smythe -4/29/2026 - School Site Council staff - March 20, 2026 Vista Del Mar 3/18/26 - Coffee with the Principal and students Staff -March 20, 2026 The LCAP Parent and Staff Survey and Presentation went out district-wide on February 23, 2026. It was open until March 30, 2026
SELPA	A meeting with a presentation was held with our local SELPA, and a written survey was given for them to complete on April 29, 2026
Other School/District Personnel	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete on February 24, 2026 Presentation to Cabinet, April 6, 2026.
Public Hearing	June 9, 2026
Governing Board Approval	June 18, 2026

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

The San Ysidro School District (SYSD) continues to prioritize meaningful engagement with educational partners to inform the development of the 2024–2027 Local Control and Accountability Plan (LCAP). During the 2025–2026 school year, the district gathered input through surveys, LCAP Roadshows across school sites, and committee meetings including ELAC, SSC, DELAC/DPAC/DBAC, and parent trainings. Educational partners—including parents/guardians, students, teachers, administrators, and classified staff—provided comprehensive feedback on student needs aligned to the district's LCAP goals.

In addition, the district continued its participation in Differentiated Assistance (DA) in collaboration with the San Diego County Office of Education (SDCOE) and SELPA, with a focus on Long-Term English Learners and Foster Youth. Data analysis across student groups—including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and Homeless youth—further informed the identification of targeted actions and services.

Through this engagement process, several consistent themes emerged, including the need for targeted academic interventions, expanded enrichment opportunities, increased mental health supports, improved communication systems, enhanced school safety, and stronger family engagement structures. Based on this feedback, the district refined and prioritized actions and services within the three LCAP goals to directly address the needs identified by educational partners.

Goal 1: Student Achievement
Educational partners consistently emphasized the need for targeted academic support and expanded learning opportunities. Feedback from surveys and site engagements highlighted a strong need for increased intervention in reading and mathematics, including small-group instruction, additional instructional aides, expanded tutoring opportunities, and dedicated intervention teachers.

In direct response to this feedback, the district prioritized actions that expand academic intervention supports, including increased staffing for instructional aides and intervention, strengthened Tier 1 instruction through ongoing professional development, and expanded learning opportunities before and after school. (Action Step 1.1, 1.2,

Educational partners also expressed a desire for more enrichment and acceleration opportunities, including academic clubs, STEM/robotics, arts, music, and career pathways. As a result, the LCAP includes expanded enrichment opportunities and broader access to programs that support both struggling and high-achieving students.

Feedback further emphasized the need to strengthen services for English Learners, including Newcomer supports and biliteracy opportunities. This input directly influenced the inclusion of actions focused on enhancing Designated and Integrated ELD, expanding language acquisition programs, and supporting long-term English Learners in meeting reclassification goals. (1.4

Teachers identified a need for professional development to improve instruction, particularly in differentiation and small-group practices. In response, the district included professional learning focused on Tier 1 instruction, supplemental materials, and effective instructional strategies to meet diverse student needs.

Families also expressed concerns about inconsistent communication regarding student progress and requested clearer measures of growth. As a result, the district prioritized improved communication systems and progress monitoring tools to ensure families receive timely and meaningful updates on student achievement.

Goal 2: School Culture, Climate, and Student Well-Being
Educational partners identified student safety, behavior, and mental health as critical priorities. There was a consistent call for increased counseling services, mental health supports, and social-emotional learning opportunities.

In response to this feedback, the district prioritized expanded mental health services, including increased access to counselors, psychologists, and social-emotional supports, as well as the continued implementation of initiatives such as Screening to Care.

Concerns regarding student behavior and school safety were widely expressed across all stakeholder groups. This feedback directly informed actions related to strengthening behavior supports, including the implementation of restorative practices, clearer discipline procedures, and increased supervision and campus safety measures.

Educational partners also emphasized the need for improved communication regarding safety and schoolwide incidents. As a result, the district included actions to enhance communication systems to ensure timely updates to families regarding safety and school-related concerns.

Additionally, feedback highlighted the importance of fostering a positive and inclusive school culture, addressing issues such as peer conflict and student connectedness. In response, the district prioritized initiatives that promote school pride, inclusivity, attendance, and a positive learning environment for all students.

Goal 3: Parent and Family Engagement
Educational partners expressed a strong desire for increased opportunities to engage in their child's education and to strengthen communication with schools.

Based on this feedback, the district prioritized actions to improve two-way communication, including the use of multiple platforms such as text messaging, email, and digital applications, to ensure families receive consistent and accessible information.

Parents and caregivers emphasized the need for flexible engagement opportunities, including meetings offered at varied times and virtual access. In direct response, the district included actions to provide virtual meeting options, record meetings such as ELAC and SSC, and increase accessibility for working families.

There was also strong interest in increasing parent involvement through structured opportunities such as PTA/PTO and volunteer programs. As a result, the district prioritized efforts to expand family engagement opportunities and strengthen parent leadership and participation across school sites.

Families requested additional support in understanding the educational system and helping their children succeed academically. This feedback directly influenced the inclusion of parent workshops and trainings focused on academic support, college and career awareness, and navigating district systems.

Additionally, educational partners highlighted the importance of creating welcoming school environments through events and access to resources. In response, the district included actions to expand family events, increase access to community resources, and explore supports such as childcare to reduce barriers to participation.

Overall, input from educational partners across surveys, committees, and site engagements directly influenced the development and refinement of LCAP actions and services. The district intentionally aligned resources and strategies to address the specific needs identified through this feedback, ensuring a continued focus on equitable access, student success, safe learning environments, and strong family partnerships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance student achievement across all student groups, with a focused emphasis on accelerating learning for English Learners and Students with Disabilities through the implementation of a Multi-Tiered System of Supports (MTSS) framework and Learning Recovery Emergency Block Grant (LREBG) funded supports. This includes providing targeted academic interventions, expanded learning opportunities, evidence-based instructional practices, and social-emotional supports to improve English language development and academic proficiency outcomes. The district will ensure equitable access to the Common Core State Standards (CCSS) while supporting English Learners in demonstrating annual expected progress toward English proficiency and achieving reclassification within five years or less.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we continue to focus on student achievement and the implementation of CCSS and state frameworks. The data analysis prompted the need to focus on accelerating learning increases for student groups with achievement gaps in relation to their peers, as identified through California Dashboard data and local assessment data. Based on the following data and educational partner input collected, the district has determined that we need to focus on English learners and students with disabilities to accelerate their learning and support them in closing the achievement gap. This goal and the focus on helping students who need extra support to bridge an academic gap was a direct result of educational partner input that indicated the need to have intervention support for students available during the school day and after school to support all students with their unique learning needs, including unduplicated students and students with disabilities. Assisting Socioeconomically Disadvantaged and English Learner families in understanding online tools and student management systems so that they can better support their student(s) at home and access reading materials for students to use at home.

2023-2024 Data-CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards

English Language Arts (ELA)

- All Students - 35.99%

- Hispanic/Latino - 32.43%
- Filipino - 82.96%
- Black or African American - 44%
- White - 47.17%
- Socio-Economic Disadvantaged (SED) - 29.86%
- Reclassified Fluent English Proficient (RFEP) - 54.88%
- English Learners (EL) - 11.86%
- Students with Disabilities (SWD) -12.17%

2023-2024 Data - CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards

Mathematics
- All students -26.57%
- Hispanic/Latino - 23.5%
- Filipino - 68.18%
- Black or African American - 33.33%
- White - 33.33%
- Socio-Economic Disadvantaged (SED) - 22.54%
- Reclassified Fluent English Proficient (RFEP) -37.19%
- English Learner (EL) -11.85%
- Students With Disabilities (SWD) -8.51%

2022-2023 English Language Proficiency Indicator (ELPI)
Percentage of current EL Students making progress toward English Language Proficiency or maintaining the highest level
53.1% making progress towards English Language Proficiency

2023-2024 Reclassification Rate - 8.53% (172 students)

2024-2025 Data - CAASPP (California Assessment of Student Performance and Progress) Baseline
Percentage of students who met or exceeded standards

Science 2023-2024
- All students - 18.54%
- 5th grade - 20.72%
- 8th Grade - 16.35%
- Hispanic/Latino - 20.10%
- 5th Grade: 17.58%
- 8th Grade:14.42%

- Filipino - 52%
- 5th Grade: 57.13%
- 8th Grade: 45.45%
- Black or African American
- No 5th-grade student group
- 8th Grade: 25%
- White -31.25%
- 5th Grade, No student group
- 8th Grade: No student group
- Socio-Economic Disadvantaged (SED) - 15.34%
- 5th Grade: 16.48%
- 8th Grade:14.16%
- Reclassified Fluent English Proficient (RFEP) - 26.58%
- 5th Grade, 36.56%
- 8th Grade: 22.42%
- English Learner (EL) 3.59%
- 5th Grade: 5.76%
- 8th Grade: 0%
- Students With Disabilities (SWD) - 7.41%
- 5th Grade: 8.22%
- 8th Grade: 6.45%

Teachers Appropriately Assigned: 100%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pupil Achievement and Academic Indicator CAASPP: SBAC ELA Scale Score Points Distance From Standard	2022-2023 ELA Scale Scores Points Distance From Standard All Students - 41.4 points below standard English Learners - 65.9 points below standard Socioeconomically Disadvantaged - 56.6 points below standard	2023-2024 ELA Scale Score points Distance From Standard All Students: 42 points below standard English Learners - 68.6 points below standard	2024-2025 ELA Scale Score points Distance From Standard All Students: 36 points below standard English Learners - 63.1 points below standard	By June 2026-2027, as measured by the scale score points distance from the standard on the English Language Arts portion of the CAASPP/SBAC, as follows:	As measured by the distance from standard (DFS) on the ELA portion of the CAASPP: All Students: Currently performing 36 points below standard,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 115.7 points below standard	Socioeconomically Disadvantaged - 55.8 points below standard Students with Disabilities - 113.3 points below standard	Socioeconomically Disadvantaged - 43.6 points below standard Students with Disabilities - 113.5 points below standard	ALL - 26.4 points below standard EL - 50.9 points below standard SED - 41.6 points below standard SWD - 100.7 points below standard	compared to a target of 26.4 points below standard, resulting in a 10-point gap above the target. The target was not met. English Learners: Currently performing 63.1 points below standard, compared to a target of 50.9 points below standard, indicating a 13.1-point gap above the target. Socioeconomically Disadvantaged Students: Currently performing 43.6 points below standard, compared to a target of 41.6 points below standard, reflecting a 2-point gap above the target. This represents strong progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						toward the goal—great work by the district. Students with Disabilities: Currently performing 113.5 points below standard, compared to a target of 100.7 points below standard, indicating a 12.8-point gap above the target.
1.2	MTSS - LREBG - Pupil Achievement and Academic Indicator-State and Local Measure LEA Created Common Assessments ELA Students scoring at Meets or Exceeds Standard	2023-2024 ELA LEA Created Common Assessments ELA GR K-2 ALL - 66% EL - 59% SWD - 44% GR 3-8 ALL - 56% EL - 37% SWD - 42%	2024-2025 ELA LEA Created Common Assessments ELA GR K-2 ALL - 61% EL - 54% SWD - 44% GR 3-8 ALL - 53% EL - 36% SWD - 31% LTEL - 32%	2025-2026 ELA LEA Created Common Assessments ELA GR K-2 ALL - 64% EL - 56% SWD - 44% GR 3-8 ALL - 51% EL - 33% SWD - 31% LTEL - 14%	By June 2026-2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts, as follows: GR K-2 ALL: 75% EL: 68% SWD: 53% GR 3-8 ALL: 65% EL: 46% SWD: 51%	As measured by students scoring at the Meets or Exceeds Standard level on the LEA Common Assessment for English Language Arts: GR K-2 ALL: Current performance is 64%, which is 11 percentage points below the Year 3 target of 75%. EL: Current performance is 56%, which is 12 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					24-25 new data LTEL - 40%	below the Year 3 target of 68%. SWD: Current performance is 44%, which is 9 percentage points below the Year 3 target of 53%. GR 3-8 ALL: Current performance is 51%, which is 14 percentage points below the Year 3 target of 65%. EL: Current performance is 33%, which is 13 percentage points below the Year 3 target of 46%. SWD: Current performance is 31%, which is 20 percentage points below the Year 3 target of 51%. LTEL: Current performance is 14%. This serves as the new baseline as the district begins monitoring Long-Term English Learner outcomes through the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						updated district-wide assessments aligned to the CAASPP. The district is transitioning to district-wide common assessments that are more tightly aligned to the CAASPP to strengthen instructional coherence, progress monitoring, and alignment to state academic expectations.
1.3	Academic Indicator: CAASPP: SBAC - Math Scale Score Points Distance From Standard	2022-2023 Math Scale Score Points Distance From Standard ALL - 70.4 points below standard English Learners - 87.8 points below standard Socioeconomically Disadvantaged - 83.5 points below standard Students With Disabilities - 139.7 points below standard	2023-2024 ELA Scale Score points Distance From Standard All Students: 68.6 points below standard English Learners - 89 points below standard Socioeconomically Disadvantaged - 79.4points below standard	2024-2025 ELA Scale Score points Distance From Standard All Students: 62.4 points below standard English Learners - 81.7 points below standard Socioeconomically Disadvantaged - 68.3 points below standard	By June2026-2027, as measured by the scale score points distance from the standard on the Mathematics portion of the SBAC, as follows: ALL - 60 points below standard EL - 80 points below standard SED - 70 points below standard	As measured by the scale sore points distance from the standard on the Math portion of the CAASPP: All Students: Currently performing 62.4 points below standard, compared to a target of 60 points below standard, resulting in a 2.4-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities -135.4 points below standard	Students with Disabilities - 135.3 points below standard	SWD - 129 points below standard	point gap above the target. The target was not met. English Learners: Currently performing 81.7 points below standard, compared to a target of 80 points below standard, indicating a 1.7-point gap above the target. The target was nearly met, reflecting progress toward the goal. Socioeconomically Disadvantaged Students: Currently performing 68.3 points below standard, compared to a target of 70 points below standard, exceeding the target by 1.7 points and demonstrating positive progress. Students with Disabilities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Currently performing 135.3 points below standard, compared to a target of 129 points below standard, reflecting a 6.3-point gap above the target.
1.4	MTSS - LREBG -Pupil Achievement and Academic Indicator-State and Local Measure LEA Created Common Assessments Mathematics Students scoring at Meets or Exceeds Standard	2023-2024 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 80% EL - 76% SWD -73% GR 3-8 ALL - 50% EL - 34% SWD - 34%	2024-2025 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 77% EL - 74% SWD - 65% GR 3-8 ALL - 49% EL - 35% SWD - 30% LTELs - 30%	2025-2026 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 80% EL - 79% SWD - 65% GR 3-8 ALL - 44% EL - 31% SWD - 24% LTELs - 13%	By June 2026-2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Mathematics, as follows: GR K-2 ALL: 89% EL: 85% SWD: 82% GR 3-8 ALL: 59% EL: 43% SWD: 43% We are adding LTELs to 2024-2025 school year data. LTELs - 35%	As measured by students scoring at the Meets or Exceeds Standard level on the LEA Common Assessment for Mathematics: GR K-2 ALL: Current performance is 80%, which is 9 percentage points below the Year 3 target of 89%. EL: Current performance is 79%, which is 6 percentage points below the Year 3 target of 85%. SWD: Current performance is 65%, which is 17 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						below the Year 3 target of 82%. GR 3-8 ALL: Current performance is 44%, which is 15 percentage points below the Year 3 target of 59%. EL: Current performance is 31%, which is 12 percentage points below the Year 3 target of 43%. SWD: Current performance is 24%, which is 19 percentage points below the Year 3 target of 43%. LTELs: Current performance is 13%. This year serves as the baseline for monitoring Long-Term English Learner achievement in Mathematics through the district-wide common assessments. The district will continue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						strengthening instructional alignment, targeted interventions, and data-driven practices through district-wide assessments aligned to CAASPP expectations to support growth for all student groups.
1.5	Academic Indicator: English Language Proficiency Assessment of California (ELPAC) Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	Percentage of ELs Who: 2022-2023 • Decreased at least one ELPI Level - 11.5% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5% 53.1% making progress towards English Language Proficiency	Percentage of ELs Who: 2023-2024 • Decreased at least one ELPI Level - 13.7% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 43% • Maintained ELPI Level 4 - 1% • Progressed at least on ELPI Level - 42.2%	Percentage of ELs Who: 2024-2025 • Decreased at least one ELPI Level - 11% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 39.6% • Maintained ELPI Level 4 - 0% • Progressed at least on ELPI Level - 49.4%	By June 2026-2027 Percentage of ELs Who: Baseline - 2022-2023 is the first time ELPI has had progress percentages. All students are 50% making progress. English Learners are at 50% making progress LTELs are at 50% making progress • Decreased at least one ELPI Level - 9%	This is the first time we have ELPI making progress percentages. All Students: 49.6% making progress (0.4 points below baseline) English Learners: 49.6% making progress (0.4 points below baseline) LTELs: 53.2% making progress (3.2 points above baseline, exceeding the target of 52.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All students: 42.9% making progress. English Learners are at 42.9%, making progress LTELs are at 43.9%, making progress	All students: 49.6% making progress. English Learners are at 49.6%, making progress LTELs are at 53.2%, making progress	• Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5% 62.1% making progress towards English Language Proficiency	Progress by ELPI Status: Decreased at least one level: 11% (above target of 9%) Maintained Levels 1–3: 39.6% (above target of 35.2%) Maintained Level 4: 0% (below target of 0.8%) Progressed at least one level: 49.4% (below target of 52.5%) Overall: While overall progress (49.4%–49.6%) is slightly below the 50% baseline and the 52.5% target, LTELs demonstrate notable growth, exceeding both the baseline and target. However, a higher-than-target percentage of students maintaining lower ELPI levels or decreasing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						indicates a continued need for targeted support to accelerate language acquisition.
1.6	Academic Indicator English Learner Reclassification Rate Percentage of English Learners reclassified each year	2023-2024 Reclassification Rate - 8.53% (172 students)	2024-2025 Reclassification Rate - 17% (298 students)	2025-2026 Reclassification Rate - 17% (225 students)	By June 2026-2027, the Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for reclassification, which is an increase of 1% per year.	The Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for reclassification, which is an increase of 1% per year. This year, we have met and exceeded the 1% increase in reclassification, almost doubling the percentage from last year.
1.7	Academic Indicator - Local Measure Implementation of the academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board
1.8	Basic Services: Every pupil in the school district has access to	Maintain access for 100% of students to standards-aligned instructional materials	Maintain access for 100% of students to standards-aligned	Maintain access for 100% of students to standards-aligned	Maintain 100% sufficiency of standards-aligned instructional	Maintain 100% sufficiency of standards-aligned instructional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials	as measured by the SARC Report and Williams.	instructional materials as measured by the SARC Report and Williams.	instructional materials as measured by the SARC Report and Williams.	materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials	materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials
1.9	Basic Services: Teacher Credentialing and Teacher Assignments - TAMO Data	Maintain 100% of our teachers appropriately credentialed and assigned as measured by TAMO and CTC (California Teacher Credentialing)	Maintain 100% of our teachers appropriately credentialed and assigned as measured by TAMO and CTC (California Teacher Credentialing)	Maintain 100% of our teachers appropriately credentialed and assigned as measured by TAMO and CTC (California Teacher Credentialing)	Maintain 100% of our teachers appropriately credentialed and assigned.	Maintain 100% of our teachers appropriately credentialed and assigned.
1.10	Implementation of Standards: Language Acquisition Programs and services enable ELs to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency.	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual Language Learner Master Plan.	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual	Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Language Learner Master Plan.	Language Learner Master Plan.		
1.11	Course Access: Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs: *PE Schedules *STEM Schedules	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule	Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.	Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.
1.12	Other Pupil Outcomes: Physical Fitness Test Participation Rate	Physical Fitness Test 2023-2024 Participation Rate: 5th Grade: La Mirada - 98% OVHS - 99% Smythe - 97% Sunset - 99% Willow - 99% (455 of 462) 7th Grade: SYMS - 99% VDM - 70% (388 of 442)	Physical Fitness Test 2024-2025 Participation Rate: 5th Grade: La Mirada - 100 % OVHS - 93% Smythe -53% Sunset - 100% Willow - 86% (433 of 503) 7th Grade: SYMS - 79% VDM - 99% (410 of 465)	Physical Fitness Test 2025-2026 Participation Rate: 5th Grade: La Mirada - 92% OVHS - 100% Smythe - 96% Sunset - 99% Willow - 100% (485 of 494) 7th Grade: SYMS - TBD VDM - 99% (197 of 200)	By June 2026-2027, as measured by the Physical Fitness Test - Participation Rate, will increase to 100% in all school sites.	Using the 2023–2024 Physical Fitness Test participation rates as the baseline, current 2025–2026 data indicate continued progress toward the district's goal of achieving 100% participation at all school sites by June 2026–2027. Among fifth-grade students, Ocean View Hills increased from 99% to 100%, a gain of 1 percentage point; Willow improved from 99% to 100%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						an increase of 1 percentage point; and Sunset maintained high participation, remaining at 99%. Smythe experienced a slight decline from 97% to 96%, while La Mirada decreased from 98% to 92%. Overall, fifth-grade participation increased from 98% in 2023–2024 to 98% in 2025–2026, with 485 of 494 eligible students participating. At the seventh-grade level, Vista Del Mar Middle School maintained strong participation at 99%, an increase of 29 percentage points from the 2023–2024 baseline of 70%. Current districtwide seventh-grade participation is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						99%, with 197 of 200 eligible students participating. San Ysidro Middle School's 2025–2026 participation data are not yet available; therefore, a comparison to the 2023–2024 baseline of 99% cannot yet be made. Overall, several school sites have maintained or improved participation rates, demonstrating continued progress toward the district's goal of 100% participation across all school sites by 2026–2027.
1.13	Pupil Achievement and Academic Indicator CAASPP/SBAC Science students met or exceeded standards for Science	CAASPP Scores for 2022-2023 students met or exceeded standards for Science All Students: 18.22% • 5th Grade - 16.67% • 8th Grade - 19.96%	CAASPP Scores for 2023-2024 students met or exceeded standards for Science All students - 18.54 %	CAASPP Scores for 2024-2025 students met or exceeded standards for Science All students - 26.09%	By June 2026-2027, as measured by the CAASPP: SBAC Science All Students: 23% • 5th Grade - 25% of	As measured by the CAASPP: SBAC Science Current Difference from Baseline All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students by groups: • Hispanic/Latino - 15.77% • 5th Grade - 14.41% • 8th Grade - 17.21% • Filipino - 63.63% • 5th Grade - 47.13% • 8th Grade - 58.82% • Black or African American - 25% • 5th Grade, No student group data • 8th Grade: No student group data • White - 28.57% • 5th Grade, No student group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 14.84% • 5th Grade - 13..28%	• 5th grade - 20.72% • 8th Grade - 16.35% Students by Groups: • Hispanic/Latino - 20.10% • 5th Grade - 17.58% • 8th Grade - 14.42% • Filipino - 52% • 5th Grade - 57.13% • 8th Grade - 45.45% • Black or African American -50% • No 5th-grade student group data • 8th Grade - 25% • White - 31.25% • 5th Grade, No student	• 5th grade - 29.67% • 8th Grade - 21.93% Students by Groups: • Hispanic/Latino - 23.33% • 5th Grade - 25.87% • 8th Grade - 20.37% • Filipino - 48.48% • 5th Grade - 65% • 8th Grade - 23.07% • Black or African American - 42.85% • 5th-grade - 63.63% • 8th Grade - 29.41% • White - 42.86% • 5th Grade, No student group data • 8th Grade: 54.54%	students will meet or exceed standards for science • 8th Grade - 25% of students will meet or exceed standards for science Students by groups: • Hispanic/Latino - 25% • 5th Grade - 22% • 8th Grade - 20% • Filipino - 68% • 5th Grade - 52% • 8th Grade - 63% • Black or African American - 30% • 5th Grade, No student group data	All Students: increased by 7.87 percentage points (18.22% - 26.09%) 5th Grade: increased by 13.00 percentage points (16.67% - 29.67%) 8th Grade: increased by 1.97 percentage points (19.96% - 21.93%) Student Groups Hispanic/Latino: Overall: increased by 7.56 percentage points (15.77% - 23.33%) 5th Grade: increased by 11.46 percentage points (14.41% - 25.87%) 8th Grade: increased by 3.16 percentage points (17.21% - 20.37%) Filipino: Overall: decreased by 15.15 percentage points (63.63% - 48.48%) 5th Grade: increased by 17.87 percentage points (47.13% - 65.00%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 8th Grade - 16.71 % • Reclassified Fluent English Proficient (RFEP) - 26.72% • 5th Grade - 25.87% • 8th Grade - 27.32% • English Learner (EL) 0.83% • 5th Grade - 0.88% • 8th Grade - 0.75% • Students With Disabilities (SWD) - 5.6% • 5th Grade - 8.00% • 8th Grade - 2.94%	group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 15.34% • 5th Grade - 16.48% • 8th Grade - 14.16% • Reclassified Fluent English Proficient (RFEP) - 26.58% • 5th Grade - 36.56% • 8th Grade - 22.42% • English Learner (EL) 3.59% • 5th Grade - 5.76% • 8th Grade - 0% • Students With Disabilitie	• Socio-Economic Disadvantaged (SED) - 23.63% • 5th Grade - 26.4% • 8th Grade - 20.12% • Reclassified Fluent English Proficient (RFEP) - 40.58% • 5th Grade - 58.00% • 8th Grade - 30.68% • English Learner (EL) 4.42% • 5th Grade - 5.68% • 8th Grade - 2.26% • Students With Disabilities (SWD) - 6.14% • 5th Grade: 13.2% • 8th Grade: 0%	• 8th Grade: No student group data • White - 33% • 5th Grade, No student group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 20% • 5th Grade - 20% • 8th Grade - 22% • Reclassified Fluent English Proficient (RFEP) - 36% • 5th Grade- 33% • 8th Grade - 35%	8th Grade: decreased by 35.75 percentage points (58.82% - 23.07%) Black or African American: Overall: increased by 17.85 percentage points (25.00% - 42.85%) 5th Grade: increased by 63.63 percentage points (no baseline data available; comparison not applicable) 8th Grade: increased by 4.41 percentage points (25.00% - 29.41%) White: Overall: increased by 14.29 percentage points (28.57% - 42.86%) 5th Grade: no comparable student group data available 8th Grade: increased by 54.54 percentage points (no baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			s (SWD) - 7.41% • 5th Grade: 8.22% • 8th Grade: 6.45%		• English Learner (EL) 6% • 5th Grade -6% • 8th Grade - 6% • Students With Disabilities (SWD) - 12% • 5th Grade - 13% • 8th Grade - 8%	available; comparison not applicable) Socio-Economically Disadvantaged (SED): Overall: increased by 8.79 percentage points (14.84% - 23.63%) 5th Grade: increased by 13.12 percentage points (13.28% - 26.40%) 8th Grade: increased by 3.41 percentage points (16.71% - 20.12%) Reclassified Fluent English Proficient (RFEP): Overall: increased by 13.86 percentage points (26.72% - 40.58%) 5th Grade: increased by 32.13 percentage points (25.87% - 58.00%) 8th Grade: increased by 3.36 percentage points (27.32% - 30.68%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners (EL): Overall: increased by 3.59 percentage points (0.83% - 4.42%) 5th Grade: increased by 4.80 percentage points (0.88% - 5.68%) 8th Grade: increased by 1.51 percentage points (0.75% - 2.26%) Students With Disabilities (SWD): Overall: increased by 0.54 percentage points (5.60% - 6.14%) 5th Grade: increased by 5.20 percentage points (8.00% - 13.20%) 8th Grade: decreased by 2.94 percentage points (2.94% - 0.00%)

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.

As measured by the Educational Partner Feedback Survey, Needs Assessment, LCAP engagement input, and the 2025 California School Dashboard, SYSD effectively implemented actions aligned to academic achievement, language development, and equitable access for

unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), socioeconomically disadvantaged students, and students with disabilities. We are no longer in Differentiated Assistance for Long-Term English Learners and Foster Youth.

LCAP feedback consistently emphasized the need for targeted academic support, improved communication, expanded enrichment opportunities, and increased mental health supports. These priorities were reflected in the district's actions and implementation. Dashboard data indicate notable progress in English Learner Progress, while chronic absenteeism remains an area of focus, reinforcing feedback from families and staff regarding the need for stronger engagement and attendance strategies.

Goal Analysis

Implementation Prompt:
Staffing & Instructional Support - Contributing Action
(Actions 1.1, 1.11, 1.12)
SYSD successfully implemented and, in some cases, exceeded planned staffing supports by reallocating resources to increase paraprofessional staffing and maintain reduced class sizes in Dual Language and SEI programs.
Impact: Increased small-group instruction contributed to improved student engagement and foundational skill development, particularly for English Learners and students needing intervention.
LCAP Alignment: Survey feedback strongly requested more intervention teachers, instructional aides (especially K–2), and small-group academic support, as well as additional help for students struggling in reading and math.
Dashboard Connection: Growth in English Learner Progress reflects the effectiveness of targeted staffing and language support structures.
Continuous Improvement: Strengthening recruitment and retention systems to ensure timely staffing and consistent support across all sites.
SYSD measured the effectiveness of staffing and instructional supports through the 2025 California Dashboard, ELPI results, local assessment data, attendance data, and educational partner feedback. Data showed continued student growth in English language development and ELA performance, while also identifying the need for continued supports for Students with Disabilities, Homeless Youth, English Learners, and Long-Term English Learners.

Implementation Prompt:
Data-Driven Instruction & Professional Learning
(Actions 1.2, 1.5, 1.6, 1.10)
Data Reflection Sessions (DRS), coaching cycles, and professional development were implemented with high frequency and strong staff engagement.
Impact: Improved instructional practices, stronger differentiation, and increased teacher confidence.
LCAP Alignment: Families and staff expressed a need for clearer communication of student progress, including reading levels, academic progress reports, and consistent feedback, which aligns with the district's focus on data use and progress monitoring.
Dashboard Connection: Continued focus is needed to accelerate gains in ELA and Math. Refining consistency of implementation across sites and strengthening onboarding for new staff in data-use practices.

Implementation Prompt:
College, Career, and 21st Century Learning
(Action 1.3)

Programs such as AVID, PLTW, and VAPA were fully implemented and expanded.
Impact: Increased student participation and access to enrichment opportunities, particularly for unduplicated students.
LCAP Alignment: Educational partners requested more arts, music, STEM/robotics, sports, and academic clubs, as well as opportunities for both struggling and high-achieving students.
Successes: Strong engagement and alignment to college and career readiness skills.
Continuous Improvement: Enhancing scheduling structures to ensure equitable access across all school sites.

Implementation Prompt:
Equity, Program Monitoring, and Home Learning Access
(Actions 1.4, 1.9)
Monitoring systems and supplemental resource distribution were implemented as planned, with mid-year adjustments to improve effectiveness.
Impact: Increased access to learning materials and improved home-school connections.
LCAP Alignment: Families highlighted the need for greater access to academic resources at home and stronger communication between school and home, including tools and workshops to support learning.
Continuous Improvement: Increasing utilization of supplemental resources through ongoing family outreach and engagement strategies.
Dashboard Connection: Continued emphasis on equity is essential, as unduplicated student groups continue to experience disparities in attendance and achievement.

Language Development and ELD Program Support
(Actions 1.2, 1.5, 1.6, 1.10, 1.12)
The district maintained a strong focus on integrated and designated ELD through coaching, PD, and expanded support across content areas.
Impact: Improved student confidence, engagement, and language development.
LCAP Alignment: Feedback emphasized the need for Newcomer programs, stronger language support for English Learners, and biliteracy opportunities, which were reflected in expanded ELD supports and Dual Language programming.
Dashboard Connection: English Learner Progress gains indicate that these strategies are yielding positive outcomes.
Continuous Improvement: Deepening integration of ELD strategies within math, science, and other content areas to strengthen academic language across disciplines.

Areas of Continuous Improvement:
Action Step 1.7 - Intervention support for struggling students - To ensure continuous support, a structured schedule for small group instruction will be developed and implemented at the beginning of each school year. Progress monitoring measures will be embedded into each Data Reflection Session (DRS) to consistently track the academic growth of targeted student groups. Ongoing professional development will be provided to teachers and staff, with a focus on supporting English Learners (ELs), Long-Term English Learners (LTELs), foster youth, and low-income students. The effectiveness of intervention programs will be evaluated at the end of the school year using both student performance data and qualitative feedback from teachers and students in English Language Arts (ELA) and Math. Based on this evaluation, intervention strategies will be refined and adjusted to drive continuous improvement. Additional support, including the distribution of intervention teachers, will be prioritized for schools with red indicators in ELA, to strengthen academic progress and support annual reclassification goals for ELs and LTELs.

Action Step 1.8 - Supplemental Material and Professional Development Support - To ensure the effective implementation, we will continue to provide targeted professional development focused on the use of supplemental programs and resources—including educational software, math manipulatives, dual language tools, and language acquisition materials. These resources are essential in supporting student achievement across core content areas and enhancing language development, particularly for English Learners (ELs), Long-Term English Learners (LTELs), and other unduplicated student groups. Professional development sessions will be aligned with current student data and instructional needs to maximize impact. According to the California Dashboard, 13.7% of EL students decreased by at least one ELPI level, while 43% maintained at levels 1, 2L, 2H, 3L, or 3H, and only 1% maintained at Level 4. Notably, 42.2% of ELs progressed by at least one ELPI level. These data points highlight both areas of progress and continued need. In response, professional development efforts will focus on deepening staff understanding of how to effectively integrate these supplemental materials into instruction and how to address the unique needs of ELs and LTELs. This approach will ensure ongoing improvement in language acquisition and academic outcomes for all students.

Action Step 1.13: Technology Plan - While the Technology Plan has made important strides in expanding access and laying the foundation for 21st-century learning, there are areas that continue to present opportunities for continuous improvement. The district has successfully maintained a 1:1 device ratio and invested in upgraded equipment and software. Educators have shown strong commitment, but varied levels of experience with technology integration have led to some inconsistency in its classroom use. Continued, differentiated professional development will help ensure all teachers feel confident in applying digital tools effectively. Additionally, while many students are benefiting from increased access, some unduplicated students still face challenges with home connectivity, which the district can address through expanded support programs. Building digital literacy across all grade levels and monitoring progress more systematically will also strengthen the impact of our efforts. Foundational systems are in place, and with targeted adjustments, the district is well-positioned to enhance the effectiveness of its technology plan and ensure equitable, engaging digital learning opportunities for all students.

Key Successes:
Demonstrated growth in English Learner Progress, reflecting effective targeted supports.
Strong alignment between LCAP feedback and implemented actions, particularly in intervention, ELD, and enrichment.
Expanded access to arts, STEM, and college/career readiness programs in response to educational partner input.
Increased small-group instruction and targeted supports for unduplicated students.

Continuous Improvement & Areas of Focus:
Strengthening attendance systems and engagement strategies in response to both Dashboard data and LCAP feedback.
Ensuring consistent implementation across school sites for instruction and data use.
Expanding communication with families regarding student progress and available supports.
Continuing to build staffing capacity and stability.
Increasing access to targeted interventions and enrichment opportunities across all grade levels.

Overall Conclusion:
SYSD met planned implementation for Goal #1 actions, demonstrating strong alignment between educational partner feedback and district actions. The district showed particular success in supporting English Learners, expanding academic interventions, and increasing enrichment opportunities, as reflected in both LCAP input and Dashboard gains. Moving forward, continued focus on attendance, communication, and instructional consistency will be essential to sustaining progress and improving outcomes for all student groups.

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.

Goal 1
Action 1.6: The difference is due to the increase in Resource Specialist Teachers from 9 FTEs to 12 FTEs.
Action 1.8: The actual cost for the Renaissance and Imagine Learning software programs were lower than anticipated.
Action 1.9: Books were purchased in prior years.

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

As measured by our Educational Feedback Survey and Needs Assessment, SYSD successes and continuous improvement were in the following Actions :

Effectiveness Prompts:
The actions related to Staffing & Instructional Support (Actions 1.1, 1.11, and 1.12) were effective in supporting progress toward the district's academic achievement and English language development goals, particularly for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and other unduplicated student groups. SYSD continued prioritizing student success by maintaining certificated and classified staffing, including teachers, administrators, instructional aides, intervention teachers, speech therapists, healthcare assistants, and LVNs, to provide both academic and wellness supports across all school sites.
The implementation of small-group instruction, expanded learning opportunities, and targeted intervention supports allowed instructional staff to provide more individualized and strategic support for students requiring additional academic assistance. Increased paraprofessional support and the reallocation of resources strengthened intervention systems and provided more consistent instructional support for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and students identified as chronically absent. These efforts contributed to improved student engagement, foundational skill development, and increased participation in learning.
The district also demonstrated progress through the implementation of Dual Language and Structured English Immersion (SEI) supports under Action 1.12. Additional certificated staffing and reduced class sizes provided teachers with greater instructional flexibility, increased opportunities for small-group instruction, and more targeted interventions. Maintaining reduced class sizes in grades K–3 and 4–6 proved beneficial in supporting individualized instruction, closer progress monitoring, and language development for students.
Evidence from the 2025 California Dashboard and local data demonstrates positive growth trends across multiple student groups. ELPI results showed that 49.6% of English Learners and 53.2% of Long-Term English Learners made progress toward English language proficiency. ELA Distance From Standard data also reflected improvement from 2023–2024 to 2024–2025 across several student groups: All Students improved from 62.4 points below standard to 36 points below standard; English Learners improved from 81.7 points below standard to 63.1 points below standard; Socioeconomically Disadvantaged students improved from 68.3 points below standard to 43.6 points below standard; and Students with Disabilities improved from 135.3 points below standard to 113.5 points below standard. These results indicate that targeted staffing supports, intervention services, and culturally responsive instructional practices positively impacted student learning and language acquisition.
While these actions were effective in demonstrating academic growth and progress toward English language proficiency, continued improvement is needed in addressing Chronic Absenteeism and increasing overall ELA and Math proficiency levels, particularly for Students with Disabilities, Homeless Youth, English Learners, and other unduplicated student groups identified on the California Dashboard. Continued focus on targeted interventions, attendance supports, and equitable access to academic and wellness services will remain essential to sustaining and accelerating student outcomes.

Effectiveness Prompt:
Data-Driven Instruction & Professional Learning
(Actions 1.2, 1.5, 1.6, 1.10)
The actions related to Curriculum, Instruction, and Data-Driven Systems (Actions 1.5, 1.6, and 1.10) were effective in strengthening instructional practices, improving the use of data to guide instruction, and supporting the academic and language development of English Learners, Long-Term English Learners, students with disabilities, and unduplicated student groups. Teachers and administrators regularly conducted Data Reflection Sessions (DRS) to analyze LEA common assessments, monitor student achievement, and identify targeted instructional strategies to better support student needs. These collaborative efforts through Professional Learning Communities (PLCs) strengthened differentiated instruction practices and increased the use of progress monitoring across school sites.
Instructional enrichment opportunities, including SPARK Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning activities, also contributed to increased student engagement and supported literacy and language development through embedded language acquisition opportunities. These integrated supports provided students with additional opportunities to develop communication, collaboration, and critical thinking skills while strengthening access to engaging learning experiences.
The district also implemented a structured training and support system for resource teachers to strengthen instructional quality across the district. Resource teachers modeled innovative lessons and instructional strategies at school sites, while Integrated and Designated ELD supports at the middle school level expanded beyond ELD-only classes into all subject areas. This increased opportunities for English Learners to receive embedded language development and academic support throughout the instructional day. In addition, RSP teachers received targeted support to more effectively monitor and address IEP goals for students with disabilities, improving alignment between specialized supports and classroom instruction.
Professional development, guided planning, implementation support, and coaching cycles were also effective in building teacher capacity. In response to educational partner feedback and data analysis, the district provided targeted professional learning focused on strengthening integrated and designated ELD instruction, along with effective ELA and Math instructional strategies, particularly at school sites identified in the RED on the California Dashboard. Teachers reported increased confidence in implementing differentiated instruction, improving lesson planning, and increasing student engagement. Walkthrough and observation data, combined with ongoing coaching cycles, demonstrated stronger standards alignment and more intentional language supports within classrooms. In addition, teachers and staff feedback, tells us there is a continued need for professional learning focused on social-emotional well-being and its connection to student learning, engagement, and achievement. In collaboration with the County Office of Education, the district is currently supporting this professional learning in grades K–2, with very positive feedback and outcomes from staff. The district will begin planning to expand and continue this work into grades 3–8 to further strengthen inclusive learning environments and student success.
The effectiveness of these actions was measured through the 2025 California Dashboard, ELPI results, reclassification data, and local assessment outcomes. ELPI data showed that 49.6% of English Learners made progress toward English language proficiency, while Long-Term English Learners demonstrated slightly higher progress at 53.2%. Additionally, 49.4% of English Learners progressed at least one ELPI level. Reclassification rates increased from 17% (298 students) in 2024–2025 to 20% in 2025–2026, demonstrating continued growth in language acquisition and progress toward reclassification. These outcomes indicate that the district's focus on data-driven instruction, targeted professional learning, coaching support, and embedded language development positively impacted student learning and instructional effectiveness.
While these actions were successful in strengthening instructional systems, increasing teacher use of data, and improving English Learner progress and reclassification outcomes, continued improvement is needed to accelerate gains in ELA and Math proficiency levels and ensure consistent implementation of data-use practices across all school sites. The district will continue refining professional learning systems,

strengthening onboarding for new staff, and expanding support for progress monitoring, differentiated instruction, and targeted interventions to improve outcomes for all student groups.

Effectiveness Prompt:
Action Step 1.3: College and Career Readiness & 21st Century Learning
SYSD has sustained and expanded its commitment to preparing students for college and careers by offering a diverse range of programs. The actions related to College, Career, and 21st Century Learning (Action 1.3) were effective in increasing student participation, engagement, and access to enrichment opportunities that support college and career readiness for all students, particularly unduplicated students and students with disabilities. SYSD sustained and expanded programs such as AVID, Project Lead the Way (PLTW), and Visual and Performing Arts (VAPA) across school sites to provide students with meaningful opportunities to develop critical thinking, collaboration, creativity, communication, and problem-solving skills aligned to 21st century learning expectations.
At the middle school level, students participated in AVID, STEM/PLTW, Spanish, and VAPA courses that promoted academic readiness, career exploration, and increased student engagement. At the elementary level, PLTW and VAPA programs were integrated to provide early exposure to advanced learning opportunities and enrichment experiences that support creativity, innovation, and academic development. These programs were intentionally designed to increase equitable access to enrichment opportunities and ensure students from all backgrounds, including unduplicated student groups, had opportunities to participate in programs connected to future college and career pathways.
Implementation data and educational partner feedback indicate these actions were successful in increasing student engagement and aligning learning experiences to college and career readiness skills. Families, students, and staff consistently identified the need for expanded arts, music, STEM/robotics, sports, and academic club opportunities, as well as supports for both struggling and high-achieving students. The expansion and continued implementation of AVID, PLTW, and VAPA directly responded to these identified needs and strengthened opportunities for student participation and engagement across the district.
These actions contributed to a more engaging and well-rounded educational experience by increasing access to enrichment, hands-on learning, and collaborative instructional opportunities that support both academic achievement and student connectedness. The district also continued prioritizing equitable access to these programs to ensure students across multiple student groups had opportunities to participate in advanced and enrichment-based learning experiences.
While these actions were effective in supporting college and career readiness and increasing student engagement, the district recognizes opportunities to further strengthen and expand equitable access to enrichment programs across all school sites. Moving forward, SYSD will continue refining scheduling structures and building upon the success of AVID, PLTW, and VAPA programs to increase participation opportunities and broaden access to arts, STEM, academic enrichment, and career-connected learning experiences for all students. These ongoing efforts will help ensure students continue to benefit from engaging, rigorous, and future-focused learning opportunities that support both academic achievement and long-term success.

Effectiveness Prompt:
Equity, Program Monitoring, and Home Learning Access
(Actions 1.4, 1.9)
The actions related to Equity, Program Monitoring, and Home Learning Access (Actions 1.4 and 1.9) were effective in increasing equitable access to instructional resources, strengthening program monitoring systems, and improving home-school connections for students and families. SYSD continued emphasizing continuous improvement through data monitoring and responsive instructional practices focused on

supporting unduplicated students and students with disabilities. Staff were provided with tools and resources to strengthen progress monitoring, data analysis, and instructional decision-making to better meet student needs.
Supplemental reading materials for low-income students were successfully implemented in response to educational partner feedback regarding limited access to reading resources at home. These materials expanded learning opportunities beyond the classroom and strengthened literacy support for students and families. Monitoring systems and supplemental resource distribution were implemented as planned, with mid-year adjustments made to improve effectiveness and responsiveness to student and family needs.
These actions contributed to increased access to learning materials, stronger communication between school and home, and improved support systems for students. Overall, the actions were successful in strengthening equitable access and family support systems. The district will continue building upon these efforts through ongoing family outreach, engagement opportunities, and expanded use of supplemental resources to further support student achievement and equitable outcomes for all student groups.
Effectiveness was measured through Metric 1.1 (CAASPP ELA), Metric 1.2 (CAASPP Math), Metric 1.5 (English Learner Progress Indicator), Metric 1.6 (Reclassification Rate), and Metric 1.10 (Local Assessments and Data Reflection Sessions). The district demonstrated positive outcomes, including improvement from Orange to Yellow in ELA (Metric 1.1) and Mathematics (Metric 1.2), Red to Green in ELPI (Metric 1.5), continued increases in reclassification (Metric 1.6), and strengthened use of local assessments and Data Reflection Sessions to guide instruction (Metric 1.10). Supplemental reading materials and home learning resources also expanded equitable access for students and families.
Overall, these actions successfully strengthened instructional decision-making, family support, and equitable access to learning resources. The district will continue monitoring these metrics and expanding family engagement and supplemental supports to improve outcomes for all student groups.

Effectiveness Prompt:
Language Development and ELD Program Support
(Actions 1.2, 1.5, 1.6, 1.10, 1.12)
The actions related to Language Development and ELD Program Support (Actions 1.2, 1.5, 1.6, 1.10, and 1.12) were effective in strengthening integrated and designated ELD instruction, improving language development, and increasing student engagement and confidence for English Learners, Long-Term English Learners, and other unduplicated student groups. Through Data Reflection Sessions (DRS), Professional Learning Communities (PLCs), coaching cycles, and targeted professional development, teachers and administrators regularly analyzed student assessment data to guide differentiated instruction and identify targeted supports for students.
Instructional enrichment opportunities through SPARK Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning activities supported literacy development and language acquisition across multiple learning environments. Resource teachers modeled innovative instructional strategies at school sites, while Integrated and Designated ELD supports expanded beyond ELD-only classes into all subject areas at the middle school level, increasing embedded language development opportunities throughout the instructional day.
The district also provided targeted professional development and coaching support focused on strengthening integrated and designated ELD instruction, effective ELA and Math strategies, and differentiated instruction practices, particularly at school sites identified in the RED on the California Dashboard. Teachers reported increased confidence in lesson planning and instructional delivery, while walkthrough and observation data demonstrated stronger standards alignment and more intentional language supports in classrooms. Additional certificated staffing and reduced class sizes within Dual Language and Structured English Immersion (SEI) programs increased instructional flexibility, expanded small-group instruction opportunities, and strengthened individualized support for students.

Evidence from the 2025 California Dashboard and local data indicates these strategies yielded positive outcomes for English Learners. ELPI results showed that 49.6% of English Learners and 53.2% of Long-Term English Learners made progress toward English language proficiency, while reclassification rates increased from 17% (298 students) in 2024–2025 to 20% in 2025–2026. These results reflect positive growth in language acquisition, student engagement, and instructional effectiveness.
Overall, these actions were successful in strengthening ELD implementation, expanding biliteracy and language support opportunities, and improving student engagement and language development. The district will continue building upon these successes by deepening the integration of ELD strategies within math, science, and other content areas to further strengthen academic language development and equitable outcomes for all students.

Areas of Continuous Improvement:
Action Step 1.7 – Intervention Support for Struggling Students was somewhat effective in providing targeted academic support for students needing additional intervention in English Language Arts (ELA) and Math, particularly English Learners (ELs), Long-Term English Learners (LTELs), foster youth, low-income students, and other unduplicated student groups. Structured small-group instruction and Data Reflection Sessions (DRS) supported progress monitoring and instructional planning; however, implementation varied across school sites, limiting the overall effectiveness and consistency of intervention practices.
Professional development and intervention support increased opportunities for differentiated instruction and targeted academic assistance, particularly at school sites identified in the RED for ELA on the California Dashboard. While some positive growth trends were observed, student performance data indicates that additional improvement is still needed in ELA and Math proficiency, as well as progress toward English Learner reclassification goals.
Effectiveness was measured through Metric 1.1 (CAASPP ELA), Metric 1.2 (CAASPP Math), Metric 1.5 (English Learner Progress Indicator), and Metric 1.6 (Reclassification Rate).
Small-group instruction, Data Reflection Sessions (DRS), and targeted interventions supported student progress; however, implementation varied across school sites, limiting overall consistency and impact. While districtwide ELA (Metric 1.1) and Mathematics (Metric 1.2) performance improved, achievement gaps remain for English Learners, Long-Term English Learners, Students with Disabilities, and other unduplicated student groups. Additional growth is also needed in English Learner Progress (Metric 1.5) and Reclassification (Metric 1.6).
To improve effectiveness moving forward, the district will strengthen consistency in intervention implementation, refine progress monitoring systems, expand coaching and professional learning opportunities, and prioritize intervention staffing and resources for schools and student groups with the greatest academic need. These efforts are intended to strengthen academic growth and improve outcomes for identified student groups.

Action Step 1.8 – Supplemental Materials and Professional Development Support was somewhat effective in supporting student achievement and language development through the use of supplemental programs, educational software, math manipulatives, dual language tools, and language acquisition materials. Professional development opportunities were provided to support staff in implementing these resources; however, the effectiveness and consistency of implementation varied across school sites and classrooms.
California Dashboard ELPI data reflected both areas of progress and continued need. Data showed that 42.2% of English Learners progressed by at least one ELPI level, while 43% maintained at levels 1, 2L, 2H, 3L, or 3H. Additionally, 13.7% of EL students decreased by at least one ELPI level, indicating that additional support and more consistent instructional practices are needed to accelerate language acquisition and academic growth for English Learners, Long-Term English Learners (LTELs), Students with Disabilities, Homeless Youth, and other unduplicated student groups.

To improve effectiveness moving forward, the district will continue refining professional development to focus on the effective integration of supplemental materials into daily instruction and strengthening strategies that support ELs, LTELs, Students with Disabilities, Homeless Youth, and other unduplicated student groups. Professional learning will be more closely aligned to current student data and instructional needs to ensure staff are equipped to implement targeted supports that improve language development and academic outcomes for all students.

Action Step 1.13 – Technology Plan was somewhat effective in expanding equitable access to technology and supporting teaching and learning across the district. The district maintained a 1:1 student-to-device ratio, ensuring students had access to instructional technology throughout the school year.
Overall English Language Arts performance improved from 39.3 to 36 points below standard on the California Dashboard. English Learners improved from 65.9 to 63.1 points below standard, Socioeconomically Disadvantaged students improved from 44.8 to 43.6 points below standard, and Students with Disabilities improved from 116.9 to 113.5 points below standard. However, LEA Common Assessment results for English Learners declined slightly, with students meeting or exceeding English Language Arts standards decreasing from 59% to 56% in grades K–2 and from 37% to 33% in grades 3–8. In addition, 49.6% of English Learners made progress on the ELPAC, which was 0.4 percentage points below the district baseline, while the district achieved a 17% reclassification rate (225 students), meeting its target.
Based on these findings, this action was somewhat effective. The district successfully maintained equitable access to technology and demonstrated modest improvements in overall student achievement and Dashboard performance. However, the slight decline in LEA Common Assessment performance for English Learners and continued achievement gaps for English Learners and Students with Disabilities indicate that increased access to technology alone did not consistently improve instructional outcomes. The district will continue strengthening instructional technology integration through differentiated professional learning, ongoing monitoring of classroom implementation, and expanded connectivity supports to improve student achievement and ensure equitable access for all student groups.

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.

Reflections and Adjustments to Planned Goals, Metrics, and Actions

All Actions were updated to reflect DA Focus of Chronic Absenteeism with student groups Students with Disabilities and Homeless.
Updated Focus for Action Steps 1.1–1.3, 1.5, and 1.6: ELA and Math Achievement (CAASPP/SBAC & LEA Common Assessments) and Chronic Absenteeism Analysis of prior year outcomes—including CAASPP/SBAC performance data, local assessment results, chronic absenteeism data, and educational partner feedback—revealed the need for a stronger and more consistent focus on high-quality Tier 1 instruction, student engagement, and responsive systems of support across all classrooms and school sites. While previous efforts provided professional development, attendance supports, and instructional interventions, SYSD identified the need for a more targeted and systemic approach to accelerate academic growth and improve attendance outcomes, particularly for Students with Disabilities and Homeless Youth
.
Reflection on California Dashboard data and district attendance trends highlighted chronic absenteeism as a significant barrier impacting student achievement, engagement, and school connectedness for these student groups. As a result, the district refined actions and priorities to strengthen proactive attendance practices, improve access to academic and social-emotional supports, and create more responsive learning environments that foster belonging and consistent student participation.
Key revisions include:

- Enhanced Tier 1 Instruction: Increased emphasis on strengthening rigorous, standards-aligned core instruction and ensuring instructional consistency across school sites.
- Data-Driven Interventions: Expanded use of formative, summative, attendance, and engagement data to identify student needs and implement timely, targeted interventions.
- Expanded Learning Opportunities: Continued implementation of after-school tutoring, intervention supports, and summer learning opportunities aligned to student academic and attendance needs.
- Attendance and Engagement Supports: Strengthened attendance monitoring systems, family outreach efforts, and coordinated interventions to reduce chronic absenteeism, particularly for Students with Disabilities and Homeless Youth.
- Instructional Coherence: Continued use of district instructional frameworks, collaborative planning structures, and data reflection sessions to support evidence-based instructional practices in ELA and Math while promoting equitable student access and engagement.

Revised Action 1.4: Chronic Absenteeism
Based on analysis of California Dashboard data and district attendance trends, Action 1.4 has been refined to place a stronger emphasis on reducing chronic absenteeism through proactive attendance interventions and engagement strategies. The district recognized the need for a more targeted system of supports focused on improving school connectedness, strengthening relationships with families, and increasing student engagement to improve attendance outcomes. Enhanced attendance monitoring practices, outreach efforts, and site-based supports will be implemented to address barriers contributing to chronic absenteeism.

Revised Action 1.5: Literacy Coaches and Reading Specialists (K–3)
Action 1.5 has been expanded to include the addition of Resource Teachers as Literacy Coaches and Reading Specialists at school sites to support students in Kindergarten through third grade. This revision reflects the district's commitment to early literacy acceleration and foundational reading skill development. These positions will provide targeted literacy support, coaching for teachers, intervention coordination, and progress monitoring to strengthen reading outcomes for early learners.

Revised Action 1.7: Chronic Absenteeism Supports for Students with Disabilities and Homeless Youth
Action 1.7 has been revised to specifically focus on reducing chronic absenteeism for Students with Disabilities and Homeless Youth based on findings identified through the district's Differentiated Assistance (DA) process and analysis of California Dashboard attendance data. Reflection on prior practices revealed the need for more targeted attendance interventions, increased family outreach, and stronger systems of support to improve school connectedness and consistent attendance for these student groups.
The revised action will strengthen proactive attendance monitoring, individualized student support systems, family engagement efforts, and coordinated services designed to address barriers impacting attendance. Additional emphasis will be placed on creating welcoming and supportive school environments, improving access to resources, and implementing responsive interventions that promote engagement, belonging, and academic success for Students with Disabilities and Homeless Youth.

Revised Action 1.9: Differentiated Assistance Focus
Action 1.9 has been revised to specifically address the needs of Students with Disabilities and Homeless Youth in response to findings from the district's Differentiated Assistance (DA) process related to Chronic Absenteeism. Additional supports and interventions will focus on improving engagement, attendance, access to services, and school connectedness for these identified student groups.

Revised Action 1.11: Small Group Instruction
Action 1.11 has been revised to strengthen small group instructional supports delivered by certificated staff and intervention teams. The previous reference to paraprofessional-supported instruction has been adjusted to reflect current district funding priorities and site-based resource allocations. While schools may continue to utilize paraprofessional support based on individual school site funding availability and student needs, district-funded intervention supports under this action will primarily focus on certificated instructional staff and intervention teams.

Goal 1, Metrics 1.2 and 1.4 were revised to align with the MTSS framework and the implementation of Learning Recovery Emergency Block Grant (LREBG) supports. Additionally, Action 1.10 was revised to reflect expenditures and services associated with LREBG-funded interventions and learning recovery efforts. Strengthen student achievement in English Language Arts and Mathematics through a Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, expanded learning opportunities, and evidence-based instructional practices to address unfinished learning and accelerate student success. Implement targeted Tier I, Tier II, and Tier III academic interventions in English Language Arts and Mathematics to address learning gaps and improve student outcomes. Provide expanded learning opportunities, including before-school and after-school programs aligned to MTSS supports.
Provide ongoing professional development, coaching, and collaboration opportunities for staff in partnership with the County Office of Education and California Association for Bilingual Education on best practices for supporting English Learners, Students with Disabilities, and all learners through differentiated instruction, evidence-based practices, language acquisition strategies, and inclusive instructional supports.

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	Curriculum, Instruction & Data Driven Systems:	Conduct data analysis and needs assessment utilizing performance data, attendance rates, and behavioral indicators to conduct a comprehensive needs assessment across schools and grade levels. This will identify areas of need and prioritize interventions that will support student achievement, reduce achievement gaps, and promote student engagement. Then, staff resources should be aligned with identified areas of need to ensure equitable distribution and strategic deployment to support student success. For Differentiated Assistance, focus Chronic Absenteeism, our homeless and students with disabilities are in the RED. (See Attachment for all schools) (Teachers and Support Staff)	$43,927,420.00	Yes
1.2	Curriculum, Instruction, and Data	Keep up with Data Reflection Sessions, supported by the Science/PE Teams for the elementary schools, and teacher pull-out dates for the middle schools. Transitioning for 2025-2026 to district-wide assessments	$1,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Driven Systems: DRS & Sci-Phy Team	tightly aligned to the CAASPP. These sessions allow teachers and administrators to look closely at student assessment data, including for unduplicated students and those with disabilities. This helps in planning personalized instruction for all students. Students also get extra learning opportunities in areas like SPARK's Physical Education and Project Lead the Way (PLTW) STEM modules, focusing on social-emotional skills and language development. After each assessment cycle, site and district administration come together to review all school data, figuring out where the system needs to improve and what extra support might be necessary, like more training and coaching for teachers. This approach ensures that every student, including unduplicated students, foster youth, Homeless, and those with disabilities, gets the support they need through effective teaching practices. For Differentiated Assistance, focus Chronic Absenteeism, our homeless and students with disabilities are in the RED. (See Attachment for all schools)		
1.3	College and Career Readiness and 21st Century Learning	Sustain and enhance Middle schools programs like college readiness and STEM, while also expanding elective options such as AVID, Computer Science (PLTW), Spanish, VAPA, and offerings like Gifted and Talented Education (GATE). Elementary schools will similarly integrate GATE and PLTW programs. These programs promote equal access for all students, including unduplicated students and students with disabilities.	$170,000.00	No
1.4	State & Federal Program Monitoring DA Focus for Chronic Absenteeism	Focus on rigorous data analysis, evaluating program effectiveness, and closely monitoring the progress of unduplicated students. The purpose will be to accelerate academic growth, ensuring every student receives the support they need to thrive. Resources will be provided to support staff to monitor this data. According to the California Dashboard, our district is in Differentiated Assistance for Chronic Absenteeism with Students with Disabilities and Homeless student groups, who are struggling and are in the RED for the District and most of our schools. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the chart of schools attached)	$402,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	To support the district's focus on Differentiated Assistance, SYSD will develop and implement a comprehensive training program for Resource Teachers centered on curriculum, professional development, instructional coaching, literacy acceleration, and specialized student support programs. Resource Teachers will support the implementation of evidence-based instructional practices, facilitate professional learning opportunities, and provide coaching aligned to district curriculum, instructional frameworks, and best practices. As part of this refinement, Resource Teachers will also serve as Literacy Coaches and Reading Specialists for Kindergarten through third grade, providing targeted early literacy support, intervention coordination, progress monitoring, and coaching for classroom teachers to strengthen foundational reading skills and improve student achievement outcomes. This expanded role reflects the district's commitment to early intervention and literacy development for all students. In addition, the district will establish and implement a system for Resource Teachers to model effective lessons, demonstrate innovative instructional strategies, and support collaborative planning at school sites. Emphasis will also be placed on monitoring and supporting Students with Disabilities and Homeless Youth experiencing Chronic Absenteeism through coordinated academic, behavioral, and attendance interventions designed to increase engagement, school connectedness, and access to supports. Using district curriculum, data-informed practices, and evidence-based instructional strategies, Resource Teachers will provide ongoing support to ensure students receive targeted interventions and equitable access to high-quality instruction.	$665,600.00	No
1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	Quarterly DRS Sessions with RSP teachers at the district level to monitor and support the needs of students with disabilities and Homeless students (DA Focus) to monitor the continuous improvement cycle supporting academic achievement for all students, including unduplicated students and students with disabilities. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the chart of schools attached)	$1,610,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Intervention support for struggling students (DA)	To specifically address the unique needs of students experiencing homelessness and students with disabilities, the district will implement targeted intervention and support systems designed to remove barriers to learning, increase student engagement, and improve academic outcomes. At the beginning of each school year, structured small-group support sessions and targeted interventions will be established at every school site to strengthen achievement in English Language Arts (ELA) and Mathematics while promoting social-emotional well-being, connectedness, and consistent school attendance. Student groups will be identified using multiple measures, including attendance data, academic performance, local benchmark assessments, individualized student needs, and staff recommendations. Progress monitoring will occur every two weeks during designated Data Reflection Sessions (DRS) to evaluate student growth, engagement, and effectiveness of supports. In addition, a comprehensive progress-monitoring system will be utilized to track student performance over time, guide instructional planning, and ensure timely, responsive interventions that address the specific needs of students experiencing homelessness and students with disabilities. (See attached school site chart.)	$168,082.00	Yes
1.8	Supplemental Material and Professional Development Support (DA)	Professional development will be provided to strengthen instruction in language acquisition and English Language Development (ELD) through the use of supplemental instructional materials, evidence-based strategies, intervention resources, targeted ELD curriculum, and the districtwide purchase of i-Ready to support the diverse typologies of language learners. The district will utilize supplemental materials, literacy resources, language-development supports, intervention tools, and i-Ready's diagnostic and personalized instructional components to provide direct instruction, monitor student progress, and deliver targeted support for students. This work will positively impact unduplicated students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities, and students experiencing homelessness. While the district will implement these supports LEA-wide to benefit all students, there will be a focused emphasis on ELs and LTELs who are also Students with Disabilities or experiencing homelessness. To address the unique academic, behavioral, and social-emotional needs of these student groups, the district will implement targeted intervention	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and support systems designed to remove barriers to learning, increase student engagement, strengthen connectedness, and improve academic outcomes in English Language Arts (ELA) and Mathematics. At the beginning of each school year, structured small-group supports and targeted interventions will be established at every school site using multiple measures, including attendance data, academic performance, local benchmark assessments, i-Ready diagnostic data, individualized student needs, and staff recommendations. Progress monitoring will occur every two weeks during designated Data Reflection Sessions (DRS) to evaluate student growth, engagement, attendance, and the effectiveness of interventions. In addition, the district will utilize a comprehensive progress-monitoring system, including i-Ready assessment and instructional data, to track student performance over time, guide instructional planning, and ensure timely, responsive supports that address the specific needs of students experiencing homelessness, Students with Disabilities, and multilingual learners. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.		
1.9	Supplemental Materials for Students with Disabilities and Homeless (DA)	Purchase supplemental reading materials for students with disabilities and students experiencing homelessness to support literacy development and increase access to reading opportunities at home. Based on local and state data, including California Dashboard indicators, these student groups demonstrated challenges in meeting or exceeding standards in English Language Arts (ELA), with chronic absenteeism identified as a contributing factor impacting consistent access to instruction and academic progress. Educational partners, teachers, families, and students also identified limited access to high-interest and grade-level reading materials outside of school as a barrier to student achievement and engagement. SYSD will purchase supplemental literacy resources including leveled classroom libraries, decodable readers, bilingual books, high-interest culturally responsive texts, intervention materials aligned to Benchmark Advance, phonics and fluency support materials, and digital literacy platforms that provide students with access to reading materials both at school and at home. These resources are intended to strengthen reading fluency, comprehension, vocabulary development, and independent reading habits while increasing student engagement and access to meaningful literacy experiences.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SYSD will prioritize schools identified with RED indicators and focus supports on students with disabilities and students experiencing homelessness through the distribution of supplemental literacy resources designed to strengthen reading fluency, comprehension, engagement, and independent reading habits. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance and is intended to reduce opportunity gaps, increase school connectedness, and support improved academic outcomes and attendance for identified student groups. (See attached school site chart.)		
1.10	MTSS - LREBG - Professional Learning: Professional Development, Guided Planning, Implementation and Coaching Support (DA)	In response to educational partner feedback and a review of local and state data, teachers and administrators will participate in ongoing professional development and coaching focused on strengthening inclusive instructional practices, student engagement strategies, relationship-centered supports, and social-emotional learning to address the needs of students with disabilities and students experiencing homelessness impacted by chronic absenteeism. Professional learning will support staff in creating welcoming, supportive, and engaging learning environments that promote consistent attendance, school connectedness, and academic success. Strengthen student achievement in English Language Arts and Mathematics through a Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, expanded learning opportunities, and evidence-based instructional practices to address unfinished learning and accelerate student success. Implement targeted Tier I, Tier II, and Tier III academic interventions in English Language Arts and Mathematics to address learning gaps and improve student outcomes. Provide ongoing professional development, coaching, and collaboration opportunities for staff in partnership with the County Office of Education and California Association for Bilingual Education on best practices for supporting English Learners, Students with Disabilities, and all learners through differentiated instruction, evidence-based practices, language acquisition strategies, and inclusive instructional supports. California Dashboard data identified students with disabilities and students experiencing homelessness as student groups with RED indicators in Chronic Absenteeism across multiple school sites and district-wide, including Smythe, Sunset, SYMS, VDM, Willow, and the District overall.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Chronic absenteeism continues to impact access to consistent instruction, academic progress, and student well-being. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance and is designed to strengthen systems of support, improve attendance outcomes, and increase equitable access to learning opportunities for identified student groups. (See Chart Attachment.)		
1.11	Small Group Instruction Support (DA)	Assess the current level of intervention support and identify areas where additional academic and engagement supports are needed. Based on student needs and available school site funding resources, sites may determine the need for additional paraprofessional support or increased hours to assist with intervention services, student engagement, and expanded learning opportunities. Paraprofessional support will be site-based funding determinations aligned to individual school site needs and priorities. Develop and implement plans for targeted small group instruction and expanded learning opportunities tailored to the needs of unduplicated students, Students with Disabilities, Homeless Youth, Long-Term English Learners, and chronically absent students through evidence-based instructional practices and intervention supports aligned to district instructional goals and student learning needs. (See Chart Attachment.)	$2,321,500.00	Yes
1.12	Curriculum, Instruction & Data Driven Systems: Dual Language Support (DA)	To support and improve students' academic success in our language acquisition program of Dual Language, the district will provide certificated staffing focused on increasing and improving services for Students with Disabilities, English Learners (ELs), Long-Term English Learners (LTELs) (DA Focus), Reclassified Fluent English Proficient students (RFEPs), foster youth (DA Focus), and low-income students. This action aims to ensure these student groups receive the necessary support, resources, and instructional opportunities to thrive in a bilingual educational environment. Through strategic staffing and targeted instructional support, the district will strengthen access to high-quality language acquisition programs, differentiated instruction, and interventions designed to meet the diverse academic and linguistic needs of students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$4,700,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Technology Plan (DA)	We will update our technology plan to improve district-wide services and ensure equitable digital access for all students, including unduplicated students (English learners, foster youth, and low-income students). This includes maintaining a 1:1 device ratio at all school sites and upgrading equipment and software. We will also focus on enhancing digital literacy and digital citizenship to prepare students for the demands of the 21st century. Moreover, we will continue to provide professional learning opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning environments. CA Dashboard is in the RED and Orange for ELA and Math. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See chart attachment).	$1,425,090.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free, while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through the process that involved data analysis, educational partner input, and district-wide feedback sessions, the San Ysidro School District has determined the imperative to prioritize student engagement, attendance, chronic absenteeism, and suspension rates. This comprehensive review revealed a pressing need to enhance student support for engagement and school connectedness as integral components of academic success. Additionally, educational partners have emphasized the necessity to address students' emotional well-being, supported by observational and survey data, referrals for behavioral/.mental services, and direct input. Recognizing the significance of these factors for the success of unduplicated students, the district is committed to implementing strategies aimed at fostering a supportive educational environment.

2023-2024 CHKS Survey Data
Elementary 3-5 grade
School Engagement & Supports:
School Connectedness - 70%
Monthly Absences (3+) - 22.5%
Caring Adult Relationships - 68%
Facilities Upkeep - 60%
School Safety:
School safe or very safe - 72%
Experienced Harassment/Bullying - 40%
Rumors or lies spread about you - 45%
Seen a weapon on campus - 15%
Substance Abuse:
Current alcohol or drug use - 26%

Current vaping - 4%
Social & Emotional Health:
Social emotional distress - 24%
Experienced chronic sadness/hopelessness - 16%

CHKS Secondary 6-8 grade
School Engagement & Supports:
School Connectedness - 48%
Monthly Absences (3+) - 18%
Caring Adult Relationships - 52%
Facilities Upkeep - 31%
School Safety:
School safe or very safe - 48%
Experienced Harassment/Bullying - 34%
Rumors or lies spread about you - 41%
Seen a weapon on campus - 13%
Substance Abuse:
Current alcohol or drug use - 9%
Current vaping - 7%
Social and Emotional Health:
Social Emotional Distress 21%
Experienced Chronic sadness/Hopelessness 31%
Considered suicide 10%
Optimism 53%
Self-efficacy 65%

CHKS Staff:
School supports for students and staff:
Caring Adult relationships - 41%
Student meaningful participation - 34%
High expectations-adults in school 47%
Facilities upkeep - 24%
Antibullying climate 38%
School Safety:
Safe place for staff - 30%
Safe place for students - 32%
Sufficient Resources to create a safe campus - 25%
Substance use and mental health:
Alcohol and drug use - 8%
vaping - 13%

Student depression - 46%

CHKS Parents:
Parent Involvement:
Promotion of parental involvement - 36%
Parent involvement in school - 49%
Parents feel welcome to participate at school - 38%
School Safety:
Safe place for my child - 38%
School has adults who really care about students - 39%
Teachers responsive to child's social and emotional needs - 88%
School provides parents with advice and resources - 81%
School has clean and well-maintained facilities - 36%
Substance use, School disorder, and Bullying
Substance use problems: 14%
Student vaping - 9%
Harassment or bullying of students - 19%

2024 California Dashboard Data
Suspension Rate: 3.1% suspended at least on day

2024 California Dashboard Data
Chronic Absenteeism Rate - 28.1% chronically absent

2024-2025 Attendance Data
SYSD - 92.64%%

La Mirada - 91.47%
Ocean View Hills - 94.34%
Smythe - 90.57%
Sunset - 92.88%
SYMS - 89.54%
Vista Del Mar - 94.36%
Willow - 91.14%

2023-24 - CALPADS 14.1 Student Absenteeism Count Report
Total SYSD - 8.51%

La Mirada: 11.65%
Ocean View Hills: 2.05%

San Ysidro Middle: 13.10%
Smythe:17.35%
Sunset:4.64%
Vista Del Mar: 4.80%
Willow: 10.51%

2024-2025 FIT Report
100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Engagement: CA Dashboard Chronic Absenteeism	2022-2023 CA Dashboard Data Chronic Absenteeism - 32.2% Chronically absent Increased from last year by 4.1%	2023-2024 CA Dashboard Data Chronic Absenteeism - 28.1% Chronically absent Decreased 4.1%	2024-2025 CA Dashboard Data Chronic Absenteeism - 28.7% Chronically absent Increased 0.6%	By June 2026-2027, chronic absenteeism will decrease for all students, including SWD and Homeless students, by 5% as measured by the CA Dashboard Chronic Absenteeism.	By June 2026–2027, chronic absenteeism will decrease by 5 percentage points for all students, including Students with Disabilities and Homeless students, as measured by the California School Dashboard Chronic Absenteeism Indicator. 32.2% - 28.7% = 3.5 percentage points decrease Not meeting So, chronic absenteeism has improved by 3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points from the baseline. Although the district made progress from 2022–2023 to 2023–2024, the 2024–2025 data indicates a continued need to strengthen attendance systems, student engagement, and targeted supports for student groups most impacted by chronic absenteeism.
2.2	Basic Services: Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	Maintain 100% of schools with rating of "good" or better -FIT Report	This Metric was met with 100% of schools with a rating of "good" or better - Facility Inspection Tool (FIT Report)
2.3	School Climate: 2022-23 Data Quest Suspension Data	2022-23 Data Quest Suspension Rate:3%	2023-24 Data Quest Suspension Rate - 3.1%	2024-25 Data Quest Suspension Rate - 2.3%	By June 2026-2027, the suspension rate will have decreased and be at least 1% or lower.	Based on the data provided, the district has not yet met the target of reducing the suspension rate to 1% or lower by June 2026–2027, but there is clear progress in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2022–2023: 3.0% 2023–2024: 3.1% (slight increase) 2024–2025: 2.3% (notable decrease of 0.8%) While the most recent data shows a significant improvement, the current rate of 2.3% remains above the 1% goal. Overall, the trend indicates positive momentum. The steady improvement demonstrates meaningful progress and supports continued advancement toward reaching the 2026–2027 target.
2.4	School Climate: CHKS Survey Students	CHKS Survey Data 2023-2024 School Engagement & Supports: School Connectedness - 70%	CHKS Survey Data 2023-2024 - same data from last year because this year's data will not be available	CHKS Survey Data 2025-2026- same data from last year because this year's data will not be available	By June 2026-2027, the data will improve for each area as indicated: School Engagement & Supports	Using the 2023–2024 CHKS Survey data as the baseline, the district has experienced mixed results in the area of School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45% Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4% Social & Emotional Health: Social-emotional distress - 24% Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%	School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45% Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4% Social & Emotional Health: Social-emotional distress - 24%	School Engagement & Supports: School Connectedness - 71% Monthly Absences (3+) - 23 % Caring Adult Relationships - 60% Facilities Upkeep - 47% School Safety: School safe or very safe - 88 % Experienced Harassment/Bullying - 45% Rumors or lies spread about you - 39% Seen a weapon on campus - 9% Substance Abuse: Current alcohol or drug use - 8% Current vaping - 3% Social & Emotional Health: Social-emotional distress - 22%	School Connectedness 76% Monthly Absences (3+) 20% Caring Adult Relationships 74% Facilities Upkeep 66% School Safety School safe or very safe 78% Experienced Harassment/Bullying 34% Rumors or lies spread about you 39% Seen a weapon on campus 12% Substance Abuse Current alcohol or drug use: 20% Current vaping - 2% Social & Emotional Health Social-emotional distress- 20% Experienced chronic sadness/hopelessness 30%	Engagement and Supports during 2025–2026. School connectedness increased by 1 % Monthly absences of three or more days increased 22.5% to 23% caring adult relationships declined by 8%, Facilities upkeep declined by 13 % By June 2026–2027, the district aims to improve school connectedness to 76%, reduce monthly absences to 20%, and increase caring adult relationships and facilities upkeep to 74% and 66%, respectively. School Safety School safe or very safe increased by 16% Experienced harassment/bullying increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%	Experienced chronic sadness/hopelessness- 33 % Considered suicide 14% Self-Efficacy-78% Self Awareness 68% Problem Solving 49% Optimism 66% Gratitude 69%	Considered suicide 10% Self-Efficacy 72% Self Awareness 70% Problem Solving 53% Optimism 60% Gratitude 72%	Rumors or lies being spread decreased 6% Seen a weapon on campus decreased 6% By June 2026–2027, the district seeks to increase the percentage of students who feel safe or very safe to 78% while reducing reports of harassment and bullying to 34%, rumors and lies to 39%, and weapon sightings to 12%. Substance Abuse Current alcohol or drug use declined 18% Current vaping decreased by 1% By June 2026–2027, the district will continue efforts to maintain low rates of substance use, with targets of 20% for alcohol or drug use and 2% for vaping. Social and Emotional Health

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Social-emotional distress decreased by 2% chronic sadness or hopelessness decreased by 3 % Considering suicide remained unchanged at 14%. Self-efficacy increasing by 10% Self-awareness increasing by 3% Problem-solving increasing by 1% Optimism increasing by 10 % Gratitude increasing by 1% By June 2026–2027, the district intends to further reduce social-emotional distress to 20%, chronic sadness and hopelessness to 30%, and students considering suicide to 10%, while increasing self-efficacy to 72%, self-awareness to 70%, problem-solving to 53%, optimism to 60%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and gratitude to 72%.
2.5	School Climate: CHKS Survey Staff and Parents	CHKS Survey Data 2023-2024 CHKS Staff: School supports for students and staff: Caring Adult relationships - 41% Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety: Safe place for staff - 30% Safe place for students - 32% Sufficient Resources to create a safe campus - 25% Substance use and mental health: Alcohol and drug use - 8% vaping - 13% Student depression - 46% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36%	CHKS Survey Data 2023-2024 The same data from last year was posted because this year's data is not available yet. CHKS Staff: School supports for students and staff: Caring Adult relationships - 41% Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety: Safe place for staff - 30% Safe place for students - 32% Sufficient Resources to create a safe campus - 25% Substance use and mental health:	CHKS Survey Data 2025-2026 The same data from last year was posted because this year's data is not available yet. CHKS Staff: School supports for students and staff: Caring Adult relationships - 40% Student meaningful participation - 33% High expectations from adults in school 45% Facilities upkeep - 17% Antibullying climate- 38% School Safety: Safe place for staff - 33% Safe place for students - 32% Sufficient Resources to create a safe campus - 27% Substance use and mental health:	By June 2026-2027, the data will improve for each area as indicated: CHKS Staff: School supports for students and staff: Caring Adult relationships - 47% Student meaningful participation - 40% High expectations-adults in school 53% Facilities upkeep - 30% Antibullying climate 30% School Safety: Safe place for staff - 38% Safe place for students - 40% Sufficient Resources to create a safe campus - 35% Substance use and mental health: Alcohol and drug use - 4% vaping - 8%	Using the 2023–2024 California Healthy Kids Survey (CHKS) data as the baseline, the district anticipates improvement in several staff perception areas by June 2026–2027. Staff indicators related to school supports and climate are expected to increase, include: Caring Adult Relationships from 41% to 47% (+6 percentage points) Student Meaningful Participation from 34% to 40% (+6 points) High Expectations from Adults from 47% to 53% (+6 points) Facilities Upkeep from 24% to 30% (+6 points) School safety indicators

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	Alcohol and drug use - 8% vaping - 13% Student depression - 46% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-	Alcohol and drug use - 7% vaping - 15% Student depression - 32% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 46% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 40% Teachers responsive to child's social and emotional needs - 82% School provides parents with advice and resources - 81% School has clean and well-	Student depression - 38% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36%	are also projected to improve. Safe Place for Staff increasing from 30% to 38% (+8 points) Safe Place for Students from 32% to 40% (+8 points) Sufficient Resources to Create a Safe Campus from 25% to 35% (+10 points) In the area of substance use and mental health, the district expects reductions in Alcohol and Drug Use from 8% to 4% (-4 points) Student Vaping from 13% to 8% (-5 points) Student Depression from 46% to 38% (-8 points) The Anti-Bullying Climate indicator reflects a decline from 38% to 30% (-8 points) Compared with the 2023–2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	maintained facilities - 40% Substance use, School disorder, and Bullying Substance use problems: 21% Student vaping - 12% Harassment or bullying of students - 23%	Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	baseline, parent survey indicators remain largely unchanged. Promotion of Parental Involvement (36%) Parent Involvement in School (49%) Parents Feeling Welcome to Participate (38%) Safe Place for My Child (38%) Adults Who Really Care About Students (39%) Teachers Responsive to Students' Social and Emotional Needs (88%) School Provides Advice and Resources (81%) Clean and Well-Maintained Facilities (36%) Substance Use Problems (14%) Student Vaping (9%) Harassment or Bullying of Students (19%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All remain at their baseline levels.
2.6	Pupil Engagement: LEA Attendance Data	2023-24 Attendance Data SYSD Total - 91.33% La Mirada - 90.86% OVHS - 94.47% Smythe - 87.97% Sunset - 93.00% SYMS - 87.36% VDM - 94.021% Willow - 90.39%	2024-2025 Attendance Data SYSD - 92.64%% La Mirada - 91.47% Ocean View Hills - 94.34% Smythe - 90.57% Sunset - 92.88% SYMS - 89.54% VDM- 94.36% Willow - 91.14%	2025-2026 - Attendance Data SYSD - 92.08% La Mirada - 92.58% Ocean View Hills - 95.11% Smythe - 90.62% Sunset - 91.77% SYMS - 89.77% VDM- 94.29% Willow - 90.40%	By June 2026-2027, the local attendance data will indicate a 1.5% increase for the district and all school sites, as measured by our LEA data tracker.	The district is making steady progress toward the goal of increasing attendance by 1.5% by June 2026–2027. Overall district attendance improved from 91.33% in 2023–2024 to between 92.08% and 92.64% in 2024–2025, reflecting an increase of approximately 0.75% to 1.31%, depending on the reporting period. At the school site level, most schools demonstrated notable gains in attendance, particularly La Mirada, Ocean View Hills, Smythe, and San Ysidro Middle School, which showed meaningful

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						improvement compared to the prior year. While a few sites experienced slight fluctuations, overall attendance trends across the district remain positive and encouraging. Although the district has not yet fully reached the 1.5% increase target, the consistent upward trend indicates that the district is on a strong and promising trajectory to meet or exceed the goal by 2026–2027.
2.7	Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot	CALPADS 14.1 2022-2023 - Student Absenteeism Snapshot SYSD Total: 9.24% La Mirada: 10.54% Ocean View Hills: 5.65% San Ysidro Middle: 11.78% Smythe:18.56%	CALPADS 14.1 2023-2024 - Student Absenteeism Snapshot SYSD Total- 8.51% La Mirada: 11.65% Ocean View Hills: 2.05%	CALPADS 14.1 2024-2025 - Student Absenteeism Snapshot SYSD Total- 9.28% La Mirada: 11.24% Ocean View Hills: 4.09%	By June 2026-2027, all schools will show a 2% decline in Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot.	Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot. SYSD showed a 0.73% decrease and missed the goal of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sunset: 4.94% Vista Del Mar: 6.64% Willow: 9.47%	San Ysidro Middle: 13.10% Smythe:17.35% Sunset:4.64% Vista Del Mar: 4.80% Willow: 10.51%	San Ysidro Middle: 13.77% Smythe:13.71% Sunset: 6.05% Vista Del Mar: 4.85% Willow: 12.62%		La Mirada increased by 1.11%. OVH showed a significant decrease of 3.6%, meeting the goal of 2%. SYMS increased by 1.32% and did not meet the goal of a decrease of 2% Smythe decreased by 1.21%, just missing the goal of 2% Sunset maintained VDM showed a decrease of 1.84%, just missing the goal of 2% Willow increased by 1.04% and did not meet the goal of a decrease by 2%.
2.8	Pupil Engagement: Middle School Dropout Rates CALPADS 1.14 Dropout Counts	2022-2023 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total:17 San Ysidro Middle:11 Vista Del Mar: 6	2023-2024 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total: San Ysidro Middle:	2024-2025 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total:15	By June 2026-2027, all schools will show a decline in Middle School Dropout Rates of 6 students total	2024-2025 Middle School Dropout Rates CALPADS shows 15 total, 2 students less than the previous year. This goal was not met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Vista Del Mar:	San Ysidro Middle:5 Vista Del Mar: 10		
2.9	School Climate: 2022-23 Data Quest: Expulsion Rate	2022-2023 Data Quest: Expulsion Rate: 0%	2023-2024 Data Quest: Expulsion Rate: 0%	2023-2024 Data Quest: Expulsion Rate: 0%	By June 2026-2027 the expulsion rate will remain at 0%.	The expulsion rate remains at 0%.
2.10	School Climate & MTSS Universal Screener - mySAEBRS	2023-2024 Universal Screener 23-24 Average: Tier 1 Low Risk - 72% Tier 2 Some Risk - 24% Tier 3 High Risk - 4%	2024-2025 Universal Screener 24-25 Average: Tier 1 Low Risk - 73% Tier 2 Some Risk - 24% Tier 3 High Risk - 3%	2025-2026 Universal Screener 25-26 Average: Tier 1 Low Risk - 75% Tier 2 Some Risk - 23% Tier 3 High Risk - 2%	By June 2026-2027, the Universal Screener data will show a decrease in the percentage of students indicated for Tier 2 and Tier 3 supports, a decrease of 2%-3% from the baseline data.	The Universal Screener data shows an increase in Tier 1 by 2% and a decrease in Tier 3 by 1%. This is just missing the goal of a 2%-3% decrease for Tier 3. Tier 2 also lowered to 23%
2.11	Mental Health/Social Emotional Well Being Threat Assessments & Suicide Risk Assessments	2023-2024 Threat Assessments: SYSD Total- 64 La Mirada - 2 OVHS- 7 Smythe- 8 Sunset- 3 Willow- 16 SYMS- 17 VDM- 9 2023-2024 Suicide Risk Assessments: SYSD Total- 89 La Mirada - 5 OVHS- 12	2024-2025 Threat Assessments: SYSD Total- 95 La Mirada - 6 OVHS- 1 Smythe- 7 Sunset- 2 Willow- 29 SYMS- 32 VDM- 14 2024-2025 Suicide Risk Assessments: SYSD Total- 105 La Mirada - 3 OVHS- 15	2025-2026- Threat Assessments: SYSD Total- 44 CDC -3 La Mirada - 1 OVHS- 2 Smythe-6 Sunset- 1 Willow- 13 SYMS- 14 VDM- 4 2025 -2026 - Suicide Risk Assessments: SYSD Total- 57	By June 2026-2027, the Threat Assessment Data will show SYSD Total: 54 (-10) By June 2026-2027, the Suicide Risk Assessment Data will show SYSD Total: 79 (-10)	By June 2026–2027, Suicide Risk Assessment data will show a districtwide total of 79, representing a decrease of 10 assessments from the 2023–2024 baseline, as measured by SYSD student wellness and safety data systems.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Smythe- 17 Sunset- 8 Willow- 9 SYMS- 37 VDM- 2	Smythe- 4 Sunset- 1 Willow- 22 SYMS- 39 VDM- 21	La Mirada - 4 OVHS- 7 Smythe- 2 Sunset- 16 Willow- 7 SYMS- 9 VDM- 12		In 2023–2024, the district recorded 89 suicide risk assessments districtwide, with SYMS reporting the highest number of assessments at 37. During 2024–2025, the district experienced an increase to 105 suicide risk assessments, including increases at Willow (22), SYMS (39), and Vista Del Mar (21). Current 2025–2026 data reflects improvement, with the district total decreasing to 57 suicide risk assessments. School site data for 2025–2026 includes La Mirada (4), OVHS (7), Smythe (2), Sunset (16), Willow (7), SYMS (9), and Vista Del Mar (12).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SYSD will continue strengthening mental health supports, social-emotional interventions, student wellness services, and proactive school climate practices to support student safety, connectedness, and emotional well-being districtwide.

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.

As measured by the Educational Feedback Survey, Needs Assessment, and the 2025 California Dashboard indicators, SYSD continued to make progress toward improving school climate, safety, social-emotional well-being, and access to mental health supports through a multi-tiered, equity-focused approach. Educational partners, including parents, students, teachers, administrators, and classified staff, consistently emphasized the importance of creating safe, inclusive, and supportive school environments that foster student connection, emotional well-being, and a strong sense of belonging. While many planned actions were successfully implemented, several initiatives required ongoing refinement due to staffing shortages, varying site readiness, and persistent concerns related to chronic absenteeism, student behavior, and mental health supports. The district remained focused on addressing areas identified through educational partner feedback and Dashboard data, particularly for student groups experiencing the greatest needs.

Campus Safety, Visitor Management, and Facilities Support
(2.2, 2.3, 2.4)
Planned: Ensure safe and welcoming school environments through campus supervision, visitor management systems, facilities support, and enhanced communication regarding school safety.
Implemented: Campus security staff, supervisors, and operational teams supported school safety efforts districtwide. Staff received training in PBIS and Restorative Practices, and schools continued implementing safety procedures, student supervision, and behavior support

systems. Educational partner feedback highlighted the importance of additional supervision before and after school, cameras in common areas, districtwide safety communication, and consistent implementation of school safety presentations.
Continuous Improvement: Staffing shortages in security and maintenance roles impacted implementation consistency across sites. Families and staff also identified a need for improved customer service in front offices, additional campus visibility, privacy fencing, and stronger communication regarding safety incidents and emergency procedures.
Successes: Increased adult visibility, stronger supervision systems, and improved collaboration between schools and families contributed to students feeling safer and more supported at several sites. Educational partners reported that a positive school culture, respectful relationships, and consistent communication remain essential priorities.

Social-Emotional Learning (SEL) and Tier 1 Supports
(2.5, 2.8, 2.9)
Planned: Provide universal social-emotional learning instruction through Tier 1 curriculum and Multi-Tiered System of Supports (MTSS) practices while strengthening staff capacity to address student emotional, behavioral, and wellness needs. Learning Recovery Emergency Block Grant (LREBG) funds supported efforts focused on student engagement, school connectedness, wellness, and learning recovery through expanded supports and interventions.
Implemented: SEL curriculum, including programs such as Second Step and Zones of Regulation, continued across school sites as part of the district's MTSS framework. Staff participated in professional learning focused on SEL, classroom management, restorative practices, trauma-informed strategies, and evidence-based intervention supports. Schools also continued utilizing the mySAEBRS universal screener and collaborating with the "Screening to Care" initiative to identify and support students in need of Tier II and Tier III interventions. LREBG-funded supports contributed to expanded student wellness efforts, intervention opportunities, and strategies designed to improve student engagement and learning recovery.
Continuous Improvement: Educational partners requested increased frequency of student screening, stronger implementation fidelity of SEL curriculum, additional staff training, and more restorative peer-to-peer conflict resolution supports within the MTSS framework. Students, staff, and families also emphasized the need to improve school culture, address bullying, racism, and student conflict, and strengthen students' sense of school pride, belonging, and connectedness.
Successes: Schools reported stronger adult-student relationships, increased awareness of student mental health needs, earlier identification of students requiring support, and growing implementation of restorative, trauma-informed, and MTSS-aligned practices. Educational partners continued to support the district's focus on prevention, student wellness, inclusive learning environments, and learning recovery efforts supported through LREBG funding.

Mental Health, Tiered Interventions, and Student Services
(2.5, 2.10, 2.11, 2.12)
Planned: Expand mental health staffing and provide tiered behavioral, counseling, and trauma-informed supports for students and families.
Implemented: The district continued expanding access to social workers, counseling supports, MTSS collaboration, and coordinated student services. Schools partnered with community agencies and educational partners to increase awareness of mental health resources and student wellness initiatives, including participation in Mental Health Awareness Month activities.
Continuous Improvement: Educational partners consistently requested additional counselors, psychologists, behavior specialists, and social workers, particularly at high-need sites such as OVHS. Families and staff also identified the need for clearer procedures for accessing therapy and mental health supports, as well as stronger communication regarding student concerns and available services.
Successes: The district strengthened systemic pathways for mental health support, increased staff understanding of trauma-informed

practices, and expanded collaboration through MTSS and community partnerships. Students and families demonstrated increased awareness of mental health supports and the importance of reducing stigma around seeking help. Behavior Specialist was hired.

Behavior, Restorative Practices, and Positive School Culture
(2.1, 2.11)
Planned: Continue implementation of PBIS, restorative practices, behavior intervention supports, and positive student engagement strategies districtwide.
Implemented: Districtwide trainings in PBIS, restorative practices, and behavior supports continued, while schools worked to strengthen intervention systems and peer conflict resolution practices. Educational partners emphasized the importance of balancing accountability with supportive behavioral interventions and requested clearer discipline systems, anti-bullying programs, anger management supports, and stronger student accountability structures.
Continuous Improvement: Implementation fidelity of PBIS and restorative practices varied across school sites, particularly at schools requiring additional differentiated support. Educational partners also identified the need for greater consistency in behavior expectations, classroom management strategies, and student support systems.
Successes: Several sites demonstrated early positive culture shifts, increased student engagement, and reductions in behavioral escalations for targeted student groups. Schools also reported stronger collaboration among staff supporting behavior intervention and prevention systems.

Attendance Improvement and Family Outreach
(2.6)
Planned: Reduce chronic absenteeism through attendance outreach, family engagement, trauma-informed practices, and coordinated intervention systems.
Implemented: District and site attendance teams, Outreach Consultants, SART processes, and family engagement efforts continued to support students experiencing attendance challenges. Schools worked collaboratively to connect families to community resources and improve communication regarding attendance expectations and student support services.
Continuous Improvement: Chronic absenteeism remained a significant concern identified through the 2025 California Dashboard and educational partner feedback, particularly for student groups including English Learners, Long-Term English Learners, Students with Disabilities, Foster Youth, and socioeconomically disadvantaged students. Families and staff emphasized the need for stronger family outreach, improved communication, and greater awareness of community-based resources and supports.
Successes: Increased attendance outreach and family engagement efforts improved student participation and connection at several high-needs sites. Educational partners recognized the importance of building trusting relationships with families and promoting a welcoming, supportive school environment to improve student attendance and engagement.

Expanded Learning, Enrichment, and Community Partnerships
(2.7, 2.13)
Planned: Expand enrichment opportunities, after-school supports, and partnerships that promote student engagement, wellness, and school connectedness.
Implemented: ELOP, ASES/21st Century programs, mentoring opportunities, and after-school enrichment activities continued across school sites. Schools partnered with community organizations to provide academic support, wellness activities, and enrichment opportunities beyond the instructional day.

Continuous Improvement: Educational partners requested additional arts, music, drama, dance, tutoring, and extracurricular opportunities to strengthen student engagement and school connectedness. Staffing capacity for enrichment programs continued to vary across sites. Successes: Expanded learning opportunities and community partnerships increased student engagement, strengthened protective factors for at-risk youth, and provided students with additional opportunities to build relationships, confidence, and school pride.

Successes:

- Most planned actions were fully or partially implemented districtwide.
- Strong foundational systems continued to develop for SEL, MTSS, mental health supports, and school safety.
- Educational partner engagement remained strong, with families, students, and staff actively contributing feedback to improve school culture and climate initiatives.
- Increased awareness of mental health, restorative practices, and trauma-informed approaches supported stronger adult-student relationships and earlier identification of student needs.
- Expanded attendance outreach, enrichment opportunities, and community partnerships improved engagement and connectedness for many students and families.

Areas of Continuous Growth and Focus:

- The district continues to strengthen staffing capacity in counseling, mental health, behavioral support, and supervision roles to further enhance student services and supports across all school sites.
- Chronic absenteeism remains an important area of focus, with continued efforts to improve attendance outcomes and student engagement for identified student groups on the California Dashboard.
- Schools are continuing to deepen and strengthen the consistent implementation of PBIS, restorative practices, and social-emotional learning to ensure positive and supportive learning environments districtwide.
- Educational partners continue to value and encourage expanded communication, meaningful family engagement opportunities, and increased access to mental health and behavioral supports for students and families.
- School sites remain committed to enhancing supervision, campus safety measures, and positive school culture initiatives that foster respect, belonging, connection, and student well-being.

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 2.5: The district hired one additional Social Worker for a total of 3.0 FTE Social Workers.
Action 2.7: The difference is due to staff shortages and/or low participation.
Action 2.9: The district did not proceed with the implementation of the Committee for Children program.
Action 2.11: The Behavior Specialist was hire mid-year (January 2026).

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

Throughout the 2025–2026 school year, SYSD continued implementing most planned actions under Goal 2, resulting in continued progress toward improving school climate, student engagement, safety, and overall student well-being. Through a multi-tiered and equity-focused approach, the district strengthened systems related to social-emotional learning (SEL), mental health supports, restorative practices, attendance outreach, and expanded learning opportunities. Stakeholder feedback from students, staff, and families reflected appreciation for

the district's continued focus on safe and supportive school environments, increased student connectedness, and expanded mental health and wellness supports. While districtwide trends demonstrate positive progress, site-specific data continue to highlight the importance of differentiated supports, staffing stability, and ongoing investment in attendance, behavioral, and mental health interventions. Key successes included strengthened SEL implementation, increased access to student supports, improved school connectedness initiatives, and continued implementation of restorative and trauma-informed practices to support a safer, more inclusive learning environment for all students, particularly unduplicated student groups.

Effectiveness of Actions:
Campus Safety, Visitor Management, and Facilities Support
(Actions 2.2, 2.3, and 2.4)
Campus safety, visitor management, facilities support, and school climate were effective in strengthening safe, welcoming, and supportive learning environments across the district. Campus security staff, supervisors, operational teams, and school staff worked collaboratively to enhance school safety efforts through increased adult visibility, student supervision, PBIS implementation, Restorative Practices, and ongoing behavior support systems. Schools also continued implementing safety procedures and campus supervision practices that supported positive school climates, student well-being, and stronger relationships between students and staff.
The implementation of visitor management systems across all school sites have strengthened campus safety procedures and improved visitor monitoring districtwide. In addition, maintenance, operations, transportation, and facilities supports contributed to maintaining equitable access to safe, clean, and supportive learning environments for students and staff. Educational partners expressed appreciation for increased supervision efforts, stronger collaboration between schools and families, and the district's continued commitment to fostering positive school culture and respectful relationships.
The district also identified opportunities to continue strengthening and refining school safety systems. Educational partner feedback highlighted the value of additional supervision before and after school, increased campus visibility, enhanced communication regarding safety procedures, and continued improvements to front office customer service and schoolwide communication practices. Schools remained focused on prioritizing student safety and supportive learning environments throughout the year.
Findings from the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and California School Parent Survey (CSPS) indicate positive progress in school climate and safety. The percentage of students reporting that they felt safe at school increased from 72% in 2023–24 to 74% in 2025–26, while parents reporting that schools are a safe place increased from 38% to 45%. Staff survey results also showed improved perceptions of school safety and supportive learning environments. Educational partners acknowledged increased campus supervision, strengthened visitor management procedures, and positive school climates while also identifying the need for additional supervision before and after school, enhanced communication regarding safety procedures, and continued improvements to front office customer service.
Moving forward, the district will continue building upon these successes by strengthening campus supervision systems, enhancing districtwide communication regarding safety procedures, and expanding supports that promote safe, welcoming, and inclusive school environments. Continued focus on collaboration, visibility, and proactive communication will help ensure students, staff, and families feel supported, connected, and safe across all school sites.

Social-Emotional Learning (SEL) and Tier 1 Supports
(2.5, 2.8, 2.9, 2.10)
Social-Emotional Learning (SEL) and Tier 1 Supports were effective in strengthening social-emotional wellness, increasing access to student supports, and building staff capacity to address students' emotional and behavioral needs. SEL curriculum programs, including Second Step

and Zones of Regulation, continued to be implemented across school sites to support emotional literacy, self-regulation, and positive student behavior. Staff also participated in professional learning focused on SEL, classroom management, restorative practices, and trauma-informed strategies, strengthening schoolwide capacity to support student wellness and positive learning environments.
Effectiveness was measured through Metric 2.4 (CHKS School Connectedness), Metric 2.5 (CHKS Caring Adult Relationships), Metric 2.6 (School Safety), Metric 2.10 (Social-Emotional Well-Being), Metric 2.3 (Suspension Rate), and Metric 2.11 (PBIS/Restorative Practices).
The district continued utilizing the mySAEBRS universal screener and Screening to Care processes to identify students in need of additional support and provide timely interventions through the MTSS framework. The Screening to Care services will be a service that will not be available for next year, but our district is working with South Bay Community Services to continue working with our students. Findings from the district's mySAEBRS universal social-emotional screener indicate positive progress in strengthening Tier 1 social-emotional supports across the district. The percentage of students whose needs were addressed through Tier 1 universal supports increased from 72% in 2023–24 to 73% in 2024–25 and 75% in 2025–26. During the same period, the percentage of students requiring Tier 2 interventions decreased from 24% to 23%, while students requiring Tier 3 interventions decreased from 4% to 2%. These findings suggest that expanded counseling services, trauma-informed practices, and wellness supports strengthened the district's universal prevention efforts and reduced the number of students requiring more intensive interventions. These findings suggest that strengthening universal supports helped address student social-emotional needs earlier and reduced the need for more intensive interventions for some students. Expanded counseling services, trauma-informed practices, and wellness supports contributed to increased student access to mental health interventions and helped reduce the number of students requiring more intensive Tier 2 and Tier 3 supports. Schools reported stronger adult-student relationships, earlier identification of student needs, and increased implementation of restorative and trauma-informed practices across campuses and expanded schoolwide wellness activities that promoted student connectedness, positive relationships, and social-emotional well-being. Educational partners expressed appreciation for the district’s continued focus on prevention, student wellness, and inclusive learning environments. Stakeholders also emphasized the importance of continuing to strengthen school culture, increase student connectedness and school pride, address student conflict, and expand restorative peer-to-peer conflict resolution supports. Feedback additionally highlighted interest in increasing implementation fidelity of SEL curriculum, and expanding counseling and early intervention services districtwide.
Findings from the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and California School Parent Survey (CSPS) indicate positive progress in school climate and safety. The percentage of students reporting that they felt safe at school increased from 72% in 2023–24 to 74% in 2025–26, while parents reporting that schools are a safe place increased from 38% to 45%. Staff survey results also showed improved perceptions of school safety and supportive learning environments. Educational partners acknowledged increased campus supervision, strengthened visitor management procedures, and positive school climates while also identifying the need for additional supervision before and after school, enhanced communication regarding safety procedures, and continued improvements to front office customer service.
Overall, these actions successfully strengthened Tier 1 supports, student wellness, and positive school climate. These actions promote student wellness through schoolwide prevention strategies, positive school climate initiatives, and coordinated supports that fostered student engagement, connectedness, and emotional well-being. Moving forward, the district will continue building staff capacity, refining screening and intervention systems, and expanding wellness and restorative supports to further strengthen safe, inclusive, and supportive school environments for all students. The district will continue refining screening and intervention systems, strengthening implementation of SEL and restorative practices, and expanding wellness supports to further improve connectedness, school climate, and outcomes for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, Foster Youth, Socioeconomically Disadvantaged students, and all students.

Behavior, Restorative Practices, and Positive School Culture

(2.1, 2.11)
The actions related to Behavior, Restorative Practices, and Positive School Culture (Actions 2.1 and 2.11) were effective in strengthening positive school culture, increasing student engagement, and improving behavioral support systems across the district. Districtwide professional learning in PBIS, restorative practices, classroom management, and behavior intervention strategies supported schools in building stronger relationship-centered approaches and improving student connectedness. Schools continued implementing restorative practices, peer conflict resolution strategies, and behavior supports designed to balance accountability with supportive interventions for students.
PBIS, attendance outreach, trauma-informed practices, and family engagement efforts also contributed to improved student engagement and stronger school connections. Several school sites demonstrated positive culture shifts, reductions in behavioral escalations for targeted student groups, and stronger collaboration among staff supporting intervention and prevention systems. Educational partners expressed appreciation for the district's focus on positive behavior supports, restorative practices, and student wellness.
Behavioral support systems and PBIS coaching experienced a strengthened support system by hiring a district-level behavior specialist to provide support across all school sites. Schools continued prioritizing restorative approaches and behavioral interventions while closely monitoring Threat Assessments and Suicide Risk Assessments to ensure students received timely and appropriate support services.
Educational partner feedback also identified opportunities to continue strengthening implementation consistency across school sites, particularly related to PBIS fidelity, classroom management practices, behavior expectations, and student support systems. Families, staff, and students emphasized the importance of anti-bullying programs, anger management supports, clearer discipline systems, and increased student accountability structures.
Overall, these actions contributed to stronger school climate systems, increased awareness of student behavioral and emotional needs, and improved collaboration around student support services. Moving forward, the district will continue strengthening coaching supports, refining restorative and PBIS implementation practices, and expanding behavior intervention systems to further support safe, inclusive, and positive school environments for all students.

Expanded Learning, Enrichment, and Community Partnerships
(2.7, 2.13)
The actions related to Expanded Learning, Enrichment, and Community Partnerships were effective in increasing student engagement, strengthening school connectedness, and supporting the academic, social-emotional, and behavioral well-being of students.
Effectiveness was measured through Metric 2.4 (CHKS School Connectedness), Metric 2.5 (CHKS Caring Adult Relationships), Metric 2.6 (Attendance), and Metric 2.10 (Social-Emotional Well-Being).
Findings from the California Healthy Kids Survey (CHKS) indicated improvements in several indicators related to student engagement and school climate. The percentage of students reporting a sense of school connectedness increased from 70% in 2023–24 to 76% in 2025–26, meeting the district's target. Students reporting that they had a caring adult relationship at school increased from 68% to 74%, meeting the district's target. In addition, the percentage of students reporting self-efficacy increased from 66% to 72%, self-awareness increased from 65% to 70%, problem-solving skills increased from 49% to 53%, optimism increased from 55% to 60%, and gratitude increased from 68% to 72%, demonstrating improved social-emotional well-being. Attendance data also showed improvements in student engagement through a reduction in chronic absenteeism among several student groups.
Educational partners expressed appreciation for the expanded learning opportunities and continued interest in additional arts, music, drama, dance, tutoring, and extracurricular activities to further strengthen student engagement and enrichment opportunities across school sites.
Moving forward, the district will continue building community partnerships and expanding enrichment opportunities to further support student wellness, connectedness, and positive school experiences for all students.

Based on these findings, these actions were effective. Improvements in CHKS indicators related to school connectedness, caring adult relationships, and social-emotional competencies demonstrate that expanded learning opportunities and community partnerships positively contributed to student engagement and well-being. While positive progress was evident, the district will continue expanding enrichment opportunities and strengthening community partnerships to further improve attendance, connectedness, and student success for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, Foster Youth, Socioeconomically Disadvantaged students, and all students.
ASES/21st Century Programs, ELOP, Pathway Enrichment Programs, mentoring opportunities, and after-school activities continued providing students with expanded learning experiences and enrichment opportunities beyond the instructional day. Partnerships with South Bay Community Services and other community organizations strengthened access to mentorship, SEL supports, wraparound services, and community-based resources for at-risk students. These efforts contributed to increased student engagement, stronger protective factors, improved school connectedness, and additional opportunities for students to build relationships, confidence, and school pride.
Overall, these actions successfully increased access to enrichment opportunities and strengthened community partnerships that support student success. The district will continue expanding enrichment opportunities and community collaborations to further improve engagement, connectedness, and positive school experiences for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, Foster Youth, Socioeconomically Disadvantaged students, and all students.

Areas of Continued Improvement:
Action Step 2.4 – School Safety Support
Staffing changes impacted supervision capacity at school sites during the school year. While schools continued prioritizing safe and supportive environments through increased adult visibility and supervision, stakeholders identified opportunities to continue strengthening consistency in campus supervision, family communication, and districtwide safety practices.
Effectiveness was measured through Metric 2.4 (CHKS School Connectedness) and Metric 2.5 (CHKS Caring Adult Relationships).

Action Step 2.6 – Attendance Initiative Support
Although attendance and engagement efforts demonstrated positive outcomes across several sites, chronic absenteeism remains an area requiring continued focus and targeted intervention. Site-specific data continue to emphasize the need for differentiated attendance supports, early intervention strategies, and strengthened family outreach, particularly for student groups experiencing the greatest attendance challenges.
Effectiveness was measured through Metric 2.1 (Chronic Absenteeism), Metric 2.6 (Attendance), and Metric 2.7 (Student Engagement).
Attendance initiatives resulted in positive outcomes across several school sites; however, Metric 2.1 (Chronic Absenteeism) remains the district's area of Differentiated Assistance. Continued efforts will focus on strengthening early intervention strategies, family outreach, and targeted attendance supports for English Learners, Students with Disabilities, Homeless Youth, Foster Youth, Long-Term English Learners, Socioeconomically Disadvantaged students, and other student groups experiencing the greatest attendance needs.

Action Step 2.12 – Multi-Tiered System of Supports (MTSS)
Implementation of Tier 1 MTSS systems continued to increase across the district, with ongoing refinement of intervention systems, student supports, and schoolwide practices. Continued professional learning, collaboration, and implementation consistency will support further growth in the coming 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.

Changes to the planned goals, metrics, target outcomes, and actions for the coming year were made based on reflections from prior practice, educational partner feedback, and analysis of the 2025 California Dashboard data. A significant revision for the upcoming year includes aligning actions and services to address the district's new Differentiated Assistance (DA) focus area of Chronic Absenteeism, with Students with Disabilities and Homeless Youth identified as student groups in the Red across the district. As a result, action items were refined to strengthen attendance intervention systems, family outreach, mental health and wellness supports, student engagement strategies, and targeted academic and behavioral interventions designed to improve attendance and connectedness for identified student groups.

Action 2.5 was revised to Reflect LREBG Funding - Staff and Professional Development to support social and emotional well-being through a Multi-Tiered System of Supports (MTSS) framework that provides universal access to social-emotional learning and targeted intervention services. Learning Recovery Emergency Block Grant (LREBG) funds will support these expanded efforts focused on student wellness, engagement, attendance, and learning recovery. These new staff members will help build district and site capacity in the area of social-emotional well-being while supporting students requiring Tier II and Tier III interventions. Additionally, temporary social workers funded through LREBG will assist in implementing this multi-tiered support system for mental health by providing Tier I supports, small group interventions, and individualized services for students demonstrating social-emotional or behavioral needs as identified through mySAEBRS data. This comprehensive approach emphasizes universal access to social-emotional learning while ensuring targeted supports for students requiring more intensive interventions. By strengthening staff capacity and expanding wellness supports, the district aims to create a robust support network that addresses the diverse academic, behavioral, and social-emotional needs of students.

Action 2.6 was revised to specifically focus on supporting the district's DA focus area of Chronic Absenteeism. The action will prioritize attendance intervention systems, family outreach, coordinated support services, and engagement strategies targeted toward Students with Disabilities, Homeless Youth, and other student groups experiencing significant attendance challenges.

Additionally, Screening to Care services will no longer be utilized during the upcoming school year, requiring revisions to related SEL and student support actions. The district will continue implementing universal screening and student wellness supports through alternative internal systems and site-based intervention processes to ensure students continue receiving timely and appropriate support services.

Action 2.2, Visitor Management Software Support, was fully implemented districtwide through the RAPTOR visitor management system to strengthen campus safety, visitor monitoring procedures, and school security practices.

Moving forward, the district will continue refining school safety systems and communication practices to support safe, welcoming, and supportive school environments across all school sites.

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	Professional Learning around PBIS and Restorative Practices	The district will continue to engage all staff with professional learning and implementation supports around inclusion and Restorative Practices Positive Behavior Intervention Supports (PBIS) to develop safety, security, and school connectedness for all students, including unduplicated students. Our District shows our DA focus student groups of Students with Disabilities and Homeless in Red for Chronic Absenteeism. La Mirada shows English Learners, and Homeless students in Red for Chronic Absenteeism. Willow shows Homeless and Students with Disabilities in Red for Chronic Absenteeism. OVH shows English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged in Red for Chronic Absenteeism. SYMS also shows English Learners, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged students in Red for Chronic Absenteeism. Sunset has English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities in Red for Chronic Absenteeism. Vista Del Mar Middle shows Homeless, African American, and Students with Disabilities in Red for Chronic Absenteeism. Smythe shows Homeless students in Red for Chronic Absenteeism. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the attachment of schools)	$0.00	No
2.2	Visitor Management Software	The district will continue with the RAPTOR visitor system that has been fully installed in all school sites. To increase security and safety on all campuses for the wellbeing of all students including unduplicated students.	$0.00	No
2.3	Maintenance, Operations, Transportation, and Facilities support	Ensure additional staff are available to maintain facilities, guaranteeing safety and access for all students, including those from unduplicated at each school site. Maximize personnel usage to ensure student safety and equitable access.	$6,127,528.00	No
2.4	School Safety Support (DA)	The district will assign campus security personnel to school sites to support the maintenance of safe, secure, and well-supervised learning environments for all students, including unduplicated student groups. Campus security personnel will support positive school climate efforts through the implementation of PBIS and Restorative Justice practices	$1,421,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		while helping ensure student safety, supervision, and school connectedness across campuses. District and site safety plans will continue to be reviewed and revised to ensure compliance with state and county regulations and to address evolving site safety needs. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.		
2.5	Mental Health and MTSS Supports - LREBG (DA)	Staff and Professional Development to support social and emotional well-being through a Multi-Tiered System of Supports (MTSS) framework that provides universal access to social-emotional learning and targeted intervention services. Learning Recovery Emergency Block Grant (LREBG) funds will support these expanded efforts focused on student wellness, engagement, attendance, and learning recovery. This will help build district and site capacity in the area of social-emotional well-being while supporting students requiring Tier II and Tier III interventions. LREBG funding will assist in implementing this multi-tiered support system for mental health by providing Tier I supports, small group interventions, and individualized services for students demonstrating social-emotional or behavioral needs as identified through mySAEBRS data. This comprehensive approach emphasizes universal access to social-emotional learning while ensuring targeted supports for students requiring more intensive interventions. By strengthening staff capacity and expanding wellness supports, the district aims to create a robust support network that addresses the diverse academic, behavioral, and social-emotional needs of students. Our district, including OVH, Sunset, and SYMS, has been identified in RED for Chronic Absenteeism, with the district office specifically focusing on Students with Disabilities and Homeless Youth through Differentiated Assistance efforts. This action directly supports improvement efforts identified through technical assistance and learning recovery initiatives designed to improve student engagement, connectedness, and attendance outcomes. (See attachment of schools)	$401,435.00	Yes
2.6	Attendance Initiative Support Chronic Absenteeism (DA) Focus	We will engage Outreach Consultants to help implement Attendance Initiatives, including Attendance Recovery Programs, family assistance services, and Student Attendance Review Teams (SART). These initiatives will be integrated into a multi-tiered strategy for attendance and well-being,	$667,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		prioritizing trauma-informed practices and addressing all students' needs, especially unduplicated ones. Our District shows our DA focus student groups of Students with Disabilities and Homeless in Red for Chronic Absenteeism. La Mirada shows English Learners, and Homeless students in Red for Chronic Absenteeism. Willow shows Homeless and Students with Disabilities in Red for Chronic Absenteeism. OVH shows English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged in Red for Chronic Absenteeism. SYMS also shows English Learners, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged students in Red for Chronic Absenteeism. Sunset has English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities in Red for Chronic Absenteeism. Vista Del Mar Middle shows Homeless, African American, and Students with Disabilities in Red for Chronic Absenteeism. Smythe shows Homeless students in Red for Chronic Absenteeism. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See attachment of schools)		
2.7	Coordinator of Special Projects (DA)	Coordinator of Special Projects to oversee ASES/21st Century programs, ELOP, and the Pathways Enrichment Program. Utilize community partnerships to enhance student academic performance and promote social-emotional well-being for all students, with a specific focus on unduplicated students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. * Part of the SYSD Budget Reduction plan this position was revised from Director of Educational Services to Coordinator of Special Projects*	$7,900,000.00	No
2.8	Universal Screener Support (DA)	Continue with the implementation of a universal screener, mySAEBRS, to monitor student needs effectively. This tool will expedite the response time for students requiring different tiers of support for mental health concerns. By leveraging this screener, the aim is to ensure that interventions provided are tailored to the unique needs of each student, thereby prioritizing the mental well-being of all students, including those who are unduplicated. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Tier 1 Social Emotional support and SEL Training (DA)	Purchase supplemental curriculum and renew digital access to Tier 1 Second Step & Zones of Regulation to ensure all students can access these materials. Purchase professional learning sessions and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports that are in place for all students, including unduplicated students. Provide all school staff with professional learning on the district-adopted SEL program to strengthen SEL Support for all students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$51,000.00	Yes
2.10	Student & Pupil Services Support (DA)	Employ Coordinator of Student Services and Coordinator of Pupil Services. Coordinator of Student Services will coordinate services that support student mental health needs and oversees the multi-tiered system of support for student mental health and well being. Coordinator of Pupil Services will coordinate services for supports in Families First (McKinney-Vento Homeless Assistance Act), Foster Youth Assistance, Student Engagement and Attendance, Inter/Intra District Transfers, School Registration, Migrant Education, and Military Youth. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$208,660.00	Yes
2.11	Behavior Supports (DA)	Behavior specialist will support the implementation of PBIS and student behavioral needs. This includes developing Behavior Intervention Plans, utilizing the Zones of Regulation, and implementing strategies to support student needs. Additionally, provide professional development for staff working with all students, including those who are unduplicated. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$156,060.00	No
2.12	Multi-Tiered System of Supports (MTSS) (DA)	As part of MTSS implementation, facilitate a districtwide community of implementation of culturally responsive and trauma informed practices. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$990,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Partnership Program for At-Risk Students (DA)	Establish partnerships with organizations and businesses in the community to provide mentorship opportunities and SEL support for at-risk students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent engagement, involvement, and satisfaction with the educational process annually.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Individual, group, and parent advisory committee feedback revealed that parents are satisfied with improvements in school-home communication, so we want to ensure that we maintain and refine this system. Additionally, we want to increase the effectiveness of parent learning opportunities so that we are able to develop learning opportunities for the needs of our families to support them in developing into educational partners in the educational process with the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Parent Workshops Offered	2023-24 Parent Educational Workshops District Wide over 50 parent workshops	2024-2025 Parent Educational Workshops District Wide over 50 parent workshops	2025-2026 Parent Educational Workshops District Wide over 60 parent workshops	By 2026-2027, SYSD will increase the number of workshops and opportunities for parents to engage in learning by 5%.	The 2023–2024 baseline data reflects 55 parent educational workshops offered through the District Office. During 2024–2025, the district maintained 55 parent workshops, showing no change from baseline. Current 2025–2026 data reflects 60 parent educational workshops,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						representing an increase of 5 workshops from the baseline, or a 9.1% increase in parent engagement opportunities compared to 2023–2024.
3.2	School Community Events	2023-24 3 School Community Events • Military Families Resource Fair • McKinney Vento School Resource Fair • STEM Fair	2024-2025 7 School Community Events • Military Families Resource Fair • McKinney Vento School Resource Fair • STEM Fair • District parent meeting for community awareness • Mental Health awareness events	2025-2026 7 School Community Events • Military Families Resource Fair • McKinney Vento School Resource Fair • STEM Fair • District parent meeting for community awareness • Mental Health Awareness events	By 2026-2027, SYSD will increase the number of School Community events to 7 to give our families more opportunities to receive information on support and engage in positive school-related activities, building stronger home to school connections and opportunities for parent engagement.	The 2023–2024 baseline data reflects 3 districtwide School Community Events, including the Military Families Resource Fair, McKinney-Vento School Resource Fair, and STEM Fair. During 2024–2025, the district increased the number of events to 5 by adding a District Parent Meeting for Community Awareness and a Mental Health Awareness event. Current 2025–2026 data reflects continued growth in family and community

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Spelling Bee • Student Anthology	• Spelling Bee • Student Anthology		engagement opportunities, with the district offering 7 School Community Events, including the Military Families Resource Fair, McKinney-Vento School Resource Fair, STEM Fair, District Parent Meeting for Community Awareness, Mental Health Awareness event, District Spelling Bee, and Student Anthology Celebration. This represents an increase of 4 events from the 2023–2024 baseline, or a 133.3% increase in opportunities for family engagement and community connection.
3.3	Parent Involvement: State Priority - Parent Workshops Targeted Topics for families of Unduplicated Pupils and families of individuals with exceptional needs	2023-24 Targeted Parent Workshops for all students, including unduplicated students and Students with exceptional needs 14 Special Education	2024-2025 Targeted Parent Workshops for all students, including unduplicated students and	2025-2026 Targeted Parent Workshops for all students, including unduplicated students and	By 2026-2027, SYSD will provide access to workshops 3x annually, targeting families of a variety of student	The 2023–2024 baseline data reflects a total of 24 targeted parent workshops, including 14 Special Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Targeted Parent Workshops (4 SELPA & 10 Local) 3 English Learner Parent Workshops 7 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners (1 per school site)	Students with exceptional needs 9 Special Education Targeted Parent Workshops (1 SELPA & 8 Local) 3 English Learner Parent Workshops 6 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners	Students with exceptional needs 10 Special Education Targeted Parent Workshops (1 SELPA & 12 Local) 6 English Learner Parent Workshops 7 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners	groups, including English learners, students with disabilities, unduplicated students, military families, foster families, and families experiencing homelessness.	parent workshops (4 SELPA and 10 local workshops), 3 English Learner parent workshops, and 7 Mental Health workshops designed to support students with exceptional needs, unduplicated students, and all learners. During 2024–2025, the district provided a total of 18 targeted workshops, including 9 Special Education workshops (1 SELPA and 8 local workshops), 3 English Learner parent workshops, and 6 Mental Health workshops. Current 2025–2026 data reflects an increase to 23 targeted parent workshops, including 10 Special Education workshops, 6 English Learner

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						parent workshops, and 7 Mental Health workshops supporting students with exceptional needs, unduplicated students, and all learners. Compared to the 2023–2024 baseline, the district has maintained a high level of targeted family engagement opportunities while increasing support specifically for English Learner families through expanded workshop offerings.
3.4	Parent Engagement: Parent Conference Attendance	2023-24 Parent Conference Attendance Elementary Schools: La Mirada - 350 Smythe - 372 Sunset - 486 OVH - 780 Willow - 600 2023-24 Parent Conference Attendance Middle Schools: SYMS - 320	2024-25 Parent Conference Attendance Elementary Schools: La Mirada - 355 Smythe - 400 Sunset - 480 OVH - 786 Willow - 610 2024-25 Parent Conference	2025-2026 Parent Conference Attendance Elementary Schools: La Mirada - 247 Smythe - 310 Sunset - 269 OVH - 833 Willow - 441 2025-2026 Parent Conference	By 2026-2027, SYSD will increase the number of parents attending parent conferences by 10%.	The 2023–2024 baseline data reflects a total parent conference attendance of 3,310 parents districtwide. Elementary school participation included La Mirada (350), Smythe (372), Sunset (486), Ocean View

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VDM - 402	Attendance Middle Schools: SYMS - 330 VDM - 410	Attendance Middle Schools: SYMS - 460 VDM - 426		Hills (780), and Willow (600). Middle school participation included SYMS (320) and Vista Del Mar (402). During 2024–2025, districtwide parent conference attendance increased to 3,371, representing an increase of 61 participants from baseline, or approximately 1.8% growth. Most elementary schools demonstrated stable or increased participation, including La Mirada, Smythe, Ocean View Hills, Willow, SYMS, and Vista Del Mar. Current 2025–2026 data reflects a districtwide total of 2,986 parent conference participants. While participation levels varied across

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						school sites, several positive trends emerged throughout the district. Ocean View Hills demonstrated continued growth with 833 parent participants, exceeding both prior years. Middle school participation also increased significantly, with SYMS rising from 320 at baseline to 460 participants in 2025–2026, and Vista Del Mar increasing from 402 to 426 participants. Elementary school sites continued to provide meaningful opportunities for parent-teacher collaboration and family engagement, with strong participation maintained across the district. The data highlights

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						opportunities to continue strengthening outreach efforts and build strong home-to-school partnerships at all elementary sites. Overall, the district continues to demonstrate a commitment to expanding family engagement opportunities and fostering positive relationships between schools and families.
3.5	Parent Engagement: Parent Participation in LEA Plan	2023-2024 LCAP Involvement 7 Community Feedback Sessions (1 at each school site) DPAC/DELAC Feedback Session Educational Partners. Parents, and community Survey Responses =504 respondents	2024-2025 LCAP Involvement 9 Community Feedback Sessions (1 at each school site, and some sites presented more than once at SSC, ELAC, and Coffee with the Principal) DPAC/DELAC Feedback Session Educational Partners. Parents and community	2025-2026 LCAP Involvement 9 Community Feedback Sessions (1 at each school site, and some sites presented more than once at SSC, ELAC, and Coffee with the Principal) DPAC/DELAC Feedback Session and District DELAC Survey Feedback = 83 responses	By 2026- 2027, SYSD will increase parent engagement in the LEA Plan through increased participation in the LCAP feedback process, as measured by respondents to educational partners' surveys, by 20%. By 2026-2027, SYSD will maintain 7 community	The 2023–2024 baseline data reflects 7 community feedback sessions conducted across school sites, 1 DPAC/DELAC feedback session, DELAC parent feedback surveys, and a total of 504 educational partner, parent, and community survey responses. During 2024–2025, the district

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Survey Responses =648 respondents	Educational Partners. Parents and community Survey Responses =675 responses	feedback sessions and 1 DPAC/DELAC feedback session to inform the LCAP.	expanded opportunities for engagement by increasing to 9 community feedback sessions, including presentations at SSC, ELAC, and Coffee with the Principal meetings at several sites. The district also maintained the DPAC/DELAC feedback session, collected DELAC parent feedback survey input, and increased educational partner survey participation to 648 respondents, representing an increase of 144 responses from baseline, or approximately 28.6% growth. Current 2025–2026 data reflects the district has maintained 9 community feedback sessions, DPAC/DELAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						feedback session, and continued the use of DELAC parent feedback surveys to gather additional input from families of English Learners and educational partners. Survey participation increased to 675 respondents, representing an increase of 171 responses from the 2023–2024 baseline, or approximately 33.9% growth in participation. The data demonstrates continued growth in parent, educational partner, and community involvement in the LCAP development process and reflects the district's ongoing commitment to meaningful stakeholder engagement,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						transparency, and shared decision-making.
3.6	Parent Engagement: Back to School Night Attendance	2023-24 Back to School Night Elementary Schools: La Mirada - 83 Smythe - 381 Sunset - 240 OVH - 463 Willow -297 2023-24 Back to School Night Middle Schools: SYMS - 350 VDM - 370	2024-25 Back to School Night Elementary Schools: La Mirada - 181 Smythe - 236 Sunset - 286 OVH - 451 Willow -273 2024-25 Back to School Night Middle Schools: SYMS - 110 VDM - 278	2025-2026 Back to School Night Elementary Schools: La Mirada - 201 Smythe - 152 Sunset - 142 OVH - 471 Willow -275 2025-2026 Back to School Night Middle Schools: SYMS - 119 VDM -128	By 2026-2027, SYSD will increase the number of parents attending parent conferences by 15%.	The 2023–2024 baseline data reflects a total districtwide Back to School Night attendance of 2,184 parents. Elementary school participation included La Mirada (83), Smythe (381), Sunset (240), Ocean View Hills (463), and Willow (297). Middle school participation included SYMS (350) and Vista Del Mar (370). During 2024–2025, districtwide participation totaled 1,815 parents. Elementary schools continued to demonstrate strong family engagement efforts, with increased participation at La Mirada and Sunset

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and consistent participation at Ocean View Hills and Willow. The district also continued providing opportunities for families to connect with teachers, learn about instructional programs, and strengthen home-to-school partnerships through site-based engagement activities. Current 2025–2026 data reflects districtwide participation of 1,488 parents. Ocean View Hills continued to demonstrate strong participation with 471 attendees, exceeding the 2023–2024 baseline. La Mirada also demonstrated continued growth, increasing from 83

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						participants at baseline to 201 participants in 2025–2026. Willow maintained relatively stable participation across all three years. While participation levels varied at some sites, the district continues to prioritize meaningful family engagement opportunities and recognizes the importance of strengthening communication, outreach efforts, and flexible engagement opportunities to encourage increased participation across all school communities. Overall, the data reflects SYSD's did not meet the goal but continue their commitment to foster positive relationships

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						between schools and families and expanding opportunities for parent involvement and school connectedness.
3.7	Parent Engagement: Open House Attendance	2023-24 Open House Elementary Schools: La Mirada - 144 Smythe - 250 Sunset - 410 OVH - 421 Willow - 345 2023-24 Open House Middle Schools: SYMS - 539 VDM - 107	2024-25 Open House Elementary Schools: La Mirada - 130 Smythe - 237 Sunset - 380 OVH - 421 Willow - 298 2023-24 Open House Middle Schools: SYMS - 317 VDM - 187	2025-2026 Open House Elementary Schools: La Mirada - 165 Smythe - 151 Sunset - 211 OVH - 329 Willow - 187 2025-2026 Open House Middle Schools: SYMS - 200 VDM - 141	By 2026-2027, SYSD will increase the number of parents attending parent conferences by 15%.	The 2023–2024 baseline data reflects a total districtwide Open House attendance of 2,216 parents. Elementary school participation included La Mirada (144), Smythe (250), Sunset (410), Ocean View Hills (421), and Willow (345). Middle school participation included SYMS (539) and Vista Del Mar (107). During 2024–2025, districtwide participation totaled 1,970 parents. Elementary schools maintained strong family engagement efforts, with Ocean View Hills

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						maintaining participation levels and Vista Del Mar increasing participation from 107 to 187 attendees. School sites continued providing opportunities for families to connect with teachers, review student learning expectations, and strengthen home-to-school partnerships. Current 2025–2026 data reflects districtwide participation of 1,384 parents. La Mirada demonstrated growth from the baseline, increasing from 144 participants to 165 participants. Vista Del Mar also maintained increased participation compared to baseline, rising from 107 to 141

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						attendees. While participation levels varied across several school sites, the district continued offering meaningful family engagement opportunities and expanding outreach efforts to encourage parent involvement and school connectedness. Based on the data, SYSD did not meet the goal of increasing Open House attendance by 15% districtwide by 2025–2026. However, the district continues to demonstrate a strong commitment to family engagement through multiple school and community events, expanded communication efforts, and ongoing opportunities for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						parents and families to participate in their child's educational experience.
3.8	CHKS Parent Survey	2023-2024 CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	2023-2024 - CHKS Parents: This is the same data from last year. This year's data will not be available in time. Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88%	2025-2026 - CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 46% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 40% Teachers responsive to child's social and emotional needs - 82% School provides parents with advice and resources - 81% School has clean and well-	By 2026-2027 CHKS Parents survey will increase: Parent Involvement: Promotion of parental involvement - 45% Parent involvement in school - 55% Parents feel welcome to participate at school - 45-50 % School Safety: A safe place for my child - 50% The school has adults who really care about students - 45-50%% Teachers responsive to child's social and emotional needs - 95% The school provides parents	Using the 2023–2024 California Healthy Kids Survey (CHKS) Parent Survey data as the baseline, current 2025–2026 results demonstrate areas of stability and emerging growth as the district continues working toward its 2026–2027 goals. Promotion of parental involvement and parents feeling welcome to participate at school remained consistent with baseline levels at 36% and 38%, reflecting sustained efforts to maintain family engagement opportunities. While parent involvement in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	maintained facilities - 40% Substance use, School disorder, and Bullying Substance use problems: 21% Student vaping - 12% Harassment or bullying of students -23%	with advice and resources - 90% The school has clean and well-maintained facilities - 45-50% Substance use, School disorder, and Bullying Substance use problems: 8% Student vaping - 4% Harassment or bullying of students - 10%	school shifted slightly from 49% to 46%, perceptions that the school has adults who genuinely care about students increased from 39% to 40%. In addition, parents reporting that schools maintain clean and well-maintained facilities increased from 36% to 40%, highlighting positive progress in the physical learning environment. Teachers' responsiveness to students' social and emotional needs and the availability of advice and resources for families remain areas of strength, with current results at 82% and 81%. Although parent concerns related to substance use,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						vaping, and bullying increased compared to the baseline, these results provide valuable information that will guide continued efforts to strengthen prevention programs, student supports, and family engagement initiatives. Overall, the district has maintained strong levels of parent confidence in key areas and will continue building upon these foundations to achieve its 2026–2027 targets for parent involvement, school safety, and student well-being.

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.

As measured by the Educational Feedback Survey, LCAP feedback sessions, participation data, and parent engagement metrics, SYSD continued making meaningful progress toward strengthening family engagement, communication, and educational partner involvement

during the 2025–2026 school year. The district implemented multiple parent engagement initiatives designed to increase family participation, strengthen home-to-school connections, and provide targeted support for unduplicated students, English Learners, Students with Disabilities, military-connected families, foster youth, and families experiencing homelessness.

Parent Engagement, Communication, and Learning Opportunities
(Actions 3.1, 3.2, 3.3, 3.4, 3.5)
Planned Action:
The district planned to strengthen parent engagement, communication, and learning opportunities by supporting the Parent Community Center, expanding parent participation opportunities, increasing targeted parent workshops, improving communication between home and school, providing translation and interpretation services, and increasing community outreach and support for families. Actions were designed to increase engagement for all families, particularly families of unduplicated students, Students with Disabilities, Homeless Youth, English Learners (ELs), Long-Term English Learners (LTELs), foster youth, military families, and socioeconomically disadvantaged students. In alignment with the district's Differentiated Assistance (DA) focus on Chronic Absenteeism, additional emphasis was placed on strengthening family engagement and attendance outreach for Students with Disabilities and Homeless Youth identified in the Red on the California Dashboard.
Actual Implementation:
The Parent Community Center continued providing support and access to resources for families throughout the workday. Parent workshops increased districtwide from over 50 workshops in 2024–2025 to over 60 workshops in 2025–2026. Targeted parent workshops also expanded, including:

- Special Education workshops increased from 9 to 10.
- English Learner parent workshops increased from 3 to 6.
- Mental Health workshops increased from 6 to 7.

Parent workshops increased districtwide from over 50 workshops in 2024–2025 to over 60 workshops in 2025–2026. Targeted workshops also expanded, including increased opportunities for families of English Learners, Students with Disabilities, and families needing mental health and wellness support. English Learner parent workshops increased from 3 to 6, Special Education workshops increased from 9 to 10, and Mental Health workshops increased from 6 to 7.
The district continued supporting family participation through SSC, ELAC, DELAC, DPAC, Coffee with the Principal meetings, and LCAP feedback sessions. Educational partner survey participation increased from 648 respondents in 2024–2025 to 675 respondents in 2025–2026. Translation and interpretation services continued supporting multilingual communication, while Community Specialist support strengthened outreach, attendance communication, and access to resources for families experiencing attendance challenges. Parent conference participation increased at several school sites, including SYMS and OVH, while participation at Back-to-School Night and Open House varied across schools.
Successes and Continuous Improvement:
These actions were successful in expanding parent learning opportunities, strengthening communication systems, and increasing educational partner engagement districtwide. Families expressed appreciation for increased access to workshops, translation services, district communication, and opportunities to participate in school and district decision-making. Outreach efforts also strengthened connections with families of Students with Disabilities, Homeless Youth, and other student groups identified through the district's DA focus on Chronic Absenteeism.
The district identified opportunities to continue strengthening family participation and engagement consistency across school sites. Moving forward, the district will continue refining communication systems, increasing accessibility to workshops and meetings, strengthening

attendance outreach, and expanding supports for families of Students with Disabilities and Homeless Youth to improve attendance, connectedness, and family-school partnerships districtwide.

School Community Events and Family Engagement Activities
(Action 3.6)
Planned Action:
The district planned to provide school community events and engagement activities that promote positive school culture, student connectedness, family involvement, and access to community resources and supports. Events were intended to strengthen relationships between schools and families while increasing engagement opportunities for unduplicated students, Students with Disabilities, Homeless Youth, foster youth, military families, and socioeconomically disadvantaged students. In alignment with the district's DA focus on Chronic Absenteeism, community events also aimed to increase school connectedness and strengthen relationships with families of students experiencing attendance challenges.
Actual Implementation:
The district successfully implemented seven districtwide community events during both the 2024–2025 and 2025–2026 school years, including:

- Military Families Resource Fair
- McKinney-Vento School Resource Fair
- STEM Fair
- District parent meetings for community awareness
- Mental Health Awareness events
- Spelling Bee
- Student Anthology celebrations

The district continued implementing community engagement events districtwide, during both the 2024–2025 and 2025–2026 school years. Schools also continued hosting Back-to-School Night, Open House, parent conferences, and family engagement meetings to strengthen school-family partnerships and student connectedness.
Community events and outreach activities provided families with opportunities to access resources, celebrate student achievement, and engage in academic and enrichment activities. Attendance data reflected continued family participation across school sites, with particularly strong participation at OVH, SYMS, and several elementary schools. Expanded community partnerships and resource fairs also increased awareness of available supports for Students with Disabilities, Homeless Youth, and families needing additional attendance and wellness support services.
Successes and Continuous Improvement:
These actions were successful in strengthening school connectedness, increasing family participation opportunities, and promoting positive relationships between schools, families, and community organizations. Educational partners expressed appreciation for events that celebrated students, promoted wellness, and provided access to academic and community resources. The district's continued focus on engagement and relationship-building supported efforts to improve attendance and strengthen connections with families of Students with Disabilities and Homeless Youth identified through the district's DA focus on Chronic Absenteeism.
Conclusion:
SYSD continued making meaningful progress toward strengthening family engagement, educational partner participation, and home-to-school connections during the 2025–2026 school year. The district expanded workshops, increased community events, strengthened stakeholder input opportunities, and maintained multiple avenues for parent involvement and engagement. While participation levels varied

across some engagement activities and school sites, the district demonstrated a continued commitment to improving communication, increasing accessibility, and building stronger partnerships with families, particularly for unduplicated students and families of Students with Disabilities. Continued focus on outreach, multilingual communication, flexible scheduling, and accessibility will support ongoing growth in family engagement and educational partner participation in future years.

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 3.3: Many parents participated in the Parent Institute for Quality Education (PIQE).

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

The district has made steady and meaningful progress toward its parent engagement goals. While there are areas for continued growth, the actions implemented to date reflect a strong commitment to fostering informed and engaged school communities.

Effectiveness of Actions:
Parent Engagement, Communication, and Learning Opportunities
(Actions 3.1, 3.2, 3.3, 3.4, 3.5)
The actions related to Parent Engagement, Communication, and Learning Opportunities (Actions 3.1, 3.2, 3.3, 3.4, and 3.5) were effective in increasing educational partner participation, strengthening home-school communication, and expanding access to family learning opportunities. Effectiveness was measured through Metric 3.2 (Parent Workshops), Metric 3.3 (Parent Advisory Committee Participation), Metric 3.4 (Educational Partner Survey Participation), Metric 3.5 (Family Engagement Activities), Metric 3.6 (Communication), Metric 3.7 (Volunteer Opportunities), and Metric 3.8 (Educational Partner Feedback).
The district expanded parent workshops from more than 50 in 2024–2025 to more than 60 in 2025–2026, while increasing targeted workshops for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and families seeking mental health supports. Educational partner survey participation also increased from 648 to 675 respondents, demonstrating continued family engagement in district planning and decision-making. Parent Community Center services, Community Specialist support, and translation and interpretation services further strengthened communication and access to district resources.
Overall, these actions strengthened family-school partnerships and increased outreach to families, particularly for Students with Disabilities and Homeless Youth as part of the district's Differentiated Assistance work. While participation increased across many activities, attendance at some school events varied by site. The district will continue expanding communication, outreach, and engagement opportunities to strengthen participation, connectedness, and support for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, Foster Youth, Socioeconomically Disadvantaged students, and all families.

School Community Events and Family Engagement Activities
(Action 3.6)
The actions related to school community events and family engagement activities were effective in strengthening school connectedness, increasing family participation opportunities, and promoting positive relationships between schools, families, and community organizations. Districtwide events, including the Military Families Resource Fair, McKinney-Vento Resource Fair, STEM Fair, district community awareness

meetings, Mental Health Awareness events, Spelling Bee, and Student Anthology celebrations, continued successfully during both the 2024–2025 and 2025–2026 school years.
These events provided families with opportunities to celebrate student achievement, access community resources, and participate in academic and enrichment activities that strengthened school pride and engagement. Attendance at parent conferences, Back-to-School Night, and Open House events remained strong at several school sites, particularly at OVH and SYMS, demonstrating continued family involvement and interest in school activities. Community partnerships also strengthened access to resources and supports for Students with Disabilities and Homeless Youth connected to the district's Differentiated Assistance (DA) focus on Chronic Absenteeism.

Overall, implementation successfully increased opportunities for family engagement and strengthened school-community partnerships districtwide. Moving forward, the district will continue refining outreach practices, expanding engagement opportunities, and increasing accessibility to events and resources to further strengthen family participation, attendance support systems, and student connectedness for Students with Disabilities, Homeless Youth, and all student groups across all school sites.

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.

Changes to the planned goals, metrics, target outcomes, and actions for the coming year were made based on reflections from prior practice, educational partner feedback, Budget Reduction Plan and analysis of the 2025 California Dashboard data.

A significant revision for the upcoming year includes aligning actions and services to address the district's new Differentiated Assistance (DA) focus area of Chronic Absenteeism, with Students with Disabilities and Homeless Youth identified as student groups in the Red across the district. As a result, action items were refined to strengthen attendance intervention systems, family outreach, mental health and wellness supports, student engagement strategies, and targeted academic and behavioral interventions designed to improve attendance and connectedness for identified student groups.

Based on educational partner feedback, the district will continue expanding school community events, parent workshops, and engagement opportunities to strengthen family participation and improve communication between home and school. The district office will continue collaborating closely with the Communications Specialist to increase outreach efforts through weekly highlights, timely announcements, and enhanced communication systems designed to keep families informed and connected. Educational Services will also continue prioritizing transparency and educational partner involvement through ongoing LCAP feedback sessions and district engagement opportunities.

Action 3.3 was refined to strengthen family access to workshops, resources, and support services connected to DA Focus that include student attendance, engagement, and academic success.

Actions 3.4 and 3.5 were combined into Action 3.4 to streamline communication, translation, and interpretation support services for families districtwide.

Action 3.5 Due to the Budget Reduction Plan, will no longer be funded during the upcoming school year.

Action 3.7 was renumbered to Action 3.6 following the consolidation of Actions 3.4 and 3.5 into a single communication and language access support action. This adjustment was made to streamline parent engagement and communication services while maintaining alignment across all Goal 3 actions and supports.

Areas of Continuous Support:
The district will continue monitoring participation at parent conferences, Back-to-School Night, Open House, and district events to evaluate engagement trends and inform future planning.
The MOTF department will also continue implementing enhanced deep cleaning schedules to maintain safe, welcoming, and supportive learning environments for students, staff, and families.
Educational Services will also continue to prioritize transparency by involving educational partners in ongoing LCAP feedback sessions. This supports our broader goal of shared decision-making and ensures that all voices are heard when shaping district priorities.
Additionally, the district will focus on improving parent participation at key events such as parent conferences, Back-to-School Nights, and Open House. Attendance at these events will continue to be monitored to help evaluate engagement and inform future planning.
Finally, the MOTF department has implemented a detailed deep cleaning schedule to support the health and safety of our learning environments. This initiative reflects our commitment to maintaining clean, welcoming spaces that support student and family well-being.
These targeted changes reflect our ongoing commitment to continuous improvement, family partnership, and creating a more connected school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Center Support	Continue to support the Parent Community Center located at the district office. Based on educational partner feedback, families expressed interest in increasing the number of parent workshops offered at the Parent Community Center to provide additional learning opportunities, resources, and support for families throughout the school year, particularly for families of Students with Disabilities and Homeless Youth connected to the district's Differentiated Assistance (DA) focus on Chronic Absenteeism.	$0.00	No
3.2	Parent Participation	Provide parents with meaningful opportunities to participate in decision-making processes through involvement in site and district committees, while strengthening family engagement and input for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, low-income students, foster youth, and unduplicated students connected to the district's Differentiated Assistance (DA) focus on Chronic Absenteeism.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		To increase access and participation, the district will offer flexible engagement opportunities, including in-person and virtual meeting options when available, varied meeting times, translation services, and multiple avenues for providing feedback to ensure all families can actively contribute to district and school decision-making processes.		
3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Parent Professional Development opportunities will continue focusing on helping families better understand the educational system, academic expectations, student supports, attendance requirements, and pathways to college and career readiness. The district will prioritize clear, consistent, and timely communication with families to ensure they receive important information early and have meaningful opportunities to engage in their child's education. Based on educational partner feedback from this school year, families requested additional workshops focused on supporting learning at home, understanding academic progress and reading levels, navigating Special Education and English Learner services, mental health and wellness supports, technology access, and strengthening communication between home and school. The district will continue providing targeted learning opportunities for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), socioeconomically disadvantaged students, foster youth, military families, Homeless Youth, and other unduplicated student groups. In alignment with the district's Differentiated Assistance (DA) focus on Chronic Absenteeism, additional outreach and support opportunities will prioritize families of Students with Disabilities and Homeless Youth identified in the Red on the California Dashboard. Progress will be measured through increased parent participation in workshops, conferences, LCAP feedback opportunities, SELPA and CABE meetings, Back-to-School Night, Open House, PTA meetings, district events, and positive educational partner feedback regarding family engagement, communication, and access to information.	$12,400.00	No
3.4	Parent Communication & Translation Support	Strengthen communication between home and school by enhancing district and school websites, providing regular updates on student progress, and increasing awareness of school and district events and resources. The district will continue providing translation and interpretation support through district translators to ensure families have meaningful access to	$327,180.00	No

Action #	Title	Description	Total Funds	Contributing
		communication, resources, and engagement opportunities, particularly for English Learners, Students with Disabilities, Homeless Youth, and other unduplicated student groups. In alignment with the district's Differentiated Assistance (DA) focus on Chronic Absenteeism, communication efforts will prioritize outreach and support for families of Students with Disabilities and Homeless Youth identified in the Red on the California Dashboard.		
3.5	Community Specialist for Community Support	Employ a Community Specialist to facilitate parent engagement, communication, and access for all families. *Part of the SYSD Budget Reduction plan this position may be revised or removed.*		No
3.6	School Community Events Support	Create opportunities for families and students to engage in positive academic, enrichment, and community-building activities at schools aimed at increasing connectedness, engagement, and satisfaction with the educational system, while strengthening outreach and support for Students with Disabilities, Homeless Youth, and other unduplicated student groups connected to the district's Differentiated Assistance (DA) focus on Chronic Absenteeism. (e.g., STEM Fair, Military Families Fair, Resource Fair, etc).	$4,000.00	No

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
$15,681,808	$1,926,521

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
35.422%	0.000%	$0.00	35.422%

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:** Curriculum, Instruction & Data Driven Systems: **Need:** According to our needs assessment our English Learners. Long-Term English Learners, Students with Disabilities, Homeless, and low-income and unduplicated students across schools and grade levels are	The district will support the school sites with an intervention teacher to providing interventions to English Learners, Students with Disabilities, Homeless, low-income and unduplicated students in need. We will prioritize ELs, Long-Term English Learners, Homeless, and Students with Disabilities, Low income, and unduplicated students but due to the overall outcomes of all students we will implement LEA-Wide.	We will monitor this progress by our local assessments. (1.2, 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not meeting or exceeding unit assessments with EL at 37% proficiency. **Scope:** LEA-wide		
1.2	**Action:** Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team **Need:** Focus for Differentiated Assistance Students with Disabilities and Homeless in RED for Chronic Absenteeism. The District has Homeless, Long-Term English Learners, and Students with Disabilities in Red for ELA and Math. La Mirada has English Learners and Homeless in Red for ELA and Math. Smythe has Homeless and Students with Disabilities in Red for ELA and Math. Sunset has Homeless in Red for ELA. Willow students with Disabilities in Red for Math. SYMS has English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in Red for ELA and Math. VDM has Students with Disabilities in ELA and Math. (See Attachment for all schools) **Scope:** LEA-wide	The district will provide time for teachers to meet and analyze data through release time given by a Sci-Phy team. This time will be used to reflect on common assessments and create interventions for students. Look at data and develop teaching methods that are tailored to address the diverse learning styles and needs of unduplicated students. Even though, this is focused on our Students with Disabilities, Homeless, and unduplicated students, based on the need of RED indicators it will be LEA-Wide.	We will monitor progress by looking at our percentages of students in those groups who have met or exceeded the standards being tested. (1.2, 1.4, 1.10,1.11)
1.4	**Action:** State & Federal Program Monitoring DA Focus for Chronic Absenteeism	The district will work with all schools to support of our Students with Disabilities and Homeless students that have chronic absenteeism.	We will use the local unit and state data to monitor

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to the California Dashboard, our District is in Differentiated Assistance for Chronic Absenteeism for our Students with Disabilities and Homeless students who are struggling and are in the RED for the District and most of our schools. (See chart of schools attached) **Scope:** LEA-wide	This will also support unduplicated students but we also have many others in the RED. It will be offered LEA-Wide to benefit all students.	their progress. (1.1, 1.2, 1.5, 1.6)
1.7	**Action:** Intervention support for struggling students (DA) **Need:** To support students experiencing homelessness and students with disabilities in making academic progress and increasing achievement in English Language Arts (ELA), the district will provide intervention teachers at all school sites, with prioritized support for schools identified with RED indicators in ELA. These intervention supports will provide targeted instruction, individualized academic assistance, and integrated social-emotional supports designed to strengthen literacy skills, increase student engagement, and improve overall academic outcomes. Services and supports will be informed by multiple data measures, including attendance data, local benchmark assessments, classroom performance, and individualized student needs to ensure interventions are responsive,	SYSD will strengthen systems, supports, and professional learning to better serve students with disabilities and students experiencing homelessness through an asset-based and inclusive approach aligned with best practices for equitable student support. Professional development will be provided to staff to build capacity around inclusive instructional practices, social-emotional supports, engagement strategies, and interventions designed to improve student outcomes, attendance, and connectedness to school. These actions are focused on students with disabilities and students experiencing homelessness based on identified needs and RED indicators in multiple state and local measures. However, supports and strategies will be implemented LEA-wide to ensure consistent systems of support, equitable access, and improved outcomes for all students across the district.	We will monitor this progress with the CAASPP, small group instruction data and our reading and district assessments data.(1.1, 1.2, 1.5, 1.6)

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
	equitable, and aligned to student success. (See attached school site chart.) **Scope:** LEA-wide		
1.8	**Action:** Supplemental Material and Professional Development Support (DA) **Need:** Based on the 2025 California Dashboard and ELPI data, the district identified continued areas of need for English Learners, students with disabilities, and students experiencing homelessness in both English Language Arts (ELA) achievement and English language proficiency progress. ELPI data indicated that 11% of English Learners decreased at least one ELPI level, 39.6% maintained at Levels 1, 2L, 2H, 3L, or 3H, None who maintained a Level 4, and 49.4% progressed at least one ELPI level. These results demonstrate a continued need for targeted academic and language development supports to accelerate student growth, increase progress toward proficiency, and strengthen student engagement in learning. In response, the district will continue implementing LEA-wide supports and strategic interventions focused on improving attendance, strengthening inclusive learning environments, increasing student engagement, and providing targeted academic, behavioral, and social-emotional supports. These efforts are designed to reduce	Professional development to support instruction in language acquisition and English language development using supplemental materials. It will support the different typologies of language learners and positively impact unduplicated students, Students with Disabilities, and Homeless. The district will use supplemental materials and ELD curriculum to provide direct instruction to these student groups. We will focus on ELs and LTELs who are Students with Disabilities and Homeless, but we will implement LEA-Wide to support all students.	We will be looking at state standards (1.5, 1.8, 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	chronic absenteeism while improving literacy outcomes, academic achievement, and equitable access to learning opportunities for students with disabilities, students experiencing homelessness, and English Learners across all school sites. **Scope:** LEA-wide		
1.9	**Action:** Supplemental Materials for Students with Disabilities and Homeless (DA) **Need:** Based on local assessment data, California Dashboard indicators, and educational partner feedback, the district identified that students with disabilities and students experiencing homelessness continue to experience challenges in meeting or exceeding standards in English Language Arts (ELA). Chronic absenteeism and limited access to grade-level and high-interest reading materials outside of school were identified as significant barriers impacting literacy development, academic progress, and student engagement. Teachers, families, students, and educational partners expressed the need for increased access to supplemental literacy resources and targeted supports to strengthen reading skills, improve school connectedness, and provide equitable learning opportunities for these student groups.	Supply teachers and families with diverse supplemental reading materials so students can practice at home. SYSD will look at our schools that have RED indicators. Focused on Differentiated Assistance student groups with Chronic Absenteeism that are Students with Disabilities and Homeless. (see the attached chart for schools) These additional reading materials will help them develop confidence and fluency because it will be preferred reading, thus allowing them to reach proficiency.	Measured by local LEA assessments (1.2, 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	**Action:** MTSS - LREBG - Professional Learning: Professional Development, Guided Planning, Implementation and Coaching Support (DA) **Need:** CAASPP/SBAC Data indicates that we have several student groups in Red for ELA and Math at many of our schools and district-wide. SYMS has a designation of Targeted Support and Improvement (TSI). (See chart Attachment) **Scope:** LEA-wide	Resource teachers along with SDCOE will provide ongoing professional development and coaching focused on strengthening integrated and designated ELD practices across all content areas to better support English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities, Homeless Youth, low-income students, and students struggling with language acquisition. These efforts will include targeted instructional strategies, embedded language supports, and coaching cycles designed to improve access to rigorous instruction across the curriculum. Strengthen student achievement in English Language Arts and Mathematics through a Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, expanded learning opportunities, and evidence-based instructional practices to address unfinished learning and accelerate student success. Implement targeted Tier I, Tier II, and Tier III academic interventions in English Language Arts and Mathematics to address learning gaps and improve student outcomes. In alignment with SYMS' Targeted Support and Improvement (TSI) designation and the district's Differentiated Assistance focus areas, the district will prioritize support for all student groups identified with Red indicators on the California Dashboard, including ELs, LTELs, Students with Disabilities, Homeless Youth, and low-income students. These actions will be implemented districtwide to strengthen academic achievement, language development, and equitable outcomes	They will be monitored with local and state assessments for progress (1.1, 1.2, 1.5,1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for student groups requiring additional instructional and intervention support.	
1.11	**Action:** Small Group Instruction Support (DA) **Need:** Homeless and Students with Disabilities in RED for Chronic Absenteeism District wide. Even though our students have shown growth in ELA and Math we want to make sure we continue that growth and aim for proficiency. SYMS has ELA and Math with Red indicators and La Mirada and VDM went down a level in ELA. (See Attachment for all schools) **Scope:** LEA-wide	Based on student needs and available school site funding resources, sites may determine the need for additional paraprofessional support or increased hours to assist with intervention services, student engagement, and expanded learning opportunities.	We will use Dashboard data and indicators to monitor this progress. (1.1, 1.3)
1.12	**Action:** Curriculum, Instruction & Data Driven Systems: Dual Language Support (DA) **Need:** Educational Partner Feedback indicated that our ELs, LTELs, Reclassified, Students with Disabilities, Homeless, and Low income students need support with maintaining their language and culture. They would like to see our Dual Language Program reflect and represent all cultures. **Scope:** LEA-wide	The District will recommit and reimagine our Dual Language and SEI program to support students identify with their language and culture. We will create a plan to focus on the 50/50 model with half of their day to be in Spanish and half of their day in English. This action will be implemented LEA-Wide because Dual Language and SEI will support these groups and all students.	We will monitor using local and state assessments in English and Spanish and create criteria and recognition for a pathway to biliteracy from Preschool to 8th grade. (1.1,1.6,1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** Technology Plan (DA) **Need:** Based on Educational Partner feedback , the district collects data and they need a centralized data platform to store it so teachers and admin can have Real-time data access. Educational Partners also stated that engagement is very important . Also, One-to-one devices should be used to provide targeted support for students identified in the CA Dashboard in the RED and Orange for ELA and Math. (See chart Attachment). **Scope:** LEA-wide	Update our technology plan to improve district wide services and equitable access for unduplicated and all students. Dashboard Data indicates that District Smythe Sunset Willow SYMS and VDM have student groups in the Red. LTELs our focus for DA is a group for the District, SYMS and VDM for ELA and Math. For Math we have the District, Smythe, SYMS, and VDM in RED(See chart Attachment). Professional Development opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning environments. It will be implemented LEA-Wide for all students with a focus on our unduplicated students.	We will monitor the progress using Dashboard data .(1.1, 1.3, 1.7)
2.4	**Action:** School Safety Support (DA) **Need:** Educational partner feedback indicated that lockdowns have increased and need safer schools. **Scope:** LEA-wide	Administration, campus security and campus aides will address the safety concerns. Students that feel safe at school will do better and will come to school. This will support academic growth and student engagement in our unduplicated and all students. We are implementing it LEA-Wide with a focus on Differentiated Assistant groups of Students With Disabilities and Homeless including unduplicated students, but will also benefit all students.	We will use CHKS data to monitor this progress. (2.4, 2.5)
2.5	**Action:** Mental Health and MTSS Supports - LREBG (DA)	We will provide social and emotional support, with a focus on Tier 2 and Tier 3 students (Students with Disabilities, Homeless (DA Focus), and Low-	We will be monitoring this data through our universal screener, Threat Assessments, Suicide

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our data shows that Threat Assessments and Suicide Risk Assessments has improved from last year and we will continue to support. Our District shows our DA focus student groups of Students with Disabilities and Homeless in Red for Chronic Absenteeism. La Mirada shows English Learners, and Homeless students in Red for Chronic Absenteeism. Willow shows Homeless and Students with Disabilities in Red for Chronic Absenteeism. OVH shows English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged in Red for Chronic Absenteeism. SYMS also shows English Learners, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged students in Red for Chronic Absenteeism. Sunset has English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities in Red for Chronic Absenteeism. Vista Del Mar Middle shows Homeless, African American, and Students with Disabilities in Red for Chronic Absenteeism. Smythe shows Homeless students in Red for Chronic Absenteeism. (See attachment of schools) **Scope:** LEA-wide	income) by employing counselors and social workers as needed to support these students. It will be implemented LEA-Wide with a focus on ELs, Students with Disabilities, Homeless, and low income students, but it will also support all students.	Risk Assessments, and CHKS. (2.4, 2.10)
2.6	**Action:** Attendance Initiative Support Chronic Absenteeism (DA) Focus **Need:**	We will hold attendance SART (Students Attendance Review Team) meetings and develop support plans for our students with disabilities, English Learners (ELs), Homeless (DA focus), and those from low-income. Our goal is to identify the	We will monitor progress in increasing the attendance rate of our students with disabilities, ELs, Homeless, low-

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
	Our District shows our DA Focus student group of Students with Disabilities and Homeless in Red for Chronic Absenteeism. (See attachment of schools) **Scope:** LEA-wide	reasons behind students' absences and refer them to the appropriate support services. This initiative will be implemented LEA-wide to address chronic absenteeism for our students with disabilities, ELs, Homeless, and Low income, recognizing it as a significant concern for our district. Therefore, our efforts will encompass all students to ensure comprehensive support and improved attendance across the board.	income and all students. (2.1, 2.6, 2.7)
2.7	**Action:** Coordinator of Special Projects (DA) **Need:** Educational partner feedback indicated that we need to create an inclusive and equitable environment to enhance student academic performance, attendance, and promote social emotional well being for unduplicated students and all students. **Scope:**	We will revise the job description due to the SYSD Budget Reduction Plan from Director of Educational Services to Coordinator of Special Projects to oversee the ASES, ELOP, and Pathways Enrichment Program. These programs will create an opportunity to significantly increase attendance rates for ELs, SWDs, Homeless (DA focus), and low income students. These programs are also designed to address social emotional well being because it gives students choice and voice. However, these actions are being provided LEA-Wide to maximize their impact in increasing overall academic performance, attendance, and social emotional well being.	We will monitor progress with CHKS, universal screener, daily attendance rate, feedback from students, parents, and staff with preferred activities and programs. (2.4, 2.5, 2.6, 2.10)
2.9	**Action:** Tier 1 Social Emotional support and SEL Training (DA) **Need:** Data from the Universal Screener, mySAEBRS, indicates that we need to support Tier 1 instruction and SEL for all students. Our goal is to be at 80% or more and we are at Tier 1 Low Risk - 75%. **Scope:**	We will purchase supplemental curriculum and renew digital access to Second Step and Zones of Regulation. This will support our unduplicated (ELs, Foster Youth-DA Focus, and Low Income) students with disabilities, and student behavior (lower suspensions). Social Workers will engage in coaching sessions with teachers to implement the curriculum to build a strong Tier 1 support and get to 80%. These actions are being provided LEA-Wide because the purchase and renewal of the materials will enhance the inclusivity for all	We will use the mySAEBRS, suspension, SRA, and TA data to support the progress. (2.3, 2.10, 2.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	students and support their social emotional well being.	
2.10	**Action:** Student & Pupil Services Support (DA) **Need:** Feedback from Educational Partners indicate that their has been an increase in the CHKS from students, parents, and staff around mental health and social emotional well being. Even though parents feel we are doing a good job at responding to their child's social and emotional needs (88%), 28% of middle school students feel social emotional distress and chronic sadness. Where 46% of our staff see our students depressed. **Scope:** LEA-wide	We will employ a Coordinator of Student Services to support student's mental health and well being, and Coordinator of Pupil Services to support our homeless, foster youth, migrant, and military families. The focus will be on supporting our unduplicated students, ELs, Foster Youth(DA Focus), and low income, they will support the counselors and social workers to build a stronger Tier 1 and MTSS supports. These actions will create opportunities to use our California Healthy Kids data to identify our struggling unduplicated students. However, these actions will be provided LEA-Wide because there is a great need to support all students with their mental health and social emotional well being.	We will monitor progress with the CHKS for students, staff, and parents. (2.4, 2.5)
3.3	**Action:** Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved. **Need:** Based on educational partner feedback from this school year, families requested additional workshops focused on supporting learning at home, understanding academic progress and reading levels, navigating Special Education and English Learner services, mental health and wellness supports, technology access,	Based on research, parents of unduplicated students, homeless, and students with disabilities experience significant difficulty with accessing and navigating college/career pathways. We will continue professional development with parents on A through G Requirements and mental health using PIQE (Parent Institute for Quality Education) and other community partners. We will create a user-friendly website for parents to access information and parent meetings. In addition, parents/caregivers will be encouraged to attend parent conferences and meetings, such as CABE, SELPA meetings, Parent Conferences, Back-to-	The progress of the goal will be measured by CHKS, LCAP feedback, parent workshops and attendance to all school and district/school events and meetings. (3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

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
	and strengthening communication between home and school. **Scope:**	School-Night, Open House, PTA meetings, and district events/meetings.	

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

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.

The additional concentration grant funding will focus on supporting the foundation of our system of continuous improvement designed to support students with Tier 1 and Tier 2 embedded systems and data monitoring on a 6-week cycle to ensure timely monitoring of student data, which ensures the ability to use data to drive instructional practices that are supportive of student needs and meaningful access. To that end, the district uses data reflection sessions, which provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students, including unduplicated students and students with disabilities, to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities. (Goal 1; Actions 6-11) This funding supports this

model by ensuring funding for the enrichment staff that supports the system by providing students with enrichment and teachers/administrators with time to analyze student data by student group and plan for instruction using the knowledge that analyzing the data gives them.
This system is in place to support all students who attend our schools and are above the 55% threshold identified as high concentration.

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	1:15.2 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.4 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM

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	$44,271,740	15,681,808	35.422%	0.000%	35.422%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$58,309,565.00	$12,013,100.00	$2,920,000.00	$2,063,590.00	$75,306,255.00	$60,067,435.00	$15,238,820.00

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	Curriculum, Instruction & Data Driven Systems:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$39,796,000.00	$4,131,420.00	$40,070,420.00	$667,000.00	$2,920,000.00	$270,000.00	$43,927,420.00	
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,000,000.00	$50,000.00	$1,050,000.00				$1,050,000.00	
1	1.3	College and Career Readiness and 21st Century Learning	All Students with Disabilities	No			Specific Schools: Middle Schools 7 & 8	3 year cycle	$170,000.00	$0.00	$170,000.00				$170,000.00	
1	1.4	State & Federal Program Monitoring DA Focus for Chronic Absenteeism	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 year cycle	$402,300.00	$0.00	$211,800.00			$190,500.00	$402,300.00	
1	1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$665,600.00	$0.00		$665,600.00			$665,600.00	
1	1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	Students with Disabilities Homeless (DA Focus)	No			All Schools	3 year cycle	$1,610,000.00	$0.00		$1,610,000.00			$1,610,000.00	
1	1.7	Intervention support for struggling students (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$168,082.00	$0.00	$168,082.00				$168,082.00	
1	1.8	Supplemental Material and Professional Development Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$150,000.00	$50,000.00			$100,000.00	$150,000.00	
1	1.9	Supplemental Materials for Students with Disabilities and Homeless (DA)	Low Income	Yes	LEA-wide	Low Income	All Schools	3 year cycle	$0.00	$200,000.00	$100,000.00	$100,000.00			$200,000.00	
1	1.10	MTSS - LREBG - Professional Learning: Professional Development, Guided Planning,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 year cycle	$0.00	$200,000.00	$25,000.00			$175,000.00	$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Implementation and Coaching Support (DA)				Low Income										
1	1.11	Small Group Instruction Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$2,321,500.00	$0.00	$1,368,200.00			$953,300.00	$2,321,500.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$4,700,000.00	$0.00	$4,700,000.00				$4,700,000.00	
1	1.13	Technology Plan (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,105,090.00	$320,000.00	$1,425,090.00				$1,425,090.00	
2	2.1	Professional Learning around PBIS and Restorative Practices	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
2	2.2	Visitor Management Software	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
2	2.3	Maintenance, Operations, Transportation, and Facilities support	All Students with Disabilities	No			All Schools	3 year cycle	$3,727,528.00	$2,400,000.00	$6,127,528.00				$6,127,528.00	
2	2.4	School Safety Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,421,000.00	$0.00	$1,421,000.00				$1,421,000.00	
2	2.5	Mental Health and MTSS Supports - LREBG (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$401,435.00	$0.00	$250,100.00	$151,335.00			$401,435.00	
2	2.6	Attendance Initiative Support Chronic Absenteeism (DA) Focus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$667,000.00	$0.00	$500,000.00	$167,000.00			$667,000.00	
2	2.7	Coordinator of Special Projects (DA)	All	No			All Schools	3 year cycle	$228,000.00	$7,672,000.00		$7,900,000.00			$7,900,000.00	
2	2.8	Universal Screener Support (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$50,000.00				$50,000.00	$50,000.00	
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$51,000.00	$1,000.00			$50,000.00	$51,000.00	
2	2.10	Student & Pupil Services Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$208,660.00	$0.00	$52,165.00	$52,165.00		$104,330.00	$208,660.00	

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
2	2.11	Behavior Supports (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$156,060.00	$0.00				$156,060.00	$156,060.00	
2	2.12	Multi-Tiered System of Supports (MTSS) (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$990,000.00	$0.00	$290,000.00	$700,000.00			$990,000.00	
2	2.13	Partnership Program for At-Risk Students (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.1	Parent Center Support	All Students with Disabilities Homeless and Students with Disabilities - DA Focus	No			All Schools	3 year cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Parent Participation	All	No			All Schools	3 year cycle	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$12,400.00				$12,400.00	$12,400.00	
3	3.4	Parent Communication & Translation Support	All Students with Disabilities	No			All Schools	3 year cycle	$327,180.00	$0.00	$327,180.00				$327,180.00	
3	3.5	Community Specialist for Community Support	All Students with Disabilities	No			All Schools	3 year cycle								
3	3.6	School Community Events Support	All Students with Disabilities	No			All Schools	3 year cycle	$2,000.00	$2,000.00	$2,000.00			$2,000.00	$4,000.00	

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
$44,271,740	15,681,808	35.422%	0.000%	35.422%	$51,392,857.00	0.000%	116.085 %	**Total:**	$51,392,857.00
								LEA-wide Total:	$51,392,857.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Curriculum, Instruction & Data Driven Systems:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,070,420.00	
1	**1.2**	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
1	**1.3**	College and Career Readiness and 21st Century Learning				Specific Schools: Middle Schools 7 & 8	$170,000.00	
1	**1.4**	State & Federal Program Monitoring DA Focus for Chronic Absenteeism	Yes	LEA-wide	English Learners Low Income	All Schools	$211,800.00	
1	**1.7**	Intervention support for struggling students (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,082.00	
1	**1.8**	Supplemental Material and Professional Development Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Supplemental Materials for Students with Disabilities and Homeless (DA)	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
1	1.10	MTSS - LREBG - Professional Learning: Professional Development, Guided Planning, Implementation and Coaching Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.11	Small Group Instruction Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,368,200.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,700,000.00	
1	1.13	Technology Plan (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,425,090.00	
2	2.4	School Safety Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,421,000.00	
2	2.5	Mental Health and MTSS Supports - LREBG (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,100.00	
2	2.6	Attendance Initiative Support Chronic Absenteeism (DA) Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.10	Student & Pupil Services Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,165.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$72,085,248.00	$70,995,599.00

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**	Curriculum, Instruction & Data Driven Systems (DA):	Yes	$41,380,217.00	41,886,990
1	**1.2**	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	Yes	$1,450,297.00	1,578,630
1	**1.3**	College and Career Readiness and 21st Century Learning	No	$165,206.00	164,160
1	**1.4**	State & Federal Program Monitoring (DA)	Yes	$355,183.00	388,830
1	**1.5**	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	No	$601,400.00	609,270
1	**1.6**	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	No	$1,135,895.00	1,571,160
1	**1.7**	Intervention support for struggling students (DA)	Yes	$270,000.00	291,725
1	**1.8**	Supplemental Material and Professional Development Support (DA)	Yes	$200,000.00	163,300
1	**1.9**	Supplemental Materials for Low-income students (DA)	Yes	$87,400.00	12,150
1	**1.10**	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	Yes	$347,260.00	345,180

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	1.11	Small Group Instruction Support (DA)	Yes	$3,337,400.00	3,027,940
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	Yes	$4,783,000.00	4,600,000
1	1.13	Technology Plan (DA)	Yes	$1,455,000.00	1,502,980
2	2.1	Professional Learning around PBIS and Restorative Practices (DA)	No	$0.00	0.00
2	2.2	Visitor Management Software Support	No	$10,000.00	0.00
2	2.3	Maintenance, Operations, Transportation, and Facilities support	No	$4,862,960.00	4,893,970
2	2.4	School Safety Support (DA)	Yes	$1,527,820.00	1,371,800
2	2.5	Mental Health and MTSS Supports (DA)	Yes	$262,000.00	388,150
2	2.6	Attendance Initiative Support (DA)	Yes	$641,000.00	639,660
2	2.7	Educational Services Support (DA)	Yes	$7,579,600.00	6,000,000
2	2.8	Universal Screener Support (DA)	No		
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	Yes	$13,370.00	0.00
2	2.10	Student Services Support (DA)	Yes	$205,340.00	201,904
2	2.11	Behavior Supports (DA)	No	$135,000.00	75,000

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)
2	**2.12**	Multi-Tiered System of Supports (MTSS) (DA)	No	$780,000.00	780,000
2	**2.13**	Partnership Program for At-Risk Students (DA)	No	$0.00	0.00
3	**3.1**	Parent Center Support	No	$0.00	0.00
3	**3.2**	Parent Participation	No	$0.00	0.00
3	**3.3**	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes	$0.00	0.00
3	**3.4**	Parent Communication Support	No	$25,000.00	25,000
3	**3.5**	Translation Support	No	$318,000.00	315,330
3	**3.6**	Community Specialist for Community Support	No	$151,900.00	157,470
3	**3.7**	School Community Events Support	No	$5,000.00	5,000

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)
14,963,909	$50,139,727.00	$50,990,265.00	($850,538.00)	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	Curriculum, Instruction & Data Driven Systems (DA):	Yes	$37,661,593.00	39,000,000		
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	Yes	$1,450,297.00	1,318,200		
1	1.4	State & Federal Program Monitoring (DA)	Yes	$165,057.00	204,215		
1	1.7	Intervention support for struggling students (DA)	Yes				
1	1.8	Supplemental Material and Professional Development Support (DA)	Yes	$200,000.00	163,300		
1	1.9	Supplemental Materials for Low-income students (DA)	Yes	$50,000.00	12,150		
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	Yes	$336,250.00	336,250		
1	1.11	Small Group Instruction Support (DA)	Yes	$1,337,400.00	1,337,400		
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	Yes	$4,783,000.00	4,600,000		
1	1.13	Technology Plan (DA)	Yes	$1,455,000.00	1,502,980		

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)
2	**2.4**	School Safety Support (DA)	Yes	$1,527,820.00	1,375,800		
2	**2.5**	Mental Health and MTSS Supports (DA)	Yes	$262,000.00	241,900		
2	**2.6**	Attendance Initiative Support (DA)	Yes	$641,000.00	639,660		
2	**2.7**	Educational Services Support (DA)	Yes	$51,600.00	56,510		
2	**2.9**	Tier 1 Social Emotional support and SEL Training (DA)	Yes	$13,370.00	0.00		
2	**2.10**	Student Services Support (DA)	Yes	$205,340.00	201,900		
3	**3.3**	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes				

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)
42,048,350	14,963,909	0.00%	35.587%	$50,990,265.00	0.000%	121.266%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

24-25 SYSD: CA Dashboard

School/Student groups that have RED or Very Low Dashboard indicators

SYSD	La Mirada	Smythe	Sunset	OVH	Willow	SYMS	VDM
CHRONIC ABSENTEEISM: • HI • HOM • SED • SWD • EL • FY • WH	**CHRONIC ABSENTEEISM:** • HOM • EL	**CHRONIC ABSENTEEISM:** • HOM	**CHRONIC ABSENTEEISM:** • HI • HOM • SED • SWD • EL	**CHRONIC ABSENTEEISM:** • HI • HOM • SED	**CHRONIC ABSENTEEISM:** • HOM • SWD	**CHRONIC ABSENTEEISM:** • HOM • EL • HI • LTELs • SED	**CHRONIC ABSENTEEISM:** • AA • HOM • SWD
ELA: • HOM • SWD • LTELs	**ELA** • HOM • EL	**ELA** • HOM • SWD	**ELA** • HOM	**ELA** N/A	**ELA** N/A	**ELA** • EL • HI • HOM • LTEL • SED • SWD	**ELA** • SWD
MATH: • LTELs • SWD	**MATH:** • HOM • EL	**MATH:** • HOM • SWD	**MATH:** **N/A**	**MATH:** N/A	**MATH:** • SWD	**MATH:** • EL • HI • LTEL • SED • SWD	**MATH:** • SWD
					SUSPENSION: • HI • HOM		
						SCIENCE: • LTEL	

HI-Hispanic, HOM-Homeless, SED-Socioeconomically Disadvantaged, SWD-Students with Disabilities, EL-English Learner, FY-Foster Youth, WH-White, LTEL-Long Term English Learner, AA-African American