LCFF Budget Overview for Parents

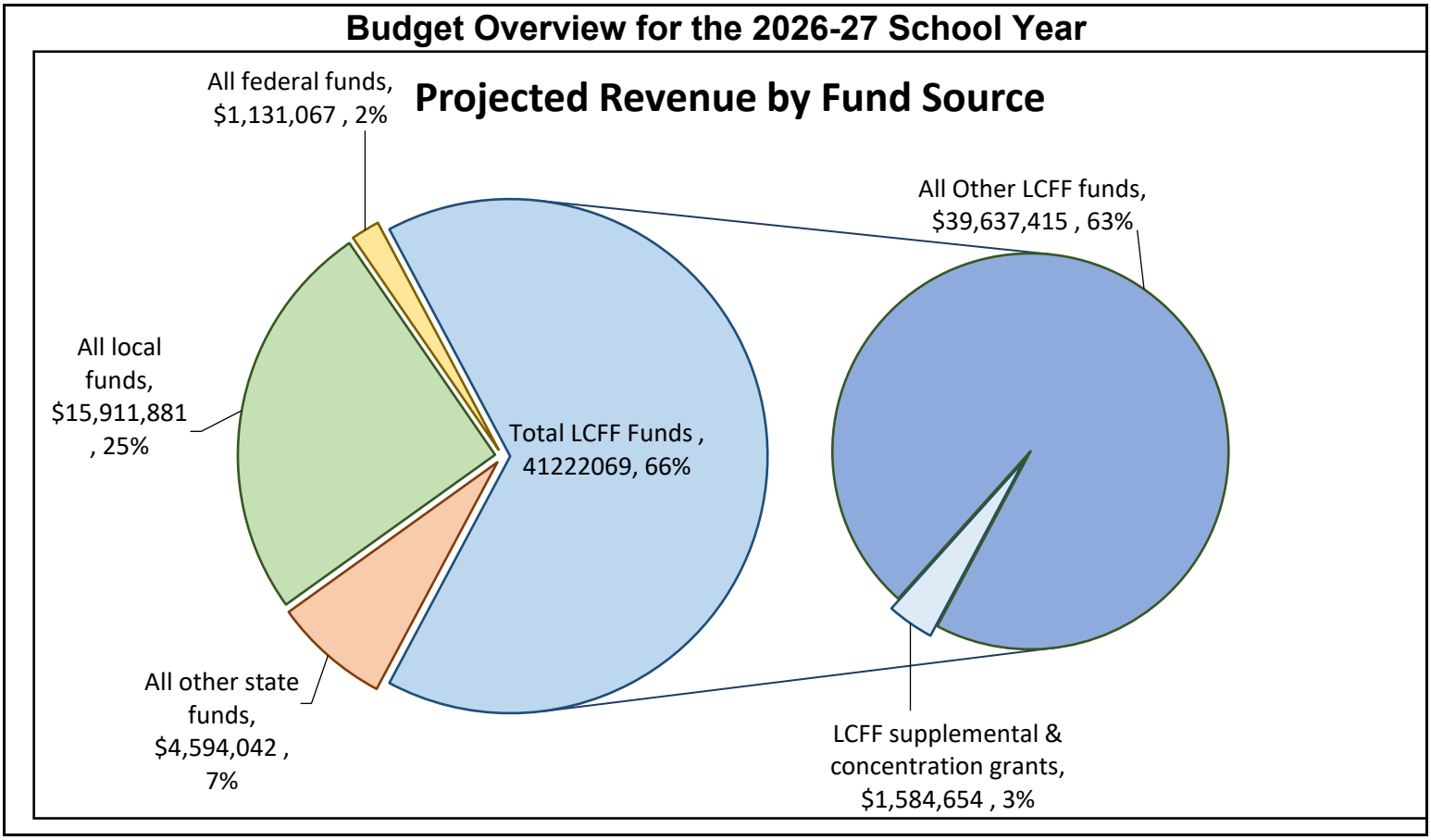
Local Educational Agency (LEA) Name: San Marino Unified School District

CDS Code: 64964

School Year: 2026-27

LEA contact information: Dr. Lena Richter

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).

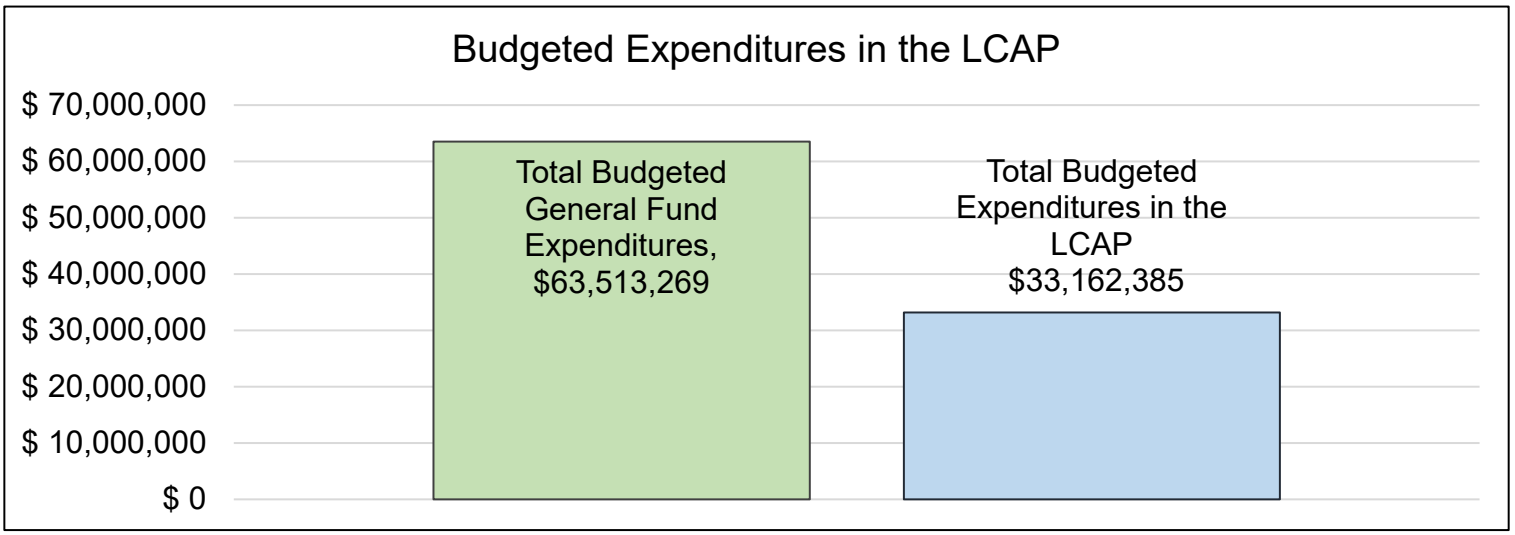


This chart shows the total general purpose revenue San Marino Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Marino Unified School District is $62,859,059.00, of which $41,222,069.00 is Local Control Funding Formula (LCFF), $4,594,042.00 is other state funds, $15,911,881.00 is local funds, and $1,131,067.00 is federal funds. Of the $41,222,069.00 in LCFF Funds, $1,584,654.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Marino Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Marino Unified School District plans to spend $63,513,269.00 for the 2026-27 school year. Of that amount, $33,162,385.00 is tied to actions/services in the LCAP and $30,350,884.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

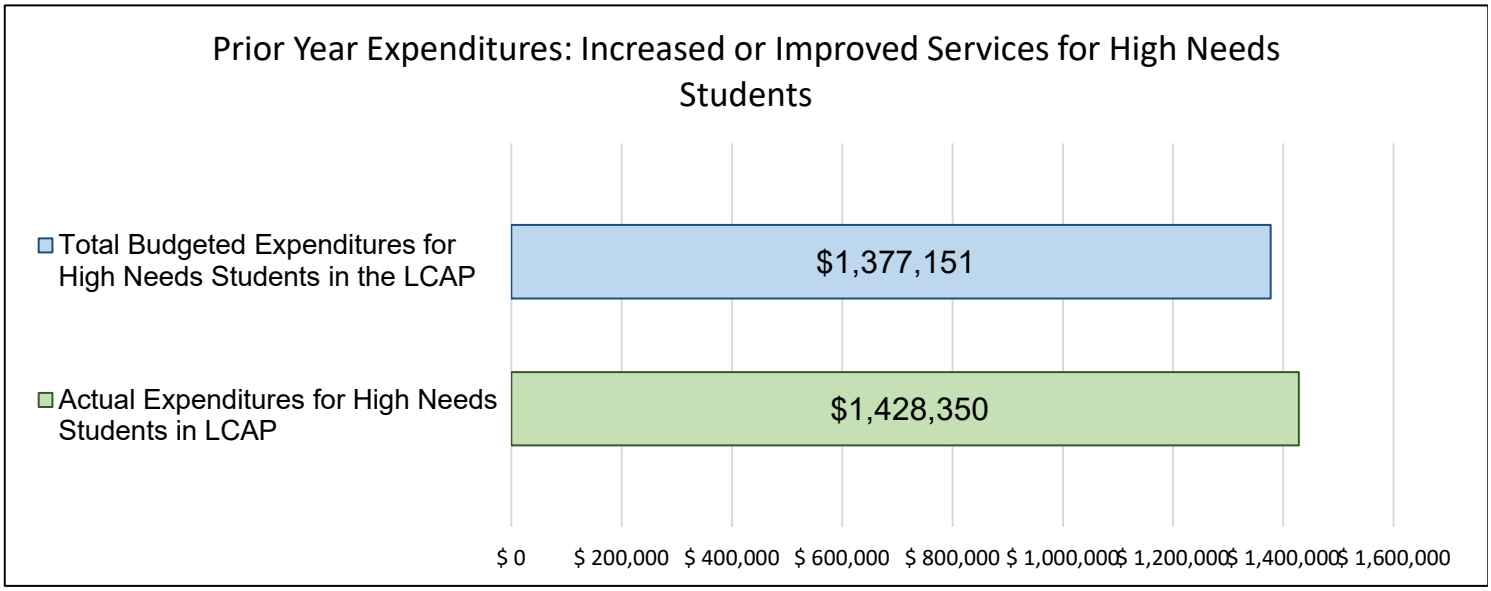
To provide services to support core programs including salaries and benefits to certificated, classified and management staff; materials and supplies; technology needs; facilities and routine maintenance costs; special education related services; utilities; consultants and other operating services; capital outlay;

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

In 2026-27, San Marino Unified School District is projecting it will receive $1,584,654.00 based on the enrollment of foster youth, English learner, and low-income students. San Marino Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Marino Unified School District plans to spend $1,640,546.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, San Marino Unified School District's LCAP budgeted $1,377,151.00 for planned actions to increase or improve services for high needs students. San Marino Unified School District actually spent $1,428,350.00 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 Marino Unified	Lena Richter Assistant Superintendent of Educational Services	Lrichter@smusd.us 6262997000

Plan Summary 2026-2027

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 Marino Unified School District is committed to delivering world-class education with recognized excellence in academics, art, and athletics. As part of that commitment, the San Marino Unified School District (SMUSD) provides an education locally, nationally, and globally recognized as a leader in the 4 A's: academics, arts, athletics, and activities. The SMUSD partners with the San Marino community to build capacity, opportunity, and world-class educational programs so that all students are able to reach their fullest potential. The San Marino Unified School District is located in a small suburban residential community northeast of Los Angeles and encompasses approximately four square miles. Located near the internationally renowned Huntington Library, Arts Museum, and Botanical Gardens, and Caltech, San Marino Unified benefits from collaborative partnerships with both institutions. The District operates two elementary schools (K.L. Carver Elementary School, W.L. Valentine Elementary School), one middle school (H.E. Huntington Middle School), and one comprehensive high school (San Marino High School).

The 2026 Niche rankings show San Marino Unified earning an A+ Niche grade ranking, #2 Best School In Los Angeles, and #6 in both Best Schools in California and Best Teachers in California. Students of San Marino Unified consistently score in the top 1% of all students in the state on the California Assessment of Student Performance and Progress for the Smarter Balanced English Language Arts and Mathematics assessments. All four schools have been named both a California Distinguished School and a National Blue Ribbon School. In 2026, San Marino High School and Valentine Elementary were nominated by California based on their overall academic performance to join the esteemed community of California Blue Ribbon Schools.

As of Census Day, 2025, there were 3,265 students enrolled in transitional kindergarten through grade twelve. All schools develop a School Score Card, and schools in receipt of federal funds develop a School Plan for Student Achievement (SPSA) to ensure that all students receive support in mastering academic standards and skills, along with student, parent, and staff connectedness and wellness. San Marino's students are primarily from high-income families in a residential community of single-family dwellings. More than 40 different races and ethnicities are represented among students, the largest of these being Asian (62%) and White (16%). More than 31 different home languages are spoken in the San Marino Unified School District. Other important represented student groups are Hispanic students (8%), African American students (>1%), students with disabilities (7%), English learner students (9%), and socioeconomically disadvantaged students (16%) (through direct certification or through qualification for the federal free and reduced school lunch program). The San Marino Unified School District provides special education services to 232 students through an Individualized Education Plan (IEP) and has 99 students receiving accommodations and services through a Section 504 Plan.

San Marino High School (SMHS) is a leader in student academics, arts, and athletics. SMHS offers 15 honors courses in English 1-2, English 3-4, Advanced Digital Film, Advanced Financial Literacy, Geometry, Algebra 2, Math Analysis, Calculus AB, Humanities Seminar, Caltech STEM Research, Dance Company, Physics, Anatomy, Chamber

Singers, and Advanced Journalism & Yearbook. Additionally, SMHS offers 20 Advanced Placement courses in Macroeconomics, World History, American Government, US History, English Language, Studio Art (two areas), English Literature, Biology, Environmental Science, Calculus AB, Chinese Language, Calculus BC, Spanish Language, Chemistry, Statistics, Seminar/Research, Music Theory, and Computer Science. In 2024 and 2025, 80% of SMHS students took at least one AP Exam, earning the school AP Platinum status by the College Board. In 2024, SMHS's ELA CAASPP scores were at their highest in 5 years, and Math scores were at their highest in 4 years. In a comparison of California public high school CAASPP scores, SMHS ranked 10 out of 1500 in ELA and 3 out of 1500 in Math. In 2025 scores dipped but still placed SMHS in the top 50 high schools in CA. Through SMHS's Dual Enrollment program and articulated courses, Students at SMHS are also offered the opportunity to take college courses such as Sociology, Kinesiology, and Psychology through a Dual Enrollment agreement with Pasadena City College, with Business 116 as an articulated course. 2023-2024 was also the inaugural year of the Medical Arts Academy, a Dual Enrollment program with PCC where students take college courses during the school day. 2025-26 was the first year that our Medical Arts students participated in observation hours with a local Doctor. SMHS also offers three Career Technical Education (CTE) pathways. The CTE Business pathway is delivered through the courses of Introduction to Business & Finance, Intermediate Business & Finance, and Financial Literacy. The CTE Media Arts pathway is delivered through the courses Introduction to Media Arts, Intermediate Media Arts, and Advanced Digital Film-making. The CTE Graphic Design pathway is delivered through the courses Introduction to Graphic Design, Intermediate Graphic Design, and Advanced Journalism & Yearbook. SMHS also provides award-winning Visual and Performing Arts Education. SMHS offers courses in the Fundamentals of Art, Art AP, Drawing & Painting, Advanced Drawing & Painting, Marching Band, Wind Ensemble, Concert Band, Orchestra, Chamber Singers, Concert Choir, Beginning Drama, Intermediate Drama, Advanced Drama, and Stage Management. Students at SMHS participate in athletic competitions through the Rio Hondo League in all the following; co-ed badminton, boys and girls swimming, boys and girls tennis, boys and girls track, boys and girls basketball, boys and girls golf, baseball, softball, boys and girls soccer, boys and girls water polo, boys and girls wrestling, boys and girls cross country, football, and boys and girls volleyball. Throughout its history, SMHS has won over 300 league titles and over 70 CIF championships including 6 more league championships in 2025-26. Students at SMHS also participate in one of the most decorated Speech and Debate teams in the country, which has earned hundreds of honors over the past decade, along with an equally competitive and honored Robotics team, both of which compete nationally. In the Spring of 2024, the Robotics Team made it to the National Championships in Houston for the first time. The yearbook and publications programs have also earned high honors with the annual Titanium yearbook earning National Scholastic Press Association's National Pacemaker Award 2011, Pacemaker Finalist Award 2012, 2015, All American Honors Awards 2011, 2012, 2014, 2015, 2016, Best of Show Awards 2011, 2012, 2016, as well as the Columbia Scholastic Press Association's Gold Crown Award 2013, Gold Medalist Certificates 2012, 2013, 2014, and the Yearbooks at the Beach Journalism Camp's Awards for Excellence 2011, 2012, 2013, 2014, 2015, 2017. The annual Titan Musings Literary Magazine has also earned the National Scholastic Press Association's National Pacemaker Finalist Award 2017, All-American Honors Award 2017, and First Class Honors Award 2018. In the Fall of 2024, SMHS was named a National Blue Ribbon School by the United States Department of Education for the 2nd time and in March of 2026 was named a California Distinguished School for the fourth time.

Henry E. Huntington Middle School's (HMS) mission is to work collaboratively with parents, students, faculty, staff, and the greater San Marino community to foster an emotionally and intellectually stimulating learning environment that challenges all students. HMS has been recognized as a National Blue Ribbon School in 1996 and in 2021, and has also repeatedly been recognized as a California Distinguished school in 1994, 2005, 2009, 2013, and 2026. Our excellence is enhanced by our partnerships with the community of San Marino, the HMS Parent Teacher Association (PTA), and the San Marino Schools Foundation (SMSF). These entities support our goals and provide necessary funding for smaller class sizes, teacher resources, and a wide variety of athletic teams, visual and performing arts, and electives. HMS offers honors and accelerated courses such as Pre-Algebra, Algebra, Geometry, Honors English 7, and Honors English 8 to students in preparation for access to the high school Honors and Advanced Placement program. HMS students consistently score in the top 1% of all California Middle Schools. HMS students are also encouraged to participate in co-curricular activities throughout the school year. HMS is home to one of the finest middle school intramural and competitive sports programs in Southern California, featuring traveling Tennis, Flag Football, Basketball, Soccer, Wrestling, Cross Country, Track, Softball, Volleyball, Cheer, and Pickleball. The HMS athletics program engages a large portion of the student body, offering students opportunities to compete, stay active, and build school spirit. HMS's Visual and Performing Arts program (VAPA) is a model of excellence and rivals many high school programs. Close to 90% of the student body is either involved in band, orchestra, dance, choir, visual arts, or our annual musical. Since 2010, the HMS VAPA department has consistently earned the highest honors, including Heritage and Forum Music Festival Gold and Superior ratings and Southern California Vocal Arts Superior ratings. This year, all three of our performing arts programs were invited to the extremely selective and prestigious "Judges Invitational" through Forum Festival in recognition of their exceptional performances at past events. Moreover, multiple clubs and competitive academic teams provide opportunities for students, such as the Speech and Debate Team, the Science Olympiad Team, the Math Team, the Robotics First Lego League, Chess Club, and Jesus For Life (JFL) Club. Lastly, HMS maintains a highly unique and effective one-week Outdoor Education program for all students every year to complement the high-quality, rigorous classroom instruction.

K.L. Carver and W.L. Valentine Elementary schools were recipients of the California Distinguished School Award in 2023, and Valentine Elementary was recognized as a recipient in 2025. Both schools were awarded PBIS Platinum Implementation Awards in 2025. 2026 Niche rankings place Carver Elementary School as the 12th-best public elementary school in California and the 8th-best in the Los Angeles area. Niche 2026 rankings also recognize Valentine Elementary School as the 7th-best public elementary school in California and the 5th-best in the Los Angeles area. Students at both Carver and Valentine Elementary Schools are provided enrichment throughout the school day through a shared visual arts and music program, as well as physical education, and participation in Math Olympiad, Makerspace and STEM classes. In addition, each grade level has enjoyed significant off-campus and on-campus learning enrichment activities supported by our PTAs. The schools also have enrichment assemblies funded by the

PTAs that enhance learning in alignment with grade level and curricular standards. The PTAs also sponsor the annual science fair (Carver), engineering fair (Valentine), book fair, family picnics, a weekend carnival (Carver), a fall fair (Valentine), an American Heritage Day (Valentine), a49er Day, (Carver), the weekly Walking Club (Carver), Garden Angels (Valentine) and many fixed bid learning events that promote academics and social emotional learning and well-being. Additionally, both schools implement the social-emotional learning Second Step curriculum in all classrooms, TK-5th grade, to support students' social/emotional development.

Reflections: Annual Performance

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

The San Marino Unified School District takes great pride in its long-standing tradition of academic excellence. The district's unwavering commitment to excellence in Academics, Arts, Athletics, and Activities sets the foundation for providing access and equity for all students while simultaneously serving the academic, social, emotional, and physical needs of all students in a safe and inclusive learning environment.

Based on the 2025 CA School Dashboard, school and district performance levels were reported using one of five performance colors for each eligible state measure, including College/Career Readiness. The performance levels are determined using current year and prior year data and are represented by a color ranging from lowest to highest in the following order: Red, Orange, Yellow, Green, Blue, respectively. Review and analysis of the2025 California School Dashboard data, SMUSD shows overall strong performance levels for the percentage of students who met or exceeded state standards. The following shows SMUSD's overall performance colors for state indicators as measured by the 2025 CAASPP and reported by the 2025 CA School Dashboard:
+ English Language Arts: 85.71% Green (-3.18% decrease from 2024)
+ Math: 84.74% Green(-2.69% decrease from 2024)
+ CA Science Test (CAST):73.75% Blue (-.01% decrease from 2024)
+ English Learner Progress: 68.5% Green (-3.2% decrease from 2024)
+ Graduation Rate: 97.6% 99% Blue (-.1.4% decrease from 2024)
+ Suspension Rate:0.2% Blue (-.3% decrease from 2024)
+ College & Career 89.5% Prepared Blue (3% increase from 2024)
+ Chronic Absenteeism: 3.2% Green (2.2% decrease from 2024)

Review of outcome data for student groups demonstrates evidence of performance growth in the following areas from the 2023-2024 to the 2024-25 school year:

English Language Arts: 85.71% Green
Blue Performance Band:
~ Hispanic: 8.4 pts above standard (Maintained 0.9 pts)
~ Two or More Races: 104.5 pts above standard (increased 5.2 pts)

Green Performance Band:
~ Asian: 106.2 pts above standard (decreases 7.9 pts)
~ EL: 43 pts above standard (decreased 10.3 pts)
~ SED: 78.7 pts above standard (decreased 6.9 pts)
~ SWD: 16.9 pts above standard (increased 3 pts)
~ White: 86.7 pts above standard (decreased 8.8 pts)

Math: 84.74% Green
Green Performance Band:
~ Asian: 112.9 pts above standard (decreased 4.2 pts)

~ Hispanic: 18.4 pts above standard (increased 5.7 pts)
~ SED: 2.8 pts above standard (increased 6.2 pts)
~ White: 62.2 pts above standard (decreased 11.7 pts)

Blue Performance Band:
~ EL: 63.3 pts above standard (Maintained 2.1 pts)
~ Two or More Races: 90.7 pts above standard (increased 11.1 pts)
~ SED: 77.4 pts above standard (increased 3.4 pts)

Science Performance Indicator:
~ Carver: 77.2 pts above standard
~ Valentine: 78.4 pts above standard
~HMS: 76.7 pts above standard
~ SMHS: 72.1 pts above standard
Earning all four schools a Blue performance color on the 2025 Dashboard

Additional Local Data:
SMHS seniors demonstrating Career Technical Education (CTE) pathway completion:
2025: 19.6% (41 students) as reported by Data Quest.

SMHS graduates demonstrating College and Career Readiness calculated by both A-G completion rates and CTE completer rates:
2025: 19.1% (41 students) as reported by Data Quest.

San Marino Unified students who met the UC/CSU eligibility requirements:
2025: 83% as reported by Data Quest.

San Marino Unified students earning a 3 or higher on the AP assessments
2025: 92.25% as reported by College Board.

Although some slight decreases are demonstrated across various metrics, areas indicating slight growth and progress have also been demonstrated across nearly variou state and local metrics as measured by the 2025 CAASPP and 2025 CA School Dashboard. San Marino Unified is exceptionally proud of these results and takes great pride in its steadfast commitment to continued growth.. Personal success remains an unconditional priority for all students, staff, parents, and extended SMUSD community. To further strengthen this growth and achievement, SMUSD subscribes to a model of continuous improvement and intentionally focuses on and commits to implementing actionable next steps. Identified actionable next steps include, but is not limited to, extended learning opportunities, interventions and supports, personalized and differentiation of instruction, extended school year programs, social emotional and mental health supports, SMUSD Wellness Center and professional development opportunities for staff in the areas of Universal Design for Learning (UDL), Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP) and Project Based Learning (PBL). SMUSD is also exceedingly proud to strengthen its implementation of two student-centered, innovative programs: San Marino High School’s Titan Medical Arts Academy, in partnership with Pasadena City College, and Carver Elementary’s Mandarin Dual Language Immersion Program. Both programs have been exceedingly well received, demonstrated continued expansion, and strong interest over the past few years.

School site principals and leadership teams will continue to monitor and evaluate student progress as measured through the California School Dashboard, formal and informal assessments, diagnostic assessments and student work to help all students meet grade level standards and be college and or career-ready upon high school graduation. The Educational Services Department is also committed to continuing to serve as a critical pillar of support to inform, guide and support efforts that excite, enhance, and accelerate individualized success for all students.

In reviewing and analyzing the 2025 CAASPP student outcome data, SMUSD has identified the following student groups for which continued improvement is needed to accelerate student achievement and promote mastery of standards. The percentages shown below indicate the proportion of students who met or exceeded standards.

Based on the 2025 California School Dashboard, the following student groups demonstrated two or more performance colors below the "all student" performance in the following areas:

~ Chronic Absenteeism
~SMUSD White student group: 6.5%Yellow performance color (maintained -0.2%)
~ Carver White student group: 6.6% Orange performance color (Increased 1%)
~ HMS Hispanic and White student group: Orange performance color 7.5% (2.6% increase) and 8.5%(1.6% increase)

~ Suspension Rate
~Carver EL and SED Student Group: Yellow performance color,0.7% (increased by .7%) and 0.8% (increased by .8%) respectively
~ HMS Hispanic and SED Student Groups: Orange performance color, 2.5% (2.5% increase) and 2.9% (1.3% increase), respectively

~ Math
HMS: Hispanic and SED Student Group: Orange performance color, 27.6% below standard 15.2% decrease) and 63% below standard (25.6% decrease), respectively.

LCAP goals and actions were developed in response to the various needs punctuated by the 2025 CA School Dashboard. Although the District overall has shown incremental growth, it continues to closely monitor student progress.

The lowest performance levels from the 2023 Dashboard will be included in each year's LCAP for the three-year LCAP Cycle. These actions also address areas of need highlighted in the 2025 Dashboard. As such, SMUSD will continue to monitor progress for the following student groups and areas of low performance:
Lowest Performance Indicators (2023 Dashboard)
District-Wide Student Groups:
~ English Learners for chronic absenteeism (11.8%) {5.2% increase}
Schoolwide Performance:
~ Carver Elementary for chronic absenteeism (10.1%) {5.2% increase}
~ Carver Student Groups: Asian student group, for chronic absenteeism (10.4%) {6% increase}
Schoolwide Performance:
~ Huntington Middle School for suspension, English Learners (14.3% suspended at least one day) {11.7% increase)

To address the 2023 Dashboard red indicators, Actions 1.14, 1.19, 3.7, and 3.10 were implemented to address chronic absenteeism and suspension. These actions continue to be reflected in the 2025-26 and 2026-27 LCAP.

San Marino USD maintains unexpended 2025/26 LREGB funds in the amount of $47,046. The following Goal and Action will be funded partially or in full with these LREGB funds:
Goal 1, Action 11, academic tutoring. This action is allowable and aligned with LREGB, as it directly supports and promotes academic services in literacy and early intervention programs that elevate student performance in ELA and Math.

SMUSD continues to prioritize the use of multiple measures to best evaluate overall progress, successes, and areas of needed growth, in order to gain a thorough understanding of how best to support the academic and social-emotional well-being of all students. To gather students' perceptions of overall school climate, the California Healthy Kids Survey (CHKS) was administered to students in grades 5, 7, 9, and 11. Although data gathered from 2025 CalSCHLS surveys continue to indicate many areas of strength. Areas of needed focus continue to be in the areas of:
Student Surveys
~ Academic Motivation: 70% (-1%)
Parent Surveys
~ Safe at school: 94% (-3%)
Staff Surveys
~ Supporting and Inviting Place for Students:97% (-2%)
~ Believe Every Student Can Be Successful: 92% (decrease of 3%)
~ Sets High Academic Standards: 96% (- 4%)
~ Safe at school: 92% (-5%)
Survey data are reported as the percentage of students who indicate “Yes, all of the time” or “Yes, most of the time.” As such, SMUSD understands the need to maintain an intentional focus on increasing opportunities and activities that strengthen student-to-school connections, personalize learning, and foster meaningful student participation.

Personalized learning and social-emotional well-being opportunities, support, and interventions remain a priority for all learners. District and site leadership teams have reviewed and will continue to monitor their specific site data for all students and student groups using state and locally available data to best understand students' strengths and areas of needed growth in the academic and social-emotional well-being arenas. An intentional focus remains on providing the necessary academic and social-emotional opportunities, programs, partners, and systems to promote academic and social-emotional well-being/mental health. These activities include but are not limited to: extended learning and enrichment opportunities, academic interventions and supports, innovative learning programs and pathways, differentiated instruction, Dual Language Programs, PBIS, Restorative Practices, Project Based Learning, extended school year programs, social emotional and mental health supports, community partners, school counselors, Wellness Centers and interns, and targeted professional development opportunities.

Reflections: Technical Assistance

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

Not applicable

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.

San Marino Unified does not have any schools that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

San Marino Unified does not have any schools that are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

San Marino Unified does not have any schools that are eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Educational Partners Committee	At the start of the 2025/26 school year, a districtwide survey was sent out to all students (high school) parents, administrators and certificated and classified staff seeking participation in the 2025/26 LCAP Educational Partners Committee. Based on the responses from both surveys, an LCAP Educational Partners Committee was established and included parent, teacher, administrators/staff, counselor, classified employee, and student representation. Through various parent/guardian meetings at school sites, PTA, SSC, ELAC, Coffee with the Principals etc., principals were also encouraged to recruit parent/guardian and staff participation, input and feedback. To promote the LCAP Educational Partner Committee Meetings informational flyers were also shared through school newsletters throughout the school year. As such, SMUSD's 2025/26 LCAP Educational Partner Committee Meetings were conducted on the following dates: ~ November 19, 2025 ~ January 21, 2026 ~ March 18, 2026 ~ May 20, 2026 During these meetings, presentations outlining the local control funding formula, the eight state priorities, and SMUSD's current LCAP priorities, metrics, actions and related outcome data were presented and reviewed. Committee members were provided the opportunity to provide input and feedback on available outcome data. Teacher and district experts were also invited to share updates and progress on various district initiatives, programs and priorities as they aligned to the LCAP. SMUSD's 2025/26 LCAP was intentionally developed in partnership with the LCAP Educational Partner Committee to reflect Board and District priorities as well as desired areas of needed or desired growth. Each LCAP meeting was strategically planned to provide an overview and progress updates by department leads on major district initiatives and current LCAP priorities. In review of the state's eight priorities required to be reflected in the LCAP, committee members were in agreement to maintain the three important categories: 1) Pupil Outcomes, 2) Conditions of Learning, and 3) Engagement to encompass the state priorities and additional metrics/activities recommended by the LCAP committee.
District English Learner Advisory Committee (DELAC)	Input and feedback from parents of English Learners were also considered in the development of the 2026/27 LCAP. In addition to the LCAP committee, input and feedback from parents of English learners were gathered from the District English Language Advisory Committee (DELAC). The DELAC met four times throughout the 2025/26 school year on the following dates: ~ September 11, 2025 ~ December 4, 2026 ~ February 12, 2026 ~ May 7, 2026 During these meetings, parent input and feedback on English learner programs and assessments were solicited via discussion and the English Learner Needs Assessment Survey which is administered annually to all parents/guardians of English learners. The 2026/27 LCAP metrics and activities were shared with the DELAC for the purpose of gathering input and feedback on how to best meet the needs of English learners. Discussions at these meetings included strategies to maximize resources to support students and families of English learners, low socioeconomically disadvantaged and foster/homeless students and ways in which to better prepare English learners for individual success, mastery of grade level standards, and reclassification to Fluent English Proficient. The District's Community Liaison attended all DELAC meetings to provide interpretation, ensure increased access to information, and strengthen parent input and feedback. As a result, proposed recommendations are reflected in the 2026/27 LCAP.
Leadership/Principals Meetings	Throughout the 2025/26 school year, principal and leadership meetings also served as effective platforms for gathering input and feedback on district priorities and aligned, effective activities. Data reviewed served to directly support schools with the development and alignment of their School Plans for Student Achievement (SPSA) to Board and LCAP priorities. Review of Board and District priorities, data review and discussion, and guiding questions assisted in gathering input and feedback. Various department leads and district staff provided updates on implementation successes and challenges of various actions and services specific to their departments.

	Recommendations for increasing and improving services for English learners, Foster Youth and Low Income student groups. The development of the 2026/27 LCAP was also guided through the lens of students' social-emotional needs to best address the overall student and include a focus on students' academic, social-emotional & mental health and physical needs.
East San Gabriel SELPA	In conjunction with SMUSD's Director of Special Education, consultation between San Marino Unified School District, the District's Special Education Department and the West San Gabriel Valley SELPA took place on May 6, 2026, to solicit input and feedback on LCAP goals and activities identified for students with special needs.

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

The San Marino Unified School District 2026/27 LCAP was developed and influenced through ongoing input and feedback from various educational partners, including, but not limited to, students, staff, parents, site and district administrators, local bargaining units, and the West San Gabriel Valley Special Education Local Plan Area (SELPA). Multiple parent advisory committee meetings were held throughout the 2025/26 school year, intentionally designed and facilitated to gather input and feedback on areas of success, areas in need of attention, and growth.

At the start of the 2025/26 school year, a districtwide survey was sent out to all students (high school) parents, administrators, and certificated and classified staff seeking participation in the 2025-2026 LCAP Educational Partners Committee. The District was pleased to see many returning members willing to serve for another year/LCAP cycle. Based on the responses from both surveys, an LCAP Educational Partners Committee was established, composed of parents, teachers, administrators/staff, counselors, classified employees, and students.

Through various parent/guardian meetings at school sites, PTA, SSC, ELAC, LCAP, DELAC, Coffee with the Principals, Parent Educational Classes, etc., principals were also encouraged to recruit parent/guardian and staff participation, input and feedback. To promote the LCAP Educational Partner Committee Meetings, informational flyers were also shared through school newsletters throughout the school year.

SMUSD's 2025/26 LCAP Educational Partner Committee Meetings were conducted on the following dates:
~ November 19, 2025
~ January 21, 2026
~ March 18, 2026
~ May 20, 2026
During these meetings, presentations outlining the local control funding formula, the eight state priorities, and SMUSD's current LCAP priorities, metrics, actions, and related outcome data were presented and reviewed. Committee members were provided the opportunity to provide input and feedback on available outcome data. Teacher and district experts were also invited to share updates and progress on various district initiatives, programs and priorities as they aligned to the LCAP.

SMUSD's 2026-2027 LCAP was intentionally developed in partnership with the LCAP Educational Partner Committee to reflect Board and District priorities as well as desired areas of needed or desired growth. Each LCAP meeting was strategically planned to provide an overview and progress updates by department leads on major district initiatives and current LCAP priorities. In review of the state's eight priorities required to be reflected in the LCAP, committee members were in agreement to maintain the three important categories:1) Pupil Outcomes, 2) Conditions of Learning, and 3) Engagement to encompass the state priorities and additional metrics/activities recommended by the LCAP committee.

Input and feedback from parents of English Learners were also considered in developing the 2026/27 LCAP. In addition to the LCAP committee, input and feedback from parents of English learners were gathered from the District English Language Advisory Committee (DELAC). The DELAC met four times throughout the 2025-26 school year on the following dates:
~ September 11, 2025
~ December 4, 2026
~ February 12, 2026
~ May 7, 2026
During these meetings, parent input and feedback on English learner programs and assessments were solicited via discussion and the English Learner Needs Assessment Survey, which is administered annually to all parents/guardians of English learners. The 2026/27 LCAP metrics and activities were shared with the DELAC for the purpose of

gathering input and feedback on how to best meet the needs of English learners. Discussions at these meetings included strategies to maximize resources to support students and families of English learners, low socioeconomically disadvantaged and foster/homeless students, and ways in which to better prepare English learners for individual success, mastery of grade level standards, and reclassification to Fluent English Proficient. The District's Community Liaison attended all DELAC meetings to provide interpretation, ensure increased access to information, and allow for parent input and feedback. As a result, proposed recommendations are reflected in the 2026/27 LCAP.

Principal and Leadership Meetings also served as effective platforms to garner input and feedback on district priorities and aligned effective activities. Data reviewed served to directly support schools with the development and alignment of their School Plans for Student Achievement (SPSA) to Board and LCAP priorities. Review of Board and District priorities, data review, and discussion, and guiding questions served to assist in gathering input and feedback. Various department leads and district staff provided updates on implementation successes and challenges of various actions and services specific to their departments. Recommendations for increasing and improving services for English learners, Foster Youth, and Low Income student groups. The development of the 2026/27 LCAP was also guided through the lens of students' social-emotional needs to best address the overall student and include a focus on students' academic, social-emotional & mental health and physical needs.

CalSCHLS Surveys continue to be administered annually for the purpose of gathering input and data to measure school and district climate from the perspective of students, staff, and parents/guardians. The CalSCHLS climate surveys included questions around safety, academics, connectedness to school participation, and social-emotional well-being. Results of all three surveys were shared with site administration to further review and analyze their respective schools' data to best develop a site-based actionable plan and next steps to best support areas of needed attention and promote areas of strength.

Lastly, in conjunction with SMUSD's Director of Special Education, consultation between San Marino Unified School District, the District's Special Education Department, and the West San Gabriel Valley SELPA took place on May6, 2026 to solicit input and feedback on LCAP goals and activities identified for students with special needs.

On June 1, 2026, a draft of the LCAP was posted on the District's web page informing the public of opportunities to submit written questions or comments. On June 9, 2026, the LCAP draft was presented to the District's Governing Board during a public hearing at a regularly scheduled Board meeting. The superintendent was prepared to respond to all questions posed during the public hearing. No questions were posed by the public during public comment. The 2026/27 LCAP was adopted by the SMUSD Governing Board on June 23, 2026, in conjunction with the 2026/27 SMUSD Budget.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	San Marino Unified School District is committed to delivering a World-Class Education with Recognized Excellence in Academics, Arts, Athletics, and Activities through rigorous innovative inquiry based learning opportunities grounded in creativity, collaboration, critical thinking and civic responsibility to graduate students who are college and or career ready and responsible, resilient, and adaptive individuals.	Broad Goal

State priorities addressed by this goal.

4, 2, 8

An explanation of why the LEA has developed this goal.

Based on the evaluation gathered from state and local measures, the San Marino Unified School District continues to be one of the top-performing school districts in California. As measured by the 2023 California Assessment of Student Performance and Progress (CAASPP), SMUSD demonstrated high levels of academic performance in English Language Arts (ELA) and Math, as evidenced by 88.63% and 85.96% of students meeting or exceeding standard in ELA and Math, respectively. Based on reporting data from the 22-23 CA School Dashboard, SMUSD demonstrated an overall 9.4 point increase in ELA and a 14.9 point increase in math when compared to 2022 CA School Dashboard reporting data. Although SMUSD is proud of the continued progress demonstrated overall, it recognizes and underscores the need to promote high levels of academic achievement across all students groups particularly English learners and Students with Disabilities who show slightly lower performance in ELA and Math as measure by the CA School Dashboard. Based CA Dashboard data from 2022-2023, English learners demonstrated a 10.7point decrease in ELA and a 12.5 decrease in Math. Similarly, Students with Disabilities demonstrated a 0.7point increase in ELA and a 0.5 decrease in Math. In its effort to promote high academic achievement across all student groups, SMUSD recognizes the need for all students to demonstrate high levels of academic progress and therefore continues to place a strong emphasis on programs and opportunities aimed at promoting elevated and equitable outcomes for all.

Measuring and Reporting Results

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

1	California Assessment of Student Progress and Performance (CAASPP)	Percentage of students who met/exceeded standards as measured by the 2022/23 California Assessment of Student Progress and Performance (CAASPP) All ELA: 88.63% Math: 85.96% ELs ELA: 44.18% Math: 64.21% SWD ELA: 52.94% Math: 41.18% SED ELA: 89.34% Math: 79.09% CAST All: 75.09%	2023/24 All ELA: 88.89% Math: 87.43% ELs ELA: 52.86% Math: 68.80% SWD ELA: 51.37% Math: 49.09% SED ELA: 86.44% Math: 88.51% CAST All: 73.76%	2024/25 Data All ELA: 85.71% Math: 84.74% ELs ELA: 33.34% Math: 61.96% SWD ELA: 53.05% Math: 49.56% SED ELA: 81.59% Math: 80.09% CAST All: 73.75%	Percentage of students who met/exceeded standards as measured by the 2022/23 California Assessment of Student Progress and Performance (CAASPP) All ELA: 95% Math: 92% ELs ELA: 50% Math: 70% SWD ELA: 59% Math: 47% SED ELA: 95% Math: 85% CAST All: 81%	All ELA: -2.92% Math: -1.22% ELs ELA: -10.84% Math: -2.25% SWD ELA: +0.11% Math: .+8.38% SED ELA: -7.75% Math: +1.0% CAST All: -1.34%
2	English Language Proficiency Assessment of California (ELPAC)	Percentage of English learners who demonstrated "making progress"towards English Language proficiency was 60.8% as reported on the 2023 California School Dashboard.	Percentage of English learners who demonstrated "making progress"towards English Language proficiency as reported on the 2024 California School Dashboard. 71.7%	Percentage of English learners who demonstrated "making progress" towards English Language proficiency: 68.5% as reported on the 2025 California School Dashboard.	Percentage of English learners demonstrating "making progress"towards English Language proficiency will be 67% as reported on the 2026 California School Dashboard.	+7.7%

3	i-Ready Diagnostic Assessment (K-5)	2023/24 Spring i-Ready Diagnostic Assessment Percentage of students in grades K-5 performing at or above grade level standards: Reading: 90% Math: 90%	2024/25 Spring i-Ready Diagnostic Assessment Percentage of students in grades K-5 performing at or above grade level standards: Reading: 89% Math: 90%	Spring i-Ready Diagnostic Assessment Percentage of students in grades K-5 performing at or above grade level standards: 2025/26 Reading: 89% Math: 90%	2026/27 Spring i-Ready Diagnostic Assessment Percentage of students in grades K-5 performing at or above grade level standards: Reading: 96% Math: 96%	Reading: -1% Math: nc

4	NWEA Diagnostic Assessment (6-12)	2023/24 Spring NWEA Diagnostic Assessment Percentage of students in grades 6-12 performing at high average and above : Gr. 6: Math - 87% LA/Rdg - 71% Gr. 7 Math - 86% LA/Rdg - 71% Gr. 8 Math - 86% LA/Rdg - 59% Gr. 9 Math - 91% LA/Rdg - 70% Gr. 10 Math - 92% LA/Rdg - 71% Gr.11 Math - 92% LA/Rdg - 68% Gr. 12 Math - 85% LA/Rdg - 57%	2024/25 Spring NWEA Diagnostic Assessment Percentage of students in grades 6-12 performing at high average and above : Gr. 6: Math - 89% LA/Rdg - 79% Gr. 7 Math - 84% LA/Rdg - 62% Gr. 8 Math - 90% LA/Rdg - 66% Gr. 9 Math - 88% LA/Rdg - 62% Gr. 10 Math - 87% LA/Rdg - 52% Gr.11 Math - 87% LA/Rdg - 60% Gr. 12 Math - 87% LA/Rdg - 55%	Spring NWEA Diagnostic Assessment Percentage of students in grades 6-12 performing at high average and above: 2025/26 Gr. 6: Math - 89% LA/Rdg - 79% Gr. 7 Math - 91% LA/Rdg - 74% Gr. 8 Math - 87% LA/Rdg - 67% Gr. 9 Math - 95% LA/Rdg - 84% Gr. 10 Math - 92% LA/Rdg - 87% Gr.11 Math - 94% LA/Rdg - 90% Gr. 12 Math - 87% LA/Rdg - 79%	2026/27 Spring NWEA Diagnostic Assessment Percentage of students in grades 6-12 performing at high average and above : Gr. 6: Math - 93% LA/Rdg - 77% Gr. 7 Math - 92% LA/Rdg - 77% Gr. 8 Math - 92% LA/Rdg - 59% Gr. 9 Math - 97% LA/Rdg - 77% Gr. 10 Math - 98% LA/Rdg - 77% Gr.11 Math - 98% LA/Rdg - 74% Gr. 12 Math - 91% LA/Rdg - 63%	Gr. 6: Math : +2% LA/Rdg:+8% Gr. 7 Math: +5% LA/Rdg: +3% Gr. 8 Math: +1% LA/Rdg: +8% Gr. 9 Math: +4% LA/Rdg: +14% Gr. 10 Math: nc LA/Rdg: +16% Gr.11 Math: +2% LA/Rdg: +22% Gr. 12 Math: +2% LA/Rdg: +22%

5	Early Assessment Program (EAP)	Percentage of students in grades 11 who met/exceeded standards as measured by the 2022/23 California Assessment of Student Progress and Performance (CAASPP): ELA: 87.92% Math: 83.87%	Percentage of students in grades 11 who met/exceeded standards as measured by the 2023/24 California Assessment of Student Progress and Performance (CAASPP): ELA: 94.48% Math: 87.11%	Percentage of students grade 11 met/exceeded standards as measured by the CAASPP: 2024/25 ELA: 84.51% Math: 77.73%	Percentage of students in grades 11 who met/exceeded standards as measured by the 2025/26 California Assessment of Student Progress and Performance (CAASPP): ELA: 94% Math: 90%	ELA: -3.41% Math: -6.14%
6	AP Pass Rates	Percentage of San Marino Unified students who demonstrated college readiness as evidenced by earning a 3 or higher on the 2023 AP assessments was 92.49% as reported by College Board.	Percentage of San Marino Unified students who demonstrated college readiness as evidenced by earning a 3 or higher on the 2024 AP assessments was 93% as reported by College Board.	Percentage of SMUSD Students who demonstrated college readiness as evidenced by earning a 3 or higher on the 2025 AP assessments, as measured by the College Board 92.25%	Percentage of San Marino Unified students who demonstrated college readiness as evidenced by earning a 3 or higher on the 2026 AP assessments will be 95% as reported by College Board.	-0.24%
7	UC/CSU Eligibility	Percentage of San Marino Unified students who met the UC/CSU eligibility requirements for the 2022/23 school year was 84% (162/192) as measured by Data Quest.	Percentage of San Marino Unified students who met the UC/CSU eligibility requirements for the 2023/24 school year was 82% (163/198) as reported by SMHS.	Percentage of San Marino Unified students who met the UC/CSU eligibility requirements for the 2024/25 school year was 83.3% as measured by Data Quest.	Percentage of San Marino Unified students who meet UC/CSU eligibility requirements in the 2025/26 school year will be 90% as measured by Data Quest.	-0.7%
8	CTE Pathway Completer Rate	2022/23: CTE Pathway Completion rate was 9.9% (19 seniors) as reported by DataQuest.	2023/24: CTE Pathway Completion rate was 31% (62 students) as reported by DataQuest.	2024/25 CTE Pathway Completion rate was 19.6% (41 students) as reported by DataQuest	2025/26: CTE Pathway Completion rate 15% (TBD seniors) as reported by DataQuest.	+9.7%
9	College and Career Readiness (A-G/CTE Completer) Rate	2022/23: College and Career Readiness (A-G/CTE Completer) Rate: 9.4% (18 students) as reported by DataQuest.	2023/24: College and Career Readiness (A-G/CTE Completer) Rate: 21.5% (43 students) as reported by DataQuest.	2024/25 College and Career Readiness (A-G/CTE Completer) Rate: 19.1% (41 students) as reported by DataQuest	2025/26: College and Career Readiness (A-G/CTE Completer) Rate: 15% (TBD students) as reported by DataQuest.	+9.7%

10	Reclassification Rate	2022/23 11.35% as reported by DataQuest	2023/24 17.4% as reported by DataQuest	2024/25 24.85% as reported by Calpads	2026/27 17% (2025/26 SY)	+13.5%
11	Dual Language Immersion Programs (DLIP) Expand DLIPs offerings annually.	2023/24: SMUSD operates a Kindergarten Mandarin Dual Language Immersion Program.	2024/25: SMUSD operates a Kindergarten and Gr. 1 Mandarin Dual Language Immersion Program.	2025/26: SMUSD operated a Kindergarten, Gr. 1, and Gr. 2 Mandarin Dual Language Immersion Program.	2026/27: SMUSD will operate a Mandarin Dual Language Immersion Program Kindergarten through grade 3.	+2 grade level added
12	Titan Medical Arts Academy	2023/24: SMUSD operates a Titan Medical Arts Academy Academic Pathway.	2024/25: SMUSD operated a Titan Medical Arts Academy Academic Pathway, Grades 9-12.	2025/26: SMUSD operated a Titan Medical Arts Academy Academic Pathway, Grades 9-12 with the addition of opportunities for medical internships for twelvth grade students.	2026/27: Operate a comprehensive Titan Medical Arts Academy Academic Pathway commencing with a middle school introductory course and at minimum, related senior internship programs.	NC
13	Long-Term English Learners	2022/23 6% of all English learners were designated as LTELs (15/254) as reported by DataQuest.	2023/24 5% of all English learners were designated as LTELs (13/277) as reported by DataQuest.	2024/25: 3.67% of all English learners were designated as LTELs (10/272) as reported by DataQuest.	2026/27: Each year, the percentage of English learners designated as LTEL will decrease by 1% annually.	-2.33%

Goal Analysis for 2025-2026

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.

SMUSD made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
~ Action 1.1: Extended School Year: Successfully implemented a robust 2025 extended school year program offered to 100% of all eligible students.

~ Action 1.2: Substitutes: SMUSD successfully provided substitutes to certificated teachers for all scheduled professional learning opportunities aligned to district priorities.

~ Action 1.3: AP/Honors Courses: Successful implementation of increased access to AP and Honors courses. In 2025/26, the number of students enrolled in an AP course increased by 38 students.

~ Action 1.4: CTE/Academic Pathways: SMUSD was successful in securing select internships for senior students in the Medical Arts Academy Pathway.

~ Action 1.5: Dual Enrollment Courses: In partnership with PCC, SMUSD enhanced its dual enrollment courses to include more relevant science courses aligned to the Medical Arts Academy as well as an inaugural student internship opportunity for seniors.

~ Action 1.6: Higher Educational Institution Partnerships: SMUSD continued to strengthen its partnership with PCC to support the Medical Arts Academy and Mandarin Dual Language Program through various college courses and college student volunteers, respectively.

~ Action 1.7: English Learner Professional Learning: Successful rollout of English learner professional learning throughout the year via internal and external learning opportunities aimed at supporting language learners. These include, but are not limited to dELD/iELD and UDL.

~ Action 1.8: Diagnostic Assessments: Successful administration of three K-12 diagnostic assessments, ELA and Math. Make-up testing was offered to students who may have been absent during the testing window.

~ Action 1.10:Professional Development: Successful and robust rollout of on-going professional learning opportunities aimed at supporting and promoting district priorities. Professional development was conducted during the district's three designated professional development days and throughout the year as needed. Sessions focused on UDL, MTSS, trauma-informed practices, Safety, PBIS, ELD, RP, PBL, Special Education, AI, and curriculum adoption.

~ Action 1.11: Academic Tutoring: Successful implementation of district-led after-school academic tutoring and continued implementation of Tutor.com, a 24/7 non-fee-based homework help across subjects offered to all students, K-12.

~Action 1.12: Successful sustainment of EL teachers, paraprofessionals and various materials to meet the needs of English learners and promote reclassification.

~ Action 1.13: Curriculum Adoption: Successful rollout of a curriculum adoption cycle for ELD, Science and History-Social Science. As a result, the Board of Education approved adoption of each of the three curricular areas as follows: 9-12 History, Social Science, and ELD, 6-8 Science. For 2025/26 school year, both elementary schools piloted StemScopes in anticipation of a science curriculum adoption.

~ Action 1.14: Intervention Teachers: SMUSD successfully secured a qualified intervention teacher commencing the 2025/26 school year to provide data-driven Tier 2 support and interventions for eligible students.

~ Action 1.15: School Counselors: Successful sustainment of school counselors at each of the district's four schools to promote the academic, social-emotional, and behavioral well-being of English learners, low-income, and foster youth. Counselors provide support year-round as needed.

~ Action 1.16: EL Teacher on Special Assignment: Sustainment of an EL TOSA who successfully coordinated and facilitated English learner professional learning, assessment, and curriculum adoption.

~ Action 1.17: Technology 1:1 student to device ratio: Successful sustainment of 1:1 student to device ratios across all grade levels with appropriate training and support from the district's technology department.

~ Action 1.18: Instructional Assistants: Effective sustained implementation of instructional assistants provided instructional assistants to support instruction and supplemental learning opportunities that address the divergent needs of learners.

Non-Implementation Actions:
~ Action 1.9: EL Summer School - Student outcome data necessitated no need for an EL summer school session. SMUSD will continue to monitor EL student outcome data to determine the need for EL summer school sessions.

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

Action 1.3 AP/Honors Courses: Budgeted $2,109,855; Estimated Actual $2,677,699: The difference is primarily due to approved salary increases that were not accounted for in the initial budget as well as more Honors/AP classes than the initial budget.
Action 1.8 Diagnostic Assessments: Budgeted $41,000; Estimated Actual $26,459; The difference is mainly due to timing of subscription expiration and payment.
Action 1.10 Professional Development: Budgeted $0; Estimated Actual $74,962: No significant professional development was initially identified during the initial budget.
Action 1.11 Academic Tutoring: Budgeted $103,420; Estimated Actual $182,769: The difference is primarily due to additional tutoring services than projected in the initial budget.
Action 1.12 English Learner Teacher and Paraprofessionals: Budgeted $164,730; Estimated Actual $280,711: The difference is primarily due to approved salary increases that were not accounted for in the initial budget as well as additional EL teachers in estimated actuals.
Action 1.14 Intervention Teachers: Budgeted $275,828; Estimated Actual $113,974: The District filled 1 intervention teacher positions during the 2025-2026 school year instead of 2.
Action 1.16 EL Teacher on Special Assignment: Budgeted $165,448; Estimated Actual $264,856: The initial budget estimated 1 FTE compared to 1.6 FTE in the estimated actuals.
Action 1.17 Technology 1:1: Budgeted $475,000; Estimated Actual $366,031: The District purchased the Chromebook before costs was increased.
Action 1.18 Instructional Assistants: Budgeted $3,053,156; Estimated Actual $3,147,989: The difference is primarily due to approved salary increases that were not accounted for in the initial budget.

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

Based on our analysis of metric outcomes, the implementation of actions showed significant levels of effectiveness in achieving Goal 1 as demonstrated by both qualitative and quantitative indicators.

Action 1.1: Extended School Year: The extended school year program served effective as demonstrated by an increase in participation rates from 2025 (35 students) to 2026 (50 students) as well as increases in CAASPP ELA and Math student achievement data as measured by the 2025 CA school Dashboard:
~ ELA: 16.9 pts above standard (Increase of 3 pts from 2024).
~ Math: 2.8 pts above standard (Increase of 6.2 pts from 2024).

~ Action 1.2: Substitutes: SMUSD successfully provided substitutes to certificated teachers for all scheduled professional learning opportunities aligned to district priorities.

~ Action 1.3: AP/Honors Courses: The number of students accessing AP courses increased by 38 students from 2024/25 to 2025/26.

~ Action 1.4: CTE/Academic Pathways: SMUSD was successful in securing select internships for senior students in the Medical Arts Academy Pathway. Last year, there were no opportunities for internships.

~ Action 1.5: Dual Enrollment Courses: In partnership with PCC, SMUSD enhanced its dual enrollment courses to include a more relevant science course aligned pathway for the Medical Arts Academy as well as an inaugural student internship opportunity for seniors.

~ Action 1.6: Higher Educational Institution Partnerships: Strengthened partnerships with PCC to support the Medical Arts Academy and Mandarin Dual Language Program are evidenced through PCC scheduling and course development flexibility, and the securement of 4 college student language model volunteers to support the MDLIP.

~ Action 1.7: English Learner Professional Learning: Successful rollout of English learner professional learning opportunities embedded into professional development and training for certificated and classified staff during district professional development days, teacher trainings and workshops, and LACOE-sponsored available trainings throughout the year. As such, the 68.5% of English learners demonstrated "making progress" as measured by the 2025 CA School Dashboard, demonstrating only a slight decrease of 3.2% from the 2024 Dashboard..

~ Action 1.8: Diagnostic Assessments: K-12 diagnostic assessments demonstrated effectiveness as measured by the iReady 2025 spring assessment: 90% Math and 89% Reading at or above grade levels. Student outcome data as measured by NWEA showed sustained growth in math across grade levels. Reading/Language Arts student outcome data demonstrated needed growth across grade levels. Sites continue to engage in inquiry cycles to determine next steps in addressing disparities in Math and Reading/Language Arts student outcome data. This action will include LREBG funding. The action descriptions have been updated to include research and metrics to measure progress.

~ Action 1.10: Professional Development: The effectiveness of districtwide professional development demonstrated an increase in implementation with fidelity of district priority programs and approaches as evidenced by more deeply focused instructional rounds and state and local assessment data. Each site conducted 3 to 5 instructional rounds throughout the 2025/26 school year.

~ Action 1.11: Academic Tutoring: Effectiveness of district-led after-school academic tutoring and Tutor.com supported an increase in student outcome data as measured by state and local assessments. For 2025/26 all sites participated in either site-led academic tutoring and or district-led Tutor.com. Participation contributed to increases in student usage data as well as performance levels as measured by iReady and NWEA, AP pass rates when compared to 2024/25. This action will include LREBG funding. The action descriptions have been updated to include research and metrics to measure progress.

~Action 1.12: Sustainment of EL teachers, paraprofessionals and various materials to meet the needs of English learners and promote reclassification served effective in maintaining student performance levels as measured by CAASPP ELA (43 pts above standard) Math (61.2 pts above standard) and the 2025 CA Dashboard EL Progress Indicator (63.3% Making progress toward proficiency).

~ Action 1.13: Curriculum Adoption: Successful rollout of a curriculum adoption cycle for Elementary Science. As a result, the Board of Education approved adoption of each of an elementary science curriculum, K-5.

~ Action 1.14: Intervention Teachers: SMUSD successfully secured a qualified intervention teacher commencing the 2025/26 school year to provide data-driven Tier 2 support and interventions for eligible students as measured by CAASPP ELA (43 pts above standard) Math (61.2 pts above standard) and the 2025 CA Dashboard EL Progress Indicator (63.3% Making progress toward proficiency). Moreover, both the English learner and Socio-Economically Disadvantaged student groups earned Green performance colors in ELA and Blue performance colors in Math as measured by the 2025 CA School Dashboard.

~ Action 1.15: School Counselor: SMUSD successfully maintained qualified and highly effective counselors across all school sites to support the academic, behavioral and social-emotional needs of all students, including students designated as English Learner, Homeless, or Low Income as measured by strong performance in CAASPP (Green performance band or higher), ELPAC (69%/ Green performance band), and suspension data (Green performance band or higher) for each student group as well as Platinum Status recognition

for 2025/26.

~ Action 1.16: EL Teacher on Special Assignment: The District's EL TOSA demonstrated strong effectiveness in elevating English learner performance levels as stated in 1.12 above and the 7.45% increase in overall reclassification rates from 2024 (17.4%) to 2025 (24.85%).

~ Action 1.17: Technology 1:1 student to device ratio: Successful sustainment of 1:1 student to device ratios across all grade levels with appropriate training and support from the district's technology department and management and review of device inventory/management documentation.

~ Action 1.18: Instructional Assistants: Instructional assistants demonstrated to be effective in supporting classroom instruction, student needs, and implementation of personalized learning to support the academic, social-emotional and behavioral student outcome data as measured by the 2025 CA School Dashboard and CalSCHLS Climate Survey.

~ Action 1.19: School Counselors: Successful sustainment of school counselors at each of the district's four schools to promote the academic, social-emotional, and behavioral well-being of English learners, low-income, and foster youth. Counselors' ability to provide support year-round, as needed, to all student levels contributed to the continuous academic, social-emotional, and behavioral needs of all students, as evidenced by an increase in student referrals districtwide from 2024 (235) to 2025 (265).

Implementation Challenges:

Non-Implementation Actions:
~ Action 1.9: EL Summer School - Student outcome data did not necessitate a need for an EL summer school session. Students demonstrated continued growth as measured by ELPAC student score reports. Most newcomers received intervention supports year-long, as needed, through an intervention teacher and or intervention opportunities through homeroom or after-school. SMUSD will continue to monitor EL student outcome data to determine the need for EL summer school sessions.

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

Action 1.8 Diagnostic Assessments: 25/26 Budgeted $41,000, 26/27 Budgeted $224,859; Increase to the 26/27 budgeted expenditure is primarily due to a renewal of a three-year contract.

Actions 1.8 and 1.11 will include LREBG funding. The action descriptions have been updated to include research and metrics to measure effectiveness.

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	Extended School Year	Provide Extended School Year opportunities for students with exceptional needs	$156,732.00	No

2	Substitutes	Provide substitutes to release certificated and classified staff for professional development.	$27,518.00	No
3	AP/Honors Courses	Provide increased access to AP and Honors course offerings.	$2,524,665.00	No
4	CTE / Academic Pathways	Expand CTE, specifically the Titan Medical Arts Academy to include student internship opportunities.	$437,884.00	No
5	Dual Enrollment Courses	Expand Dual Enrollment course offerings.	$68,584.00	No
6	Higher Educational Institution Partnerships	Expand higher educational institution partnerships with Caltech (STEM), PCC (MDLIP) and more to support student achievement.	$46,524.00	No
7	English Learner Professional Learning	Provide ongoing professional development focused on all English learners including LTELs focused on ELD standards, designated and integrated ELD and language acquisition instructional best practices	$2,553.00	Yes
8	Diagnostic Assessments	Administer diagnostic assessments, K-12 to assess, monitor, and support students' academic progress. This action item is an LREGB action item. LREGB funds allocated to support this action are $73,696. Diagnostic assessments, K-12, are administered to promote academic progress in ELA and MATH and promote mastery of state standards, including but not limited to Reading, Math, and Science. Decades of research demonstrate the benefits of diagnostic assessments and related outcome data for access to year-long individualized instruction, reinforcement of learning, expanded personalized learning oportunities, and ultimately academic achievement. Formative and state assessment and attendance data will serve as metrics for this action item.	$224,859.00	No
9	EL Summer School	Provide summer school for English learners to promote English language development.	$10,000.00	Yes
10	Professional Development	Provide ongoing professional development focused on effective research-based academic, behavioral, and social-emotional learning, including but not limited to UDL, MTSS, PBIS, ELD, RP, PBL, Special Education, ethnic studies, technology integration (AI), and the Math Framework and curriculum adoption/development.	$25,000.00	No
11	Academic Tutoring	This action item is an LREGB action item. LREGB funds allocated to support this action are $66,892. Expand academic tutoring opportunities to include Tutor.com for all students, K-12 to promote English language acquisition and master of state standards including but not limited to Reading, Math and Science. Decades of research demonstrate the positive impact of ongoing academic tutoring opportunities on academic achievement and school attendance. Formative and state assessment and attendance data will serve as metrics for this action item.	$141,892.00	No
12	English Learner Teachers and Paraprofessionals	English learner teachers, instructional materials and supplies, and paraprofessionals to provide academic language instruction and support to English learners K-12 including a specific focus on promoting language proficiency for LTELs.	$284,006.00	Yes

13	Curriculum Adoption	Facilitate curriculum adoption processes to review, evaluate, pilot, recommend and develop newly adopted curriculum aligned to state standards.	$403,058.00	No
14	Intervention Teachers	Retain intervention teachers (2) to support the academic, behavioral, and social emotional needs of English learners, foster youth and low income students.	$113,154.00	Yes
15	School Counselors	Provide counselors at all levels to provide academic and social emotional counseling.	$794,698.00	Yes
16	EL Teacher on Special Assignment	Retain an ELD Teacher on Special Assignment to coordinate and implement programs and services aimed at increasing English language acquisition and academic achievement.	$288,358.00	Yes
17	Technology: 1:1 student to device ratio	Purchase chromebooks to maintain 1:1 student to device ratio for incoming students grades 6 & 9 to access curriculum.	$475,000.00	No
18	Instructional Assistants	Provide instructional assistant to support instruction and supplemental learning opportunities.	$3,469,180.00	No

Goal

Goal #	Description	Type of Goal
2	The San Marino Unified School District is committed to fostering and enhancing systems and conditions conducive to students' and staff's academic, behavioral and social-emotional well-being. This commitment is operationalized through the intentional development and implementation of systems, structures, and practices focused on promoting personalized growth. expanding expertise, and the development of environments conducive to teaching and learning.	Broad Goal

State priorities addressed by this goal.

1, 4, 2, 7, 6

An explanation of why the LEA has developed this goal.

San Marino Unified maintains committed to creating and providing an exceptional teaching and learning environment for all students and staff.
SMUSD recognizes that creating a flourishing learning environment is essential for promoting academic success, social-emotional well-being, physical health, and professional growth among students and staff. It lays the foundation for a thriving educational community where everyone has the opportunity to reach their full potential. By fostering a culture of continuous learning and innovation, flourishing environments promotes SMUSD's mission by encouraging both students and staff to expand their expertise through intentionally designed systems and structures so that they are best able to explore innovation and embrace learning in safe and inclusive environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers	2023/24: 100% Fully credentialed and appropriately assigned as reported by HR position control documentation.	2024/25: 100% Fully credentialed and appropriately assigned as reported by HR position control documentation.	2025/26: 99% Fully credentialed and appropriately assigned as reported by HR position control documentation.	2026/27: 100% Fully credentialed and appropriately assigned as reported by HR position control documentation.	Decrease of 1%

2	Access to Standards-Aligned Instructional Materials	2023/24: 100% of all students had access to standards-aligned instructional materials as determined by annual sufficiency of textbook inventory reporting.	2024/25: 100% of all students had access to standards-aligned instructional materials as determined by annual sufficiency of textbook inventory reporting.	2025/26: 100% of all students TK-12 have access to enrollment in a broad course of study as measured by the 2026 Local Indicators reflection Tool.	2026/27: 100% of all students will have access to standards-aligned instructional materials as determined by annual sufficiency of textbook inventory reporting.	NC
3	Implementation of State Standards	2023/24: Full implementation of state standards across all content areas as measured by the 2024 Local Indicators Reflection Tool.	2024/25: Full implementation of state standards across all content areas as measured by the 2025 Local Indicators Reflection Tool.	2025/26: Full implementation of state standards across all content areas as measured by the 2026 Local Indicators Reflection Tool.	2026/27: Full implementation of state standards across all content areas as measured by the 2027 Local Indicators Reflection Tool.	NC
4	Facilities in Good Repair	2023/24: All four schools earned an overall rating of "Exemplary" as determined by the Facility Inspection Tool (FIT).	2024/25: All four schools earned an overall rating of "Exemplary" as determined by the Facility Inspection Tool (FIT).	2025/26: All four schools earned an overall rating of "Exemplary" as determined by the Facility Inspection Tool	2026/27: All four schools will maintain an overall rating of "Exemplary" as determined by the Facility Inspection Tool (FIT).	NC
5	Access to and Enrollment in a Broad Course of Study	2023/24: All students TK-12 have access to enrollment in a broad course of study as measured by the 2024 Local Indicators reflection Tool.	2024/25: All students TK-12 have access to enrollment in a broad course of study as measured by the 2025 Local Indicators reflection Tool.	2025/26: All students TK-12 have access to enrollment in a broad course of study as measured by the 2026 Local Indicators reflection Tool.	2026/27: All students TK-12 will maintain access to enrollment in a broad course of study as measured by the 2027 Local Indicators reflection Tool.	NC

6	Professional Development Days	SMUSD will maintain three districtwide professional learning days for all certificated and classified employees focused on elevating student achievement and aligned to Board of Education Priorities as determined by the District's annual calendar and respective professional development agendas.	2024/25: SMUSD maintained three districtwide professional learning days for all certificated and classified employees focused on elevating student achievement and aligned to Board of Education Priorities as determined by the District's annual calendar and respective professional development agendas.	2025/26: SMUSD has maintained three districtwide professional learning days for all certificated and classified employees focused on elevating student achievement an aligned to Board of Education Priorities as determined by the District's annual calendar and respective professional development agendas	SMUSD will maintain three districtwide professional learning days for all certificated and classified employees focused on elevating student achievement and aligned to Board of Education Priorities as determined by the District's annual calendar and respective professional development agendas.	NC
7	CalSCHLS Climate Surveys	2023/24 California Healthy Kids Survey (CHKS): School Connectedness = 67% Academic Motivation= 69% Caring Adult Relationships = 62% Safe at School = 79% California School Parent Survey (CSPS): Promote Academic Success for all Students = 89%	2024/25: California Healthy Kids Survey (CHKS): School Connectedness = 67% Academic Motivation= 71% Caring Adult Relationships = 61% Safe at School = 83% California School Parent Survey (CSPS): Promote Academic Success for all Students = 92%	202 5 /26 California Healthy Kids Survey (CHKS): School Connectedness =6 8% Academic Motivation= 7 0% Caring Adult Relationships = 6 2% Safe at School = 83% California School Parent Survey(CSPS): Promote Academic Success for all Students = 92% Adults Care About Students = 92% Motivates Students toLearn = 9 0% Opportunities for Meaningful participation = NA: No longer included in survey Safe Place = 9 4% California School Staff Survey (CSSS): Supportive and inviting place for students = 9 7% Believe every student can	2026/27 California Healthy Kids Survey (CHKS): School Connectedness = 72% Academic Motivation= 74% Caring Adult Relationships = 67% Safe at School = 84% California School Parent Survey (CSPS): Promote Academic Success for all Students = 94% Adults Care About Students = 94% Motivates Students to Learn = 96% Opportunities for Meaningful participation = 90% Safe Place = 100%	California Healthy Kids Survey (CHKS): School Connectedness = +1% Academic Motivation= +1% Caring Adult Relationships = nc Safe at School = +4% California School Parent Survey (CSPS): Promote Academic Success for all Students = +3 Adults Care About Students = +3 Motivates Students to Learn = -1% Opportunities for Meaningful participation = NA Safe Place = -1% California School Staff Survey (CSSS): Supportive and inviting place for students = +1% Believe every student can be a success = nc Sets high standards for academic

		Adults Care About Students = 89% Motivates Students to Learn = 91% Opportunities for Meaningful participation = NA Safe Place = 95% California School Staff Survey (CSSS): Supportive and inviting place for students = 96% Believe every student can be a success = 92% Sets high standards for academic performance for all = 97% Encourages opportunities for students to decide things = 80% Safe place for students = 95%	Adults Care About Students = 92% Motivates Students to Learn = 91% Opportunities for Meaningful participation = No longer in survey Safe Place = 97% California School Staff Survey (CSSS): Supportive and inviting place for students = 99% Believe every student can be a success = 95% Sets high standards for academic performance for all = 100% Encourages opportunities for students to decide things = 84% Safe place for students = 97%	be a success = 9 2% Sets high standards for academic performance for all = 96% Encourages opportunities for students to decide things = 84% Safe place for students = 9 2%	California School Staff Survey (CSSS): Supportive and inviting place for students = 100% Believe every student can be a success = 97% Sets high standards for academic performance for all = 100% Encourages opportunities for students to decide things = 85% Safe place for students = 100%	performance for all = -1% Encourages opportunities for students to decide things = +4% Safe place for students = -3%
8	Wellness Centers: SMUSD will implement a Wellness Center at all four school sites.	SMUSD operates a Titan Wellness Center, a HMS Wellness Lounge and two elementary Wellness Calming Corner Lounges.	2024/25: SMUSD successfully operated the Titan Wellness Center, the HMS Wellness Lounge and two elementary Wellness Calming Corners	2025/26: SMUSD continues to successfully operate a Titan Wellness Center, an HMS Wellness Lounge and two elementary Wellness / Calming Corner Lounges.	SMUSD will continue to operate at minimum a Titan Wellness Center, a HMS Wellness Lounge and two elementary Wellness Centers/Calming Corner Lounges.	NC
9	Technology	Maintain 1:1 student to device ratio districtwide to ensure students have access to a dedicated device for learning purposes as determined by annual technology inventory reports.	2024/25: Maintained 1:1 student to device ratio districtwide to ensure students have access to a dedicated device for learning purposes as determined by annual technology inventory reports.	2025/26: Maintained 1:1 student to device ratio districtwide to ensure students have access to a dedicated device for learning purposes as determined by annual technology inventory reports.	Maintain 1:1 student to device ratio districtwide to ensure students have access to a dedicated device for learning purposes annual technology inventory reports.	NC

Goal Analysis for 2025-2026

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.

SMUSD made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
~ Action 2.1: Beginning Teacher Support and Assessment Induction Program: SMUSD demonstrated a successful implementation of a Beginning Teacher Support and Assessment Induction Program to support newly credentialed teachers during their first two years.

~ Action 2.2: Standards-Aligned Instructional Materials: SMUSD continued to ensure that all students, regardless of ability and designation, have access to grade-level standards-aligned instructional materials.

~ Action 2.3: Campus Supervision: SMUSD continues to prioritize safety and school connectedness by ensuring that campus supervision is fully implemented before, during, and after school.

~ Action 2.4: Health Aide/District Nurse: SMUSD maintained a full-time district nurse and a campus health aide at each school site throughout the year and summer sessions.

~ Action 2.5: High-Quality and Appropriately Assigned Teachers: SMUSD HR department successfully maintained teachers who were highly qualified and appropriately assigned across all levels.

~ Action 2.6 CalSCHLs Climate Survey: SMUSD demonstrated successful administration of the 2026 CalSCHLs Climate Survey to students, parents/guardians and staff as recommended by the climate survey.

~ Action 2.7: Teacher on Special Assignment: A full-time teacher on special assignment was maintained to provide support to schools, district initiatives and state and federal program compliance regulations.

~ Action 2.8 Professional Learning Days: SMUSD successfully implemented three full-day professional learning days to promote exemplary teaching and learning, with both certificated and classified professionals attending.

~ Action 2.9 Instructional Technology Professional Development: Successful roll-out of certificated and classified professional development sessions focused on AI and related instructional technology.

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 Highly Qualified and Appropriately: Budgeted $17,805,318; Estimated Actual $19,048,810: Estimated actual expenditures are higher than the initial budget primarily due to approved salary increases that were not accounted for in the initial budget.

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

Based on our analysis of metric outcomes, the implementation of actions showed significant levels of effectiveness in achieving Goal 2 as demonstrated by both qualitative and quantitative indicators.

~ Action 2.1: Beginning Teacher Support and Assessment Induction Program: SMUSD demonstrated a successful implementation of a Beginning Teacher Support and Assessment Induction Program that supported 16 newly credentialed teachers during their first or second year. Each participating teacher met standards for all areas of the induction program.

~ Action 2.2: Standards-Aligned Instructional Materials: SMUSD continues to ensure that all students, regardless of ability and designation, have access to grade-level standards-aligned instructional materials through ongoing monitoring of offered courses and curriculum inventory systems.

~ Action 2.3: Campus Supervision: SMUSD continues to prioritize safety and school connectedness by ensuring that campus supervision is fully implemented before, during, and after school. Teachers, assistants, parents/guardians provide a comprehensive supervision structure year-round. Successful implementation is demonstrated through a .3% decrease in suspension rates, an increase of .47% in overall attendance rates. and a decline of 2.2% in chronic absenteeism.

~ Action 2.4: Health Aide/District Nurse: SMUSD maintained a full-time district nurse and a campus health aide at each school site throughout the year and summer sessions.

~ Action 2.5: High-Quality and Appropriately Assigned Teachers: SMUSD HR department successfully recruited and maintained teachers who were highly qualified and appropriately assigned across all levels as measured by position control management sytems.

~ Action 2.6 CalSCHLs Climate Survey: SMUSD demonstrated successful administration of the 2025 CalSCHLs Climate Survey to students, parents/guardians and staff as recommended by the climate survey. The effectiveness of this action is punctuated by an increase of 199 overall participation rates from 2025 (780) to 2026 (979). Additionally, students indicated stronger perceptions of School Connectedness (+1%), Academic Motivation(+1%), and Safe at School (+4%) when compared to baseline CalSchls student survey data.

~ Action 2.7: Teacher on Special Assignment: The effectiveness of maintaining a full-time teacher on special assignment was demonstrated through ongoing site-specific support to schools and district initiatives, successful administration of state and local assessments, and 100% compliance with state and federal program regulations.

~ Action 2.8 Professional Learning Days: SMUSD successfully implemented three full-day professional learning days to promote exemplary teaching and learning, with both certificated and classified professionals attending, as measured by adherence to SMUSD's annual PD priorities and its implementation as determined by principal and district office leader feedback at scheduled leadership meetings.

~ Action 2.9 Instructional Technology Professional Development: Successful roll-out of certificated and classified professional development sessions focused on AI. Sessions included personalized training, including but not limited to district PD day trainings facilitated by district and expert consultants, numerous conferences and webinars for school tech teacher leaders, and professional learning sessions facilitated by AI Task Force, Tech Academies, and district administrators. Effectiveness will be measured by districtwide implementation and instructional technology usage.

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.

No changes were made to the existing goals, metrics, or actions for the 2026-27 school year.

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	Beginning Teacher Support and Assessment (BTSA) Induction Program	Enroll non-fully credentialed teachers the Beginning Teacher Support and Assessment (BTSA) induction program.	$93,479.00	No
2	Standards-Aligned Instructional Materials	All students will have access to standards-aligned curriculum and instructional materials needed to access the curriculum.	$298,899.00	No
3	Campus Supervision	Provide campus supervision before, during, and after school.	$303,195.00	No
4	Health Aide / District Nurse	Provide all school sites with a health aide and support form a district nurse.	$440,720.00	No
5	Highly Qualified and Appropriately Assigned Teachers	Recruit, hire and retain highly qualified and appropriately assigned teachers appropriate to the needs of the District and schools.	$20,611,174.00	No
6	CalSCHLS Climate Survey	Administer the CalSCHLS Culture Survey to students in grades 5, 7, 9, and 11.	$54,631.00	No
7	Teacher on Special Assignment	Teacher on Special Assignment to plan, develop. and implement research-based instructional practices, programs, trainings, and assessments.	$184,618.00	No
8	Professional Learning Days	Maintain at minimum three professional learning days during the school year to promote staff collaboration and articulation around data driven instruction and intentional professional learning.	$308,813.00	No
9	Instructional Technology Professional Development	Provide professional development opportunities focused on artificial intelligence (AI) to provide staff training on effective, research-based AI teaching tools.	$10,000.00	No

Goal

Goal #	Description	Type of Goal
3	SMUSD will prioritize and strengthen meaningful and authentic engagement to increase students' academic achievement, school connectedness, well-being and home school connections.	Broad Goal

State priorities addressed by this goal.

5, 6, 3

An explanation of why the LEA has developed this goal.

The San Marino USD prioritizes meaningful and authentic connections to increase awareness of the importance of parent and student engagement to best foster partnership in education, enhance support systems, increase student motivation and engagement, improve communication and trust, and contribute to strengthened home school connections. By strengthening connections, SMUSD will effectively work to create an environment that promotes students academic, social emotional and physical success and well-being through the development of systems that promote and strengthen meaningful and authentic connections.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Graduation Rate	SMUSD's 2023 4-year cohort demonstrated a 99.5% graduation rate as measured by the 2023 California School Dashboard.	SMUSD's 2024 4-year cohort demonstrated a 99% graduation rate as measured by the 2024 California School Dashboard.	SMUSD's 2025 4-year cohort demonstrated a 97.6% graduation rate as measured by the 2025 California School Dashboard.	SMUSD's 2026 4-year cohort will demonstrate a 100% graduation rate as measured by the 2026 California School Dashboard.	-1.9%

2	Attendance Rate	2023/24 SMUSD overall attendance rate: 96.56% as determined by PowerSchool attendance reporting.	2024/25 SMUSD overall attendance rate: 97.03% as determined by PowerSchool attendance reporting. Carver: 96.98% Valentine: 97.38% HMS: 97.38% SMHS: 96.53%	2025/26 SMUSD overall attendance rate: 97.21% as determined by PowerSchool attendance reporting. Carver: 97.02% Valentine: 97.43% HMS: 97.43% SMHS: 97.54%	2026/27 SMUSD overall attendance rate: 100% as determined by PowerSchool attendance reporting.	SMUSD overall attendance rate: +.65%
3	Chronic Absenteeism Rate	2022/23 Districtwide: 7% as measured by the 2023 California School Dashboard By Grade Span: K-8: 6.96% 9-12: 7.8 Carver: 10.1% Valentine: 7.4% HMS: 3.4% SMHS: 7.8% As reported by DataQuest	2023/24 Districtwide: 5.4% as measured by the 2024 California School Dashboard By Grade Span: K-8: 5.3% 9-12: 0.2 Carver: 6.5% Valentine: 5.5% HMS: 4.0% SMHS: 0.2% As reported by DataQuest	2024/25 Districtwide: 3.2% as measured by the 2025 California School Dashboard By Grade Span: K-8: 3.2% 9-12: 0.7 Carver: 3.6% Valentine: 3.2% HMS: 2.9% SMHS: 0.7% As reported by DataQuest	2025/26 2% as measured by the 2026 California School Dashboard By Grade Span: K-8: 3% 9-12: 3% Carver: 4% Valentine: 3% HMS: 1% SMHS: 3% As reported by DataQuest	Districtwide: - 3.8% By Grade Span: K-8: -3.76% 9-12: -7.1% Carver: -6.5% Valentine: -4.2% HMS: -0.5% SMHS: -7.1% As reported by DataQuest
4	Middle School & HIgh School Dropout Rates	2023/24 Dropout Rate as reported in PowerSchool / Data Quest: MS: 0% HS: 0%	2024/25 Dropout Rate as reported in PowerSchool / Data Quest: MS: 0% HS: 0%	2025/26 Dropout Rate as reported in PowerSchool / Data Quest: MS: 0% HS: 0%	2026/27 Dropout Rate as reported in PowerSchool / Data Quest: MS: 0% HS: 0%	NC
5	Suspension Rate	2022/23 0.8% as measured by the 2023 California School Dashboard	2023/24 0.5% as measured by the 2024 California School Dashboard	2024/25 0.2% as measured by the 2025 California School Dashboard	2025/26 0% as measured by the 2026 California School Dashboard	-0.6%
6	Expulsion Rate	2023/24 Expulsion Rate as reported in PowerSchool: MS: 0% HS: 0%	2024/25 Expulsion Rate as reported in PowerSchool: MS: 0% HS: 0%	2025/26 Expulsion Rate as reported in PowerSchool: MS: 0% HS: 0%	2026/27 Expulsion Rate as reported in PowerSchool: MS: 0% HS: 0%	NC

7	CalSCHLS Survey	2023/24 California Schools Staff Survey (CSSS): School encourages parental involvement= 94% School encourages parental partnerships in their child's education= 96% Parents feel welcome to participate at school= 97% School staff take parent concerns seriously= 98% California Schools Parent Survey (CSPS): School allows input and welcomes parent contributions= NA School encourages me to be an active partner with the school in educating my child= 90% School actively seeks the input of parents before making important decisions= 76% Parents feel welcome to participate at this school= 89% School staff treat me with respect= 93% School staff take parent concerns seriously= 84%	2024/25 California Schools Staff Survey (CSSS): School encourages parental involvement= 97% School encourages parental partnerships in their child's education= 95% Parents feel welcome to participate at school= 97% School staff take parent concerns seriously= 99% California Schools Parent Survey (CSPS): School allows input and welcomes parent contributions= No longer in survey School encourages me to be an active partner with the school in educating my child= 92% School actively seeks the input of parents before making important decisions= 76% Parents feel welcome to participate at this school= 90% School staff treat me with respect= 94% School staff take parent concerns seriously= 84%	2025/26 California Schools Staff Survey (CSSS): School encourages parental involvement= 96% School encourages parental partnerships in their child's education= 96% Parents feel welcome to participate at school= 98% School staff take parent concerns seriously= 99% California Schools Parent Survey (CSPS): School allows input and welcomes parent contributions = No longer in survey School encourages me to be an active partner with the school in educating my child= 90% School actively seeks the input of parents before making important decisions= 71% Parents feel welcome to participate at this school= 90% School staff treat me with respect= 94% School staff take parent concerns seriously= 83%	2026/27 California Schools Staff Survey (CSSS): School encourages parental involvement= 99% School encourages parental partnerships in their child's education= 100% Parents feel welcome to participate at school= 100% School staff take parent concerns seriously= 100% California Schools Parent Survey (CSPS): School allows input and welcomes parent contributions= 85% School encourages me to be an active partner with the school in educating my child= 95% School actively seeks the input of parents before making important decisions= 81% Parents feel welcome to participate at this school= 94% School staff treat me with respect= 98% School staff take parent concerns seriously= 89%	California Schools Staff Survey (CSSS): School encourages parental involvement: +2% School encourages parental partnerships in their child's education: nc Parents feel welcome to participate at school: +1% School staff take parent concerns seriously: +1% California Schools Parent Survey (CSPS): School allows input and welcomes parent contributions= NA School encourages me to be an active partner with the school in educating my child: nc School actively seeks the input of parents before making important decisions: -5% Parents feel welcome to participate at this school: +1% School staff treat me with respect: +1% School staff take parent concerns seriously: -1%

8	District English Learner Advisory Committee (DELAC)	2023/24 SMUSD conducted 4 DELAC Meetings.	2024/25 SMUSD conducted 4 DELAC Meetings.	2025/26 SMUSD conducted 4 DELAC Meetings.	2026/27 SMUSD will conduct 4 DELAC Meetings.	NC
9	Wellness Center Referrals	San Marino Wellness Center total referrals: 2023/24: 235 SMHS 92 HMS 94 Carver 26 Valentine 23	San Marino Wellness Center total referrals: 2024/25: 262 SMHS- 92 HMS - 114 Carver - 33 Valentine - 23	San Marino Wellness Center total referrals: 2024/25: 236 SMHS- 85 HMS - 98 Carver - 32 Valentine - 21	San Marino Wellness Center total referrals: 2026/27: 275 SMHS 115 HMS 115 Carver 35 Valentine 35	San Marino Wellness Center total referrals: +1 students SMHS: -7 HMS: +4 Carver: +6 Valentine: -2

Goal Analysis for 2025-2026

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.

SMUSD made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
~ Action 3.1: Attendance Letters: Successful administration of districtwide tiered approach attendance letter distribution by individual school office faculty and district administration oversight to mitigate chronic absenteeism.

~ Action 3.2: PBIS/RP: Effectively rolled out two new teacher RP training sessions and ongoing PBIS professional learning to site leadership to help strengthen District implementation of RPs. Site leaders included principal, assistant principals, counselors, psychologists, and health clerks.

~ Action 3.3: CalSCHLS Climate Survey: SMUSD administered the 2026 CalSCHLs Climate Survey to all 5th, 7th, 9th, and 11th graders, parents and staff as required.

~ Action 3.4: Wellness Counselors: SMUSD's Wellness Center successfully expanded mental health services district-wide through additional counselors and interns to better serves student and staff needs.

~ Action 3.5: Mental Health Partnerships: SMUSD successfully added additional mental health partnerships, such as higher educational institutions and services, through the China-Town Service Centers' newest facility.

~ Action 3.6 Educational Partners Advisory Committee: Throughout the 2025/26 school year, SMUSD conducted 4 Educational Partners Advisory Committee meetings comprised of students, staff, site and district administrators, and parents/guardians. All sessions were well attended and conducted as scheduled.

~ Action 3.7: DELAC: SMUSD conducted 4 DELAC Meetings throughout the 2025/26 school year to best support and inform parents/guardians of English learners. Meetings were well attended and included parents/guardians of English learners, staff, and site and district administrators. All sessions were well attended and conducted as scheduled.

~ Action 3.8 Student Activities: Successful implementation of relevant student activities aimed at increasing engagement and student voice. Activities included an increased number of clubs, hangouts, cultural fairs, Arts Attack, Move-Up Day, etc at various school sites.

~ Action 3.9 Superintendent's Student Advisory Committee: Throughout the 2025/26 school year, the superintendent conducted 7 Superintendent Student Advisory Committee meetings comprised of high school students, staff, and high school and district administrators. All sessions were well attended, conducted as scheduled, and initiated for the purpose of increasing student voice and choice.

~ Action 3.10: Community Liaison: SMUSD continued to effectively employ a community liaison who provides year-round translation and interpretation services as needed to best elevate parent/guardian engagement and participation.

~ Action 3.11: Parent Guardian Engagement: SMUSD successfully led and enhanced site and district-level parent engagement opportunities aimed at promoting engagement and increasing parent/guardian voice in the decision-making processes. Opportunities included but were not limited to parent information nights, BTSN, Open House, Parent-Teacher Conferences, DELAC, LCAP, etc.

~ Action 3.12: Cyber Security Tools: Successful implementation of enhancing cyber security tools to promote internet safety through professional learning opportunities for district professionals, including but not limited to district PD day trainings facilitated by district and expert consultants, numerous conferences and webinars for school tech teacher leaders, and professional learning sessions facilitated by AI Task Force, Tech Academies, and district administrators.

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 3: Budgeted $1,184,337; Estimated Actual $1,313,496: No material difference.

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

Based on our analysis of metric outcomes, the implementation of actions showed significant levels of effectiveness in achieving Goal 3 as demonstrated by both qualitative and quantitative indicators:

~ Action 3.1: Attendance Letters: Successful administration of year-round, bimonthly, districtwide attendance letter distribution by individual school office faculty and district administration oversight to mitigate chronic absenteeism. This action contributed to the 97.21% overall attendance for the 2025/26 school year, representing a 0.65% increase over 2024/25.

~ Action 3.2: PBIS/RP: Effectively rolled out new teacher RP training cohort sessions and ongoing PBIS professional learning to site leadership to help strengthen and deepen the work of site-based PBIS and RP. The effectiveness of this action is underscored by Carver and Valentine, who earned Platinum status based on their work with PBIS.

~ Action 3.3: CalSCHLS Climate Survey: SMUSD administered the 2026 CalSCHLs Climate Survey to all 5th, 7th, 9th, and 11th graders, parents and staff as required. The effectiveness of this action is evidenced by an increase in overall participation rates from 2025 (780) to 2026 (979).

~ Action 3.4: Wellness Counselors: SMUSD's Wellness Center successfully expanded mental health services district-wide through additional counselors and interns to better serve student and staff needs. The effectiveness of this action is demonstrated by 11 MFT trainees (+1 from 2025) who service students, Gr. TK-12, districtwide.

~ Action 3.5: Mental Health Partnerships: SMUSD successfully maintains established mental health partnerships, including higher education institutions and services, through the China-Town Service Centers' newest facility.

~ Action 3.6 Educational Partners Advisory Committee: Throughout the 2025/26 school year, SMUSD conducted 4 Educational Partners Advisory Committee meetings comprised of students, staff, site and district administrators, and parents/guardians. All sessions were well attended and conducted as scheduled.

~ Action 3.7 & Action 3.10: DELAC: The additional support provided to English learner parents above and beyond scheduled DELAC Meetings was effective in supporting and informing parents/guardians of English learners and addressing identified performance gaps. Meetings were well attended and included parents/guardians of English learners, staff, site and district administrators, and SMUSD's Community Liaison, who continued to effectively provide additional year-round translation and interpretation services as needed to best elevate parent/guardian engagement and participation. All sessions were well attended and conducted as scheduled and were a factor in supporting EL academic growth, reclassification rates and positive language proficiency performance levels. These actions contributed to the sustainment of academic growth of EL students as evidenced by CAASPP ELA (43 pts above standard) Math (61.2 pts above standard) and the 2025 CA Dashboard EL Progress Indicator (63.3% Making progress toward proficiency).

~ Action 3.8 Student Activities: Successful implementation of relevant student activities aimed at increasing engagement and student voice. Activities included an increased number of clubs, hangouts, cultural fairs, Arts Attack, Move-Up Day, etc at various school sites.

~ Action 3.9 Superintendent's Student Advisory Committee: Throughout the 2025/26 school year, the superintendent conducted 7 (+3 from 2025) Superintendent Student Advisory Committee meetings comprised of high school students, staff, and high school and district administrators. All sessions were well attended, conducted as scheduled, and initiated for the purpose of increasing student voice and choice.

~ Action 3.11: Parent Guardian Engagement: SMUSD successfully led and enhanced site and district-level parent engagement opportunities aimed at promoting engagement and increasing parent/guardian voice in the decision-making processes. Climate survey responses indicate strong parent perceptions of being an active partner (90%), feeling welcomed (90%), and being treated with respect (94%) at their child's school, as measured by the 2025/26 CalSCHLs parent survey. Opportunities included but were not limited to parent information nights, BTSN, Open House, Parent-Teacher Conferences, etc.

~ Action 3.12: Cyber Security Tools: Successful implementation of enhancing cyber security tools to promote internet safety through professional learning opportunities for district professionals, including but not limited to SMUSD's AI Task Force, WSG Cyber Virtual Regional Training Workshops, and Tech Academies.

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

Action 13.3 was added for the 2026/27 SY to support the monitoring and implementation of programs and services for students designated as homeless or foster youth.

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	Attendance Letters	Implement 3, 6, 9 attendance letters informing students/parents of their pending chronic absenteeism and conduct School Attendance Review Team (SART) and School Attendance Review Board (SARB) meeting as needed to improve attendance.	$128,213.00	No
2	PBIS / RP	Continue implementation of Positive Behavior Intervention and Support (PBIS) and Restorative Practices (RP) to foster safe and collaborative learning environments, increase enrollment, and implement alternative means to suspension.	$44,453.00	No
3	CalSCHLS Climate Survey	Administer districtwide, social-emotional surveys and programs including CalSCHLS to students (CHKS), staff (CSSS), and parents (CSPS) to assess and address students' social-emotional well-being and school connectedness.	$54,631.00	No
4	Wellness Counselors / Interns	Maintain a SMUSD Wellness Counselor and MFT interns to to expand social emotional and mental health and wellness supports, services, and resources to students, staff and parents/guardians.	$275,696.00	No
5	Mental Health Partnerships	Expand partnerships with local universities and community partners to increase the number of	$0.00	No

		mental health interns to expand mental health services and social-emotional learning programs/curriculum beyond grades 9-12.		
6	Educational Partners Advisory Committees	Conduct SSC, and LCAP meetings to provide input and recommendations for approval of the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP).	$89,426.00	No
7	Additional Support for English Learner Parents/Guardians Through District English Learner Advisory Committee (DELAC)	Conduct District English Learner Advisory Committee (DELAC) meetings to provide input on English learner programs and services, approval of the School Plan for Student Achievement (SPSA), distribute relevant materials and resources to engage and involve parents of English learners to extend learning beyond the bell and promote language proficiency and reclassification. This action focuses on addressing the unique needs of English learner parents and examining identified gaps in EL students performance.	$26,839.00	Yes
8	Student Activities	Implement school-based programs and opportunities including (WEB, Link Crew, Safe School Ambassadors, BTSN, OH, culture week, student clubs, athletics, hangouts, peer mentoring, etc) to increase engagement, participation, and school connectedness.	$391,257.00	No
9	Superintendent's Student Advisory Panel	Facilitate a superintendent's student advisory panel to promote student engagement and connectedness.	$4,303.00	No
10	Community Liaison	Maintain a community liaison to provide and secure translation and interpretation services as needed to increase access to information and promote parent/guardian engagement and participation.	$149,721.00	Yes
11	Parent/Guardian Engagement	Conduct and increase PTA, Parent-Teacher Conferences, BTSN, Open House, Parent Education Nights, and various other parent/guardian information/training sessions and activities to promote and increase engagement and participation in site-based and district-based activities.	$98,889.00	No
12	Cyber Security Tools	Enhance internet safety 24/7 through implementation of internet safety programs including but not limited to GoGuardian cyber security tool.	$83,630.00	No
13	CWA Designee	Employ a child welfare and attendance designee to oversee FY and HL student programs and services	$16,133.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,584,654.00	$0.00

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
4.02%	0.09%	$33,397.82	4.11%

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 #(s)	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
Goal #1 Action #7	SMUSD is committed to exemplary teaching and learning for English learners specifically as English learners learn a new language and expected to learn new content/grade level standards. This can be a challenging task, given potential language barriers and limited access to effective research-based English learner instructional strategies successful to promoting language acquisition.	Effective research-based instructional strategies and support are crucial to the achievement of English learners' growth and progress and directly address the unique instructional needs of English learners. This action is implemented on a districtwide basis to equip all teachers and instructional staff with the necessary training and tools needed to promote language development and standards mastery for all English learners across all content areas. This will be done through professional development and training opportunities aimed at designated and integrated ELD instruction and research-based ELD instructional practices will be provided to all teachers. Through professional learning, teachers will best be able to identify and address these unique language needs and provide support and strategies to demonstrate and achieve standards mastery.	The effectiveness of this action will be measured via teacher input and feedback, student performance data including but not limited to formative assessments (i-Ready, unit tests, etc), academic grades/marks, ELPAC and CAASPP performance data appropriate, and reclassification rates.
Goal #1 Action #14	Research and local SMUSD data analysis demonstrate that there is a noticeable gap in the academic performance of EL students compared to their native English-speaking peers. State and local assessments reflect gaps in performance. Data from the CA School Dashboard for English learners also show gaps in school attendance when compared to non-English learners. SMUSD has identified the need to employ an intervention teacher at the elementary and secondary level to support student growth in core academic areas through interventions and supplemental learning opportunities in effort to elevate overall performance levels.	The employment of intervention teachers will directly address gaps in achievement for unduplicated student groups by providing the necessary ongoing, focused academic support and resources including but not limited to targeted, data-driven small group support and intervention. This action is provided on a districtwide basis to provide students across all grade levels opportunities for additional academic, behavioral, and social-emotional support instrumental in supporting improvements in English learner performance.	This action will be measured via student performance data including but not limited to intervention records/data, formative assessments (i-Ready, NWEA, unit tests, etc), academic grades/marks, ELPAC and CAASPP performance data appropriate, and reclassification rates.

Goal #1 Action #15	SMUSD is committed to educating the whole child. Research and SMUSD data analysis suggests that healthy students experience higher levels of engagement and success academically and socially emotionally. Students having experienced marginalized learning opportunities due to language barriers, lack of resources, or inconsistent family experiences often require additional support and services to assist them adjust socially and emotionally as well excel academically. Data from various anecdotal and formative assessments have demonstrated a need to provide additional support to low income, foster youth and English learners to ensure academic and social equity.	An elementary school counselor would help provide students access to increased support and services. An elementary counselor would provide such additional support and services needed early in students' educational careers to best establish healthy learning experiences that promote the academic and social-emotional well-being of English learners and low-income students throughout each year. This action is being provided on an LEA-wide basis with priority given to unduplicated students; however, students needing additional support are also served as services are available.	The effectiveness of this action will be measured through student wellness center referrals and academic and behavioral records including but not limited to students' grades/marks, formative assessment data (i-Ready, unit tests, etc), and state assessments as appropriate.
Goal #3 Action # 13	SMUSD is committed to supporting foster and homeless students by ensuring immediate enrollment, maintaining school stability, and providing barrier-free access to education under federal laws like the McKinney-Vento Act. Research supports that to effectively support students designated as foster youth, a responsible designee needs core competencies in data tracking, legal compliance, and communication, including accurate record-management, knowledge of compulsory education laws, and strong interpersonal skills. A designated child welfare designee with the appropriate training will best be positioned to support students.	Providing a CWA designee responsible for ensuring compliance with Federal legislation will further strengthen and support the district's commitment to providing related services and programs that are effectively monitored. This action is being provided on an LEA-wide basis with priority given to unduplicated students; however, students needing additional support are also served as services are available.	The effectiveness of this action will be measured through program participation, academic and behavioral records, including but not limited to students' grades/marks, formative and state assessment data (i-Ready, unit tests, etc), and student attendance rates.

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal #1 Action #9	As learners of a new language, EL students often struggle with challenges associated with learning the English language while also working to master content standards. Research shows that English learners significantly benefit from increased standards-based instructional opportunities and language rich academic programs and services to help them continue to acquire language and achieve standards mastery. SMUSD recognizes the need to provide summer school opportunities for English learners aimed at increasing academic language acquisition to maintain a continuity of learning year-long to provide additional opportunities for learners of English to practice oral, written, listening and speaking skills.	Implementation of summer school programs for English learners performing below grade level directly address the unique and diverse academic and language needs of English learners and provide supplemental opportunities intentionally designed to promote performance in the 4 domains of language development (listening, speaking, reading, and writing) to best elevate language acquisition, academic performance levels, and mastery of standards.	The effectiveness of this action will be measured via summer school completion rates, pre & post assessments, academic grades and ultimately, reclassification rates.
Goal #1 Action #12	Research demonstrates that there is a noticeable gap in the academic performance of EL students compared to their native English-speaking peers. This gap is often particularly evident in formative and summative test scores, classroom participation, and overall engagement in school activities. SMUSD has observed a slight increase in the number of English learner (EL) students over the past few years, often with minimal English proficiency. As such, the need to maintain English learner paraprofessionals who provide instruction language support to complement that work that is being done to narrow this gap is vital to the success of English learners.	Maintaining English learner paraprofessionals will directly address the academic and social-emotional needs of our EL students by helping to close identified achievement gaps and foster a more equitable learning environment through practice and instruction in English language skills, both within the classroom and in dedicated small group sessions, individualized assistance and the reinforcement of teacher provided lessons.	This action will be measured via teacher input, student performance data including but not limited to formative assessments (i-Ready, unit tests, etc), academic grades/marks, ELPAC and CAASPP performance data appropriate, and reclassification rates.

Goal #1 Action #16	The academic, social, emotional, and physical well-being of all English learner students, particularly those who may need additional support due to language and cultural barriers. SMUSD recognizes that often students learning a second language in tandem with learning the state standards experience different and often increased challenges associated with student achievement. Based on local and state assessment data, SMUSD recognized the need to retain an EL Teacher on Special Assignment to coordinate and implement additional programs and services aimed at increasing English language acquisition, academic achievement and overall success throughout their SMUSD educational career.	Retention of a District English Learner (EL) Teacher on Special Assignment (TOSA) will effectively address the unique academic needs of English learners by providing appropriate additional, research-based support and resources to English learners to best support and promote student performance levels and reclassification. A District TOSA directly supports the unique academic, social, and emotional needs of English learners by providing additional support and professional learning opportunities for staff.	The effectiveness of this action will be measured through anecdotal and formal academic and behavioral records including but not limited to grades/marks, formative assessment data (i-Ready, NWEA, unit tests, etc), state assessments as appropriate, and reclassification data.
Goal #3 Action #7	SMUSD is committed to increasing and enhancing parent participation and engagement in school and district activities and events and in decision-making processes. As such, SMUSD recognizes that parents of English learner students, particularly, often demonstrate lower levels of participation and engagement when compared to parents of non-English learners due to a variety of factors, including language and cultural barriers. In addition to traditional DELAC meetings, SMUSD recognizes the continued need to also provide additional support, information and resources aimed at addressing English learners' unique learning needs, accessing information and seizing opportunities on English learner programs, services, and access to district and school information. Through these additional supports parents/guardians can be better prepared to be involved, participate, and understand and support their child's success.	This action provides additional opportunities for English learner parents/guardians to learn and engage in important information regarding EL programs and services and support student success beyond the school day. These additional supports in tandem with DELAC meetings, directly address the District's commitment to engaging all parents and offer a platform for English learner parents to gain valuable access to school and district information and opportunities to engage in the decision-making process for English learner programs and activities. A District community liaison provides interpretation and translation for all meetings to increase English learner parent/guardian participation and understanding.	The effectiveness of this action will be measured via meeting attendance and participation rates, and the annual California Schools Parent Survey (CSPS) and English learner Parent Needs Assessment Survey, DELAC meeting participation, and students' academic performance indicators including but not limited to ELPAC, iReady, NWEA, and CAASPP.
Goal #3 Action #10	Research and local EL Needs Assessment data analysis support that parent engagement and involvement increase student achievement. SMUSD, a language-rich community with the major language being Mandarin, identifies the need to maintain a community liaison to further increase parent/guardian access to information, participation, and gather input from Mandarin-speaking families to best promote student success.	Maintaining a Mandarin-speaking community liaison directly addresses the need for equitable access to information, engagement, and involvement by Mandarin-only speaking parents/guardians of English learners. The community liaison engages parents of English learners to extend learning supports and resources beyond the school day that best support the unique needs of English learners, to increase parent and student involvement and engagement in school and district programs, events, and activities to further promote student success.	The effectiveness of this action will be measured via student performance growth as measured by the ELPAC, participation rates in anecdotal observation and documentation, the annual California Schools Parent Survey (CSPS) and the English learner Parent Needs Assessment Survey.

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.

Not applicable

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.

San Marino Unified does not receive Concentration Grant Funds.

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	San Marino Unified does not receive Concentration Grant Funds	San Marino Unified does not receive Concentration Grant Funds
Staff-to-student ratio of certificated staff providing direct services to students	San Marino Unified does not receive Concentration Grant Funds	San Marino Unified does not receive Concentration Grant Funds

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$39,443,576.00	$1,584,654.00	4.02%	0.09%	4.11%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$18,665,191.00	$1,708,884.00	$12,160,949.00	$627,361.00	$33,162,385.00	$31,582,205.00	$1,580,180.00

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	Extended School Year	Student with Disabilities (SWD)	No				Summer	$156,732	$0	$0	$0	$156,732	$0	$156,732	0.00%
1	2	Substitutes	All	No				Year-long	$27,518	$0	$27,518	$0	$0	$0	$27,518	0.00%
1	3	AP/Honors Courses	All	No				Year-long	$2,524,665	$0	$1,269,220	$0	$1,255,445	$0	$2,524,665	0.00%
1	4	CTE / Academic Pathways	All	No				Year-long	$437,884	$0	$437,884	$0	$0	$0	$437,884	0.00%
1	5	Dual Enrollment Courses	All	No				Year-long	$68,584	$0	$68,584	$0	$0	$0	$68,584	0.00%
1	6	Higher Educational Institution Partnerships	All	No				Year-long	$46,524	$0	$46,524	$0	$0	$0	$46,524	0.00%
1	7	English Learner Professional Learning	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Year-long	$2,553	$0	$2,553	$0	$0	$0	$2,553	0.00%
1	8	Diagnostic Assessments	All	No				Year-long	$0	$224,859	$0	$224,859	$0	$0	$224,859	0.00%
1	9	EL Summer School	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Year-long	$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%
1	10	Professional Development	All	No				Year-long	$0	$25,000	$0	$25,000	$0	$0	$25,000	0.00%
1	11	Academic Tutoring	All	No				Year-long	$40,065	$101,827	$0	$66,892	$0	$75,000	$141,892	0.00%

1	12	English Learner Teachers and Paraprofessionals	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Year-long	$279,006	$5,000	$284,006	$0	$0	$0	$284,006	0.00%
1	13	Curriculum Adoption	All	No				Year-long	$3,058	$400,000	$3,058	$400,000	$0	$0	$403,058	0.00%
1	14	Intervention Teachers	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Year-long	$108,154	$5,000	$113,154	$0	$0	$0	$113,154	0.00%
1	15	School Counselors	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income	All Schools	Annually	$794,698	$0	$794,698	$0	$0	$0	$794,698	0.00%
1	16	EL Teacher on Special Assignment	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Annually	$288,358	$0	$288,358	$0	$0	$0	$288,358	0.00%
1	17	Technology: 1:1 student to device ratio	All	No				Year-long	$0	$475,000	$0	$475,000	$0	$0	$475,000	0.00%
1	18	Instructional Assistants	All	No				Year-long	$3,469,180	$0	$806,660	$66,091	$2,128,371	$468,058	$3,469,180	0.00%
2	1	Beginning Teacher Support and Assessment (BTSA) Induction Program	All	No				Year-long	$53,479	$40,000	$14,092	$40,000	$0	$39,387	$93,479	0.00%
2	2	Standards-Aligned Instructional Materials	All	No				Annually	$119,544	$179,355	$119,544	$179,355	$0	$0	$298,899	0.00%
2	3	Campus Supervision	All	No				Year-long	$303,195	$0	$233,069	$0	$70,126	$0	$303,195	0.00%
2	4	Health Aide / District Nurse	All	No				Year-long	$440,720	$0	$440,720	$0	$0	$0	$440,720	0.00%
2	5	Highly Qualified and Appropriately Assigned Teachers	All	No				Year-long	$20,611,174	$0	$11,933,351	$127,548	$8,550,275	$0	$20,611,174	0.00%
2	6	CalSCHLS Climate Survey	All	No				Annually	$54,631	$0	$54,631	$0	$0	$0	$54,631	0.00%
2	7	Teacher on Special Assignment	All	No				Year-long	$184,618	$0	$184,618	$0	$0	$0	$184,618	0.00%
2	8	Professional Learning Days	All	No				Annually	$308,813	$0	$308,813	$0	$0	$0	$308,813	0.00%
2	9	Instructional Technology Professional Development	All	No				Year-long	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
3	1	Attendance Letters	All	No				Year-long	$128,213	$0	$128,213	$0	$0	$0	$128,213	0.00%
3	2	PBIS / RP	All	No				Year-long	$0	$44,453	$0	$44,453	$0	$0	$44,453	0.00%
3	3	CalSCHLS Climate Survey	All	No				Annually	$54,631	$0	$54,631	$0	$0	$0	$54,631	0.00%
3	4	Wellness Counselors / Interns	All	No				Year-long	$275,696	$0	$275,696	$0	$0	$0	$275,696	0.00%
3	5	Mental Health Partnerships	All	No				Year-long	$0	$0	$0	$0	$0	$0	$0	0.00%
3	6	Educational Partners Advisory Committees	All	No				Year-long	$89,426	$0	$89,426	$0	$0	$0	$89,426	0.00%

3	7	Additional Support for English Learner Parents/Guardians Through District English Learner Advisory Committee (DELAC)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Annually	$16,839	$10,000	$26,839	$0	$0	$0	$26,839	0.00%
3	8	Student Activities	All	No				Year-long	$391,257	$0	$391,257	$0	$0	$0	$391,257	0.00%
3	9	Superintendent's Student Advisory Panel	All	No				Year-long	$4,303	$0	$4,303	$0	$0	$0	$4,303	0.00%
3	10	Community Liaison	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Year-long	$149,721	$0	$104,805	$0	$0	$44,916	$149,721	0.00%
3	11	Parent/Guardian Engagement	All	No				Annually	$98,889	$0	$98,889	$0	$0	$0	$98,889	0.00%
3	12	Cyber Security Tools	All	No				Year-long	$23,944	$59,686	$23,944	$59,686	$0	$0	$83,630	0.00%
3	13	CWA Designee	Foster Youth, Homeless, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Year-long	$16,133	$0	$16,133	$0	$0	$0	$16,133	0.00%

2026-2027 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
$39,443,576.00	$1,584,654.00	4.02%	0.09%	4.11%	$1,640,546.00	0.00%	4.16%	**Total:**	$1,640,546.00
								LEA-wide Total:	$131,840.00
								Limited Total:	$714,008.00
								Schoolwide Total:	$794,698.00

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	7	English Learner Professional Learning	Yes	LEA-wide	English learner (EL)	All Schools	$2,553.00	0.00%
1	9	EL Summer School	Yes	Limited	English learner (EL)	All Schools	$10,000.00	0.00%
1	12	English Learner Teachers and Paraprofessionals	Yes	Limited	English learner (EL)	All Schools	$284,006.00	0.00%
1	14	Intervention Teachers	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$113,154.00	0.00%
1	15	School Counselors	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$794,698.00	0.00%
1	16	EL Teacher on Special Assignment	Yes	Limited	English learner (EL)	All Schools	$288,358.00	0.00%
3	7	Additional Support for English Learner Parents/Guardians Through District English Learner Advisory Committee (DELAC)	Yes	Limited	English learner (EL)	All Schools	$26,839.00	0.00%
3	10	Community Liaison	Yes	Limited	English learner (EL)	All Schools	$104,805.00	0.00%
3	13	CWA Designee	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$16,133.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$28,608,421.00	$30,929,263.00

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	Extended School Year	No	$130,863.00	$153,462.00
1	2	Substitutes	No	$21,368.00	$26,749.00
1	3	AP/Honors Courses	No	$2,109,855.00	$2,677,699.00

1	4	CTE / Academic Pathways	No	$347,296.00	$410,294.00
1	5	Dual Enrollment Courses	No	$39,680.00	$42,112.00
1	6	Higher Educational Institution Partnerships	No	$43,601.00	$46,212.00
1	7	English Learner Professional Learning	Yes	$817.00	$2,762.00
1	8	Diagnostic Assessments	No	$41,000.00	$26,459.00
1	9	EL Summer School	Yes	$12,105.00	$0.00
1	10	Professional Development	No	$0.00	$74,962.00
1	11	Academic Tutoring	No	$103,420.00	$182,769.00
1	12	English Learner Teachers and Paraprofessionals	Yes	$164,730.00	$280,786.00
1	13	Curriculum Adoption	No	$504,884.00	$499,630.00
1	14	Intervention Teachers	Yes	$275,828.00	$113,974.00
1	15	School Counselors	Yes	$601,823.00	$654,110.00
1	16	EL Teacher on Special Assignment	Yes	$165,448.00	$264,856.00
1	17	Technology: 1:1 student to device ratio	No	$475,000.00	$366,031.00
1	18	Instructional Assistants	No	$3,053,156.00	$3,147,989.00
2	1	Beginning Teacher Support and Assessment (BTSA) Induction Program	No	$83,718.00	$93,066.00
2	2	Standards-Aligned Instructional Materials	No	$260,134.00	$321,766.00
2	3	Campus Supervision	No	$291,896.00	$284,820.00
2	4	Health Aide / District Nurse	No	$402,114.00	$413,200.00
2	5	Highly Qualified and Appropriately Assigned Teachers	No	$17,805,318.00	$19,048,810.00
2	6	CalSCHLS Climate Survey	No	$47,860.00	$50,671.00
2	7	Teacher on Special Assignment	No	$165,127.00	$173,688.00
2	8	Professional Learning Days	No	$267,043.00	$262,201.00
2	9	Instructional Technology Professional Development	No	$10,000.00	$12,041.00
3	1	Attendance Letters	No	$112,892.00	$119,034.00

3	2	PBIS / RP	No	$10,000.00	$44,453.00
3	3	CalSCHLS Climate Survey	No	$47,860.00	$50,671.00
3	4	Wellness Counselors / Interns	No	$305,368.00	$321,383.00
3	5	Mental Health Partnerships	No	$0.00	$0.00
3	6	Educational Partners Advisory Committees	No	$79,788.00	$84,216.00
3	7	Additional Support for English Learner Parents/Guardians Through District English Learner Advisory Committee (DELAC)	Yes	$40,367.00	$16,627.00
3	8	Student Activities	No	$315,202.00	$349,491.00
3	9	Superintendent's Student Advisory Panel	No	$3,922.00	$4,100.00
3	10	Community Liaison	Yes	$155,047.00	$136,050.00
3	11	Parent/Guardian Engagement	No	$68,575.00	$91,335.00
3	12	Cyber Security Tools	No	$45,316.00	$80,784.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$1,461,966.00	$1,377,151.00	$1,428,350.00	($51,199.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	7	English Learner Professional Learning	Yes	$817.00	$2,762.00	0.00%	0.00%
1	9	EL Summer School	Yes	$12,105.00	$0.00	0.00%	0.00%
1	12	English Learner Teachers and Paraprofessionals	Yes	$164,730.00	$280,786.00	0.00%	0.00%
1	14	Intervention Teachers	Yes	$275,828.00	$113,974.00	0.00%	0.00%
1	15	School Counselors	Yes	$601,823.00	$654,110.00	0.00%	0.00%
1	16	EL Teacher on Special Assignment	Yes	$165,448.00	$264,856.00	0.00%	0.00%
3	7	Additional Support for English Learner Parents/Guardians Through District English Learner Advisory Committee (DELAC)	Yes	$40,367.00	$16,627.00	0.00%	0.00%
3	10	Community Liaison	Yes	$116,033.00	$95,235.00	0.00%	0.00%

2025-2026 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)
$37,108,694.00	$1,461,966.00	0.00%	3.94%	$1,428,350.00	0.00%	3.85%	$33,397.82	0.09%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$75,000.00	$39,387.00	$44,916.00	$0.00	$0.00	$468,058.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Extended School Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$156,732.00
1	2	Substitutes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$27,518.00
1	3	AP/Honors Courses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,524,665.00
1	4	CTE / Academic Pathways	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$437,884.00
1	5	Dual Enrollment Courses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$68,584.00
1	6	Higher Educational Institution Partnerships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,524.00
1	7	English Learner Professional Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,553.00
1	8	Diagnostic Assessments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$224,859.00

1	9	EL Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
1	10	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
1	11	Academic Tutoring	$75,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$141,892.00
1	12	English Learner Teachers and Paraprofessionals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$284,006.00
1	13	Curriculum Adoption	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$403,058.00
1	14	Intervention Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$113,154.00
1	15	School Counselors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$794,698.00
1	16	EL Teacher on Special Assignment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$288,358.00
1	17	Technology: 1:1 student to device ratio	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$475,000.00
1	18	Instructional Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$468,058.00	$3,469,180.00
2	1	Beginning Teacher Support and Assessment (BTSA) Induction Program	$0.00	$39,387.00	$0.00	$0.00	$0.00	$0.00	$93,479.00
2	2	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$298,899.00
2	3	Campus Supervision	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$303,195.00
2	4	Health Aide / District Nurse	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$440,720.00
2	5	Highly Qualified and Appropriately Assigned Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,611,174.00
2	6	CalSCHLS Climate Survey	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$54,631.00
2	7	Teacher on Special Assignment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$184,618.00
2	8	Professional Learning Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$308,813.00
2	9	Instructional Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

		Professional Development							
3	1	Attendance Letters	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$128,213.00
3	2	PBIS / RP	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$44,453.00
3	3	CalSCHLS Climate Survey	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$54,631.00
3	4	Wellness Counselors / Interns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$275,696.00
3	5	Mental Health Partnerships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	6	Educational Partners Advisory Committees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$89,426.00
3	7	Additional Support for English Learner Parents/Guardians Through District English Learner Advisory Committee (DELAC)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$26,839.00
3	8	Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$391,257.00
3	9	Superintendent's Student Advisory Panel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,303.00
3	10	Community Liaison	$0.00	$0.00	$44,916.00	$0.00	$0.00	$0.00	$149,721.00
3	11	Parent/Guardian Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$98,889.00
3	12	Cyber Security Tools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$83,630.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).