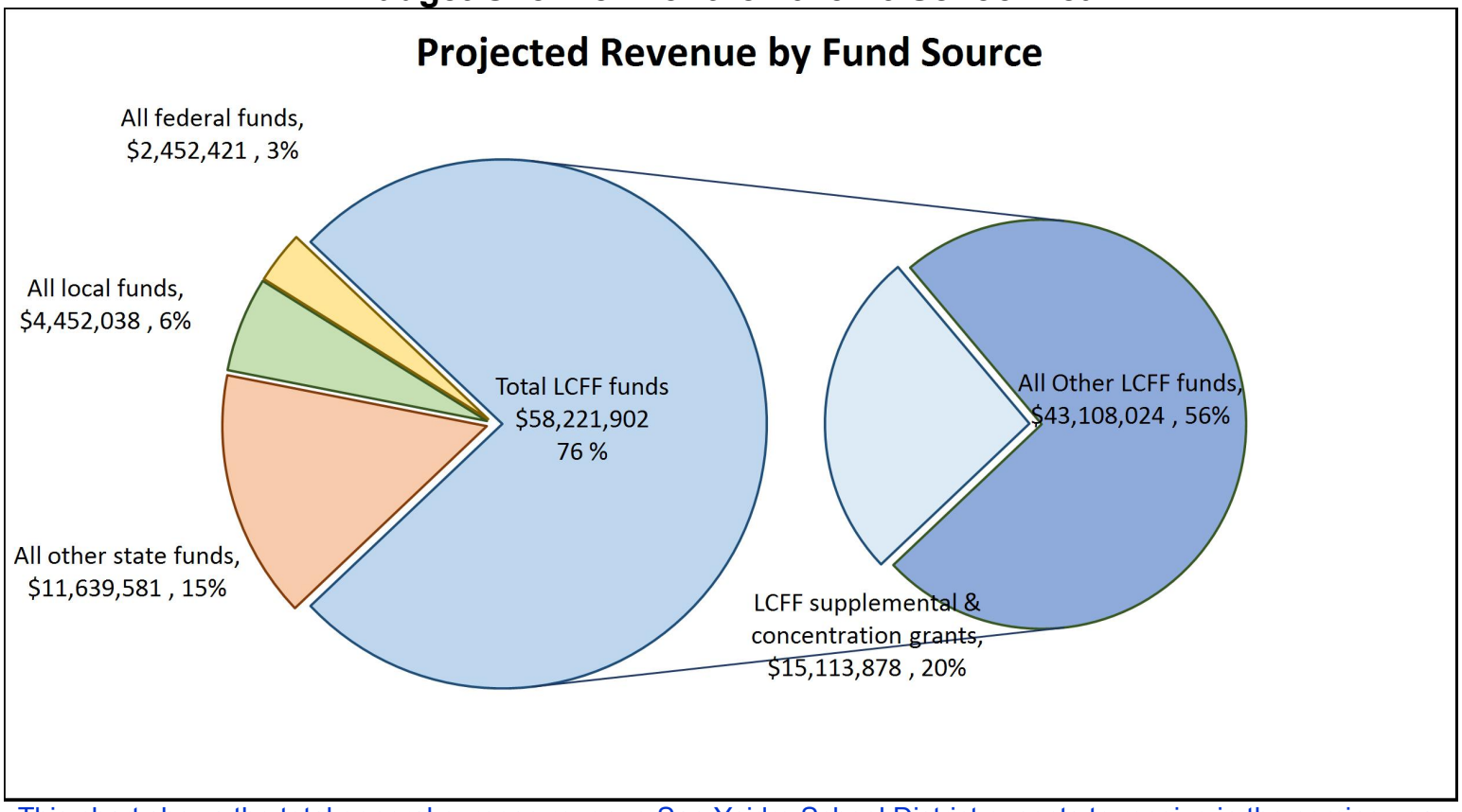
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Ysidro School District
CDS Code: 37683790000000
School Year: 2025-26
LEA contact information:
Maria C. Rodriguez
Coordinator of Federal and State Programs and Language Acquisition
maria.rodriguez@sysdschools.org
619-428-4476

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

Budget Overview for the 2025-26 School Year

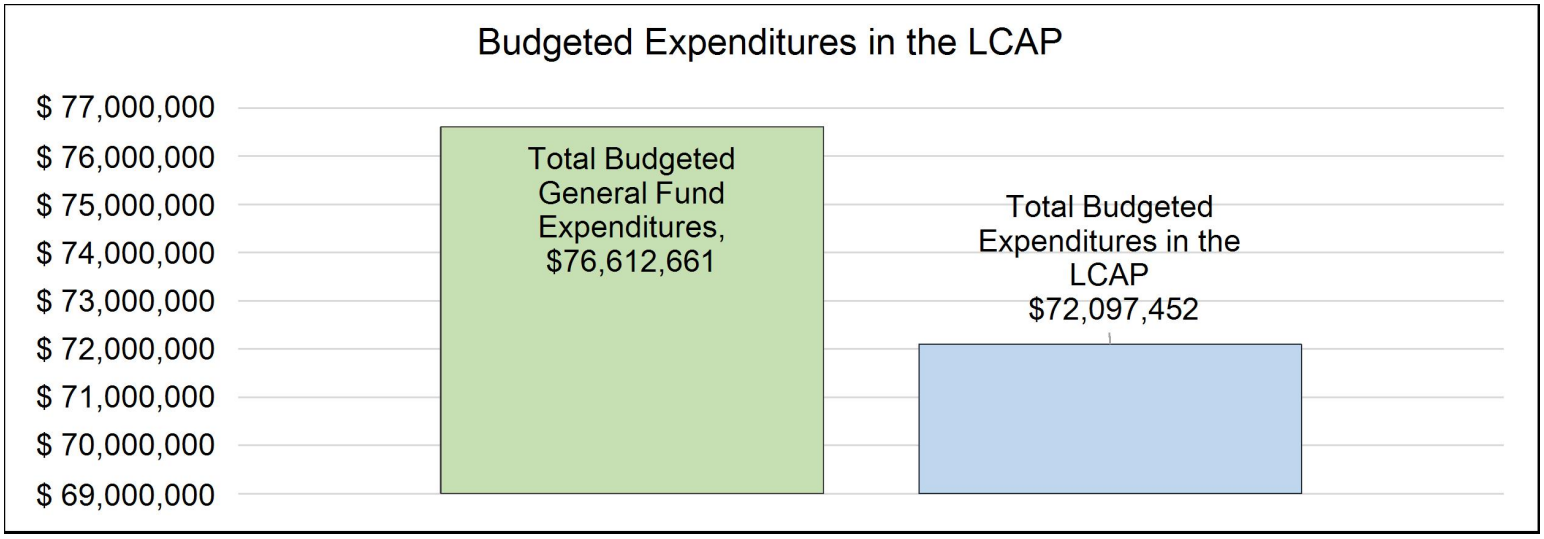


This chart shows the total general purpose revenue San Ysidro School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ysidro School District is $76,765,942, of which $58,221,902 is Local Control Funding Formula (LCFF), $11,639,581 is other state funds, $4,452,038 is local funds, and $2,452,421 is federal funds. Of the $58,221,902 in LCFF Funds, $15,113,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Ysidro School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Ysidro School District plans to spend $76,612,661 for the 2025-26 school year. Of that amount, $72,097,452 is tied to actions/services in the LCAP and $4,515,209 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

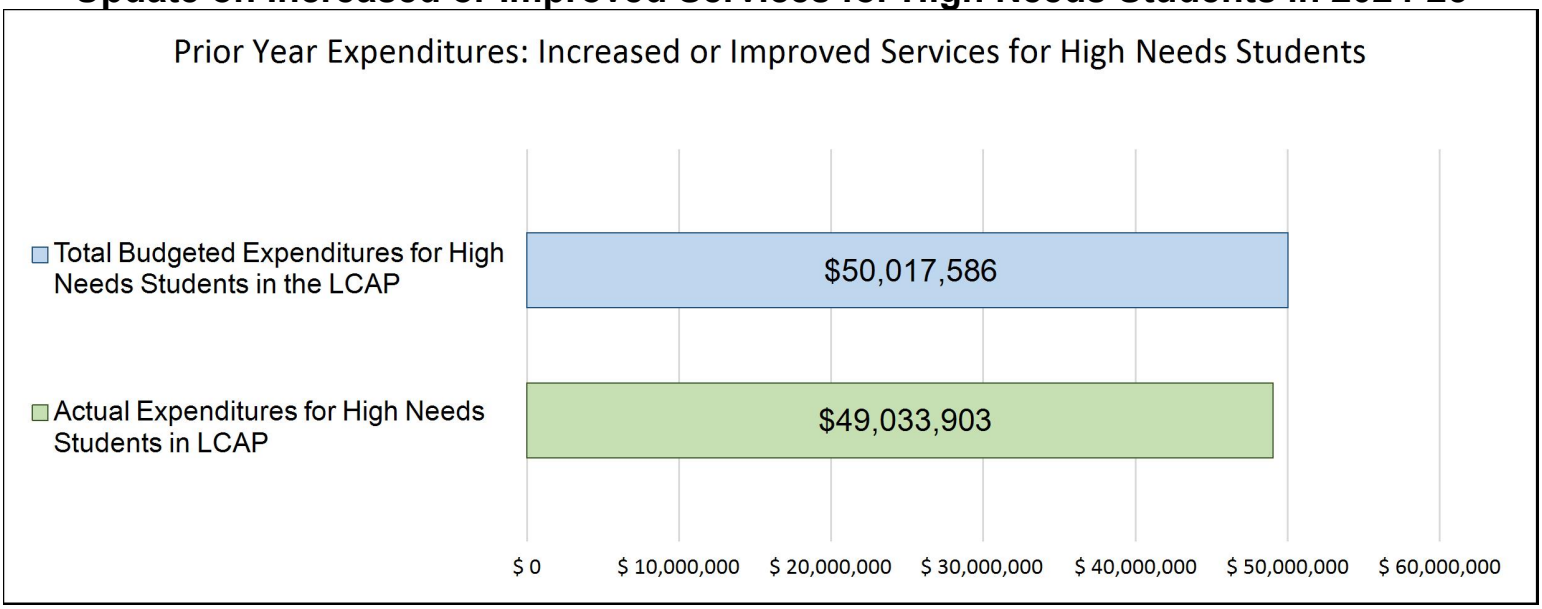
State's On-Behalf STRS Contributions = $3 million
Utilities Budget = $1.5 million

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

In 2025-26, San Ysidro School District is projecting it will receive $15,113,878 based on the enrollment of foster youth, English learner, and low-income students. San Ysidro School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ysidro School District plans to spend $50,456,833 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, San Ysidro School District's LCAP budgeted $50,017,586 for planned actions to increase or improve services for high needs students. San Ysidro School District actually spent $49,033,903 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $983,683 had the following impact on San Ysidro School District’s ability to increase or improve services for high needs students:

Although there is a difference between budgeted and estimated actuals, increase or improve services were still provided to high needs students. Under goal/action #2.6, the budgeted amount is for a three year plan instead of a one year plan. The estimated actual expenditures is for fiscal year 2024-25 only.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ysidro School District	Maria C. Rodriguez Coordinator of Federal and State Programs and Language Acquisition	maria.rodriguez@sysdschools.org 619-428-4476

Plan Summary [2025-26]

General Information

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

The community of San Ysidro is situated adjacent to the U.S.-Mexico border, a binational region. The district comprises five elementary schools, offering Kindergarten through 6th grade, and two middle schools serving students in grades 7 and 8. Additionally, the school district runs a preschool program through our Child Development Center (CDC). Transitional and pre-Kindergarten are offered within the district at selected school sites. Our district serves over 30 other languages and dialects. Spanish is the dominant primary language of our families. There are 4,205 students enrolled in the San Ysidro School District (SYSD). Of these students, nearly 24% are identified as lacking stable housing according to the McKinney-Vento guidelines, 75% are designated as socioeconomically disadvantaged, and 57% are English Learners. We also serve a higher-than-average percentage of students with disabilities, as 20% of our student population qualifies for Special Education services.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- Sunset Elementary has Homeless in Red.
- San Ysidro Middle School has Homeless in Red.
- Willow has English Learners, Hispanic, Socioeconomically Disadvantaged, and Homeless in Red.

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

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

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

Smythe qualified for Additional Targeted Support and Improvement (ATSI) because it is low-performing in Chronic Absenteeism in Red,

Suspension Rate, English Learner Progress, and English Language Arts in Orange. In the area of Chronic Absenteeism, English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged, and students with disabilities are in Red. In English Language Arts, English Learners, Homeless, and Socioeconomically Disadvantaged are in Red. In Suspension Rate, Homeless is in Red.

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

Our Highlights and Celebrations:

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

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

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

At La Mirada for ELA:

- Homeless and Students with Disabilities improved three levels, from Red to Orange
- English Learners, Hispanic, and Socioeconomically Disadvantaged students moved two levels, from Red to Yellow

Incredible progress in literacy across student groups!

Math Achievement Highlights:

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

Great gains!

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

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

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

Amazing work, La Mirada!

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

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

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

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

Areas we need to improve on:

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

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

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

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

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

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

- Smythe Homeless and Students with Disabilities
- Vista Del Mar Middle School Long-Term English Learners

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

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

*All LREBG funds received to date have been used.

Reflections: Technical Assistance

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

The San Ysidro School District is eligible for Technical Assistance/Differentiated Assistance, as outlined in EC Sections 47607.3, 52071.5, 52072, or 52072.5, and work is underway as part of receiving this assistance.

In LCFF State Priorities 4, 5, and 6 — Student Achievement, School Climate (Suspension Rate), and Student Engagement (Chronic Absenteeism).

Student Groups in the Red for the San Ysidro School District:

- All students, English Learners, and Long-Term English Learners for English Learner Progress (Differentiated Assistance-Priority 4)
- Foster Youth for School Climate and Pupil Engagement (Suspension Rate and Chronic Absenteeism -Differentiated Assistance-Priority 6)
- Long-Term English Learners for ELA, Math, and School Climate (Suspension Rate-Priority 4 & Priority 6)
- Homeless Youth for ELA and Math (Priority 4)
- Students with Disabilities ELA (Priority 4)

The work is underway, and our team members are:

- Manuel Bojorquez - Asst Superintendent of Educational Leadership and Pupil Services
- Luis Ramos - Director of Educational Services
- Oscar Madera - Director of Special Education
- Maria C. Rodriguez - Coordinator of Federal and State Programs & Language Acquisition
- Denise Villezcas - Student Services Coordinator
- Veronica Medina - Coordinator of Pupil Services
- Mairen Ruiz - Principal of San Ysidro Middle School

- SDCOE - Sandra Cephas - DA support
- SELPA - Diana Lynn, Barby Castro, and Jennifer Gorospe Tull

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

Satellite data revealed that both San Ysidro Middle School and Vista Del Mar Middle School have a high percentage of Long-Term English Learners. The team has decided to work with both middle schools to implement a series of empathy interviews with some of these students. The team has invited elementary school principals to participate in these interviews so they can share some of their findings with the elementary schools.

Map data indicate that Students with Disabilities consistently score very high in kindergarten through 2nd grade on the LEA-created shared assessments. We continue to see our Students with Disabilities doing well not only on LEA-created assessments but also in CAASPP Math. We also revealed that English Learners score high on the LEA-created Math assessments.

Street data revealed that middle school students often lack a sense of belonging, which can lead to chronic absenteeism. Students stated that they wish they had a better relationship with their teachers and want them to know that they have a lot going on outside of school. Students also stated that more adult supervision is needed in the playground or lunch area and that everyone clearly understands the rules to help them feel safe.

The team has identified the root cause of the data analysis discrepancy, which is a focus on Tier 1 instruction and student engagement. We acknowledge this issue and are actively pursuing professional development to strengthen our Tier 1 instruction districtwide. We are also working on developing a district-wide system for Positive Behavior Intervention Support (PBIS), demonstrating our unwavering commitment to enhancing the educational environment for all students in the San Ysidro School District.

Goal 2, Action 2.1 - Provide professional development for all educators on inclusive learning environments for all students. We will focus on promoting inclusion and best practices to enhance high student engagement. The root cause findings revealed a disconnect between adult and student perceptions of relationships, what inclusion looks and sounds like, and why students feel unsafe. This will support our aim to reduce chronic absenteeism, especially for our Students with Disabilities, Homeless, English Learners, and Unduplicated.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Management	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 2/5/2025
DELAC – District English Learner Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 3/19/2025
DPAC – District Parent Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date: 4/19/2025
DBAC – District Budget Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 4/24/2025
SYEA – Certificated Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. SYEA - 4/24/2025
CSEA – Classified Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. CSEA - 4/24/2025
Parent/Staff/Student Responses	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. QR code posters and Robocalls of presentation and survey links were sent and placed in the office and at the front of all schools. La Mirada - 2/25/2025-Coffee with the Principal, ELAC Meeting, student leaders, Staff - April 11, 2025 Sunset - 4/23/2025 - Coffee with the Principal Staff - 4/8/25 SYMS -4/24/2025 - School Site Council Meeting and students-staff - 4/11/25 OVH - 4/23/2025 - Coffee with the Principal and students

Educational Partner(s)	Process for Engagement
	staff 4/11/25 Willow - 3/12/2024 - School Site Council staff - 4/11/2025 Smythe - 3/14/2024 - School Site Council staff - 4/11/2025 Vista Del Mar 4/16/25 - Coffee with the Principal - Staff - 4/11/2025 The LCAP Parent and Staff Survey and Presentation went out district-wide on 3/10/2025
SELPA	A meeting with a presentation was held with our local SELPA, and a written survey was given for them to complete on April 19, 2025
Other School/District Personnel	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete on April 22, 2025
Public Hearing	June 5, 2025
Governing Board Approval	June 26, 2025

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

The San Ysidro School District prioritizes the engagement and feedback of our educational partners in creating the district plan. In preparation for drafting the LCAP goals, actions, and services for the new cycle 2024-2027 LCAP, the district conducted surveys to gather feedback from parents/guardians, students, staff, and management on student needs. These ongoing surveys were crucial in informing our Local Control Accountability Plan (LCAP) for the upcoming year. The feedback received from our educational partners, including parents, students, teachers, administrators, and school staff, provided valuable insights into the needs related to the five SYSD goals outlined in the LCAP.

The district engaged in a Differentiated Assistance (DA) workgroup focused on Long-Term English Learners and Foster Youth in collaboration with the San Diego County Office of Education (SDCOE) and SELPA. This workgroup evaluated data on Long-Term English Learners for all students, including Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Homeless, Two or More Races, and English Learners. This analysis supported the development of the LCAP by helping us identify and implement actions and services to better support these student group.

Through data analysis and feedback, the district identified key areas of need, leading to an emphasis on providing the following services: targeted interventions for students, additional support for English language development, enrichment programs (e.g., sports, STEM, arts, music), mental health supports, continued technology support, learning opportunities for parents/guardians to better support their children, and the sustained implementation of communication strategies and health and safety practices. The San Ysidro School District has

integrated this feedback into the supports and services prioritized in the creation of the LCAP. The next three goals were created for the 2024-2027 LCAP Cycle based on this information.

Goal 1 Student Achievement:
Caregivers have expressed the need for additional resources and support to enhance their children's academic performance. Teachers emphasize the importance of professional development opportunities to refine their instructional practices and the necessity of differentiated instruction to meet the diverse learning needs of students. Both parents and students have highlighted the need for improved English language acquisition programs and services, underscoring the importance of continuous professional development, such as EL Rise, which focuses on culturally responsive teaching practices.

Teachers also stressed the need for professional development centered on strategies to effectively support English language learners (ELLs). Administrators and school staff emphasized the importance of monitoring and assessing English language proficiency growth and providing appropriate interventions. Middle School teachers in particular emphasized support in Designated and Integrated ELD strategies across all subject matters. Additionally, many teachers have requested more training in Project GLAD and best practices.

We have analyzed data with an equity lens, identifying specific student groups that need to accelerate their learning to mitigate the achievement gap, aiming to provide true equity for all students. This goal includes actions and services directly influenced by educational partner input, such as focusing on a technology plan to ensure 100% digital access for all students and providing professional learning to enhance technology use. Moreover, we will embed interventions for students within the instructional day and offer expanded learning opportunities before and after school.

A significant emphasis from our educational partners has been on English language and academic language development. Supporting English learners to meet annual progress goals and achieve reclassification within five years is a priority. We will support this goal with actions and services that focus on language acquisition strategies for all learners, including Students with Disabilities, Homeless, Socioeconomically Disadvantaged, and Hispanic student groups.

Goal 2 School Culture, Climate, and Student Well-Being:
Parents, students, teachers, administrators, and school staff all emphasized the significance of fostering a positive and inclusive school climate. They highlighted the need for safe and supportive environments that promote respect, cultural sensitivity, and collaboration. Addressing issues related to bullying, harassment, and discrimination was particularly important to parents and students.

Teachers and administrators stressed the importance of implementing social-emotional learning programs, restorative practices, and community-building initiatives to enhance the overall school climate. Families actively engage in offering feedback to the district to build these initiatives. Despite ongoing efforts, all educational partners continue to express concern about chronic absenteeism and school culture.

Prioritizing students' social-emotional well-being is recognized as crucial by parents, students, teachers, administrators, and school staff. They emphasized the need for additional counseling services, mental health resources, and trauma-informed practices. Promoting mental health awareness and reducing stigma around seeking support were also key points highlighted by parents and students, with students actively participating in Mental Health Awareness Month.

Teachers and administrators stressed the need for professional development on social-emotional learning strategies and effective classroom management techniques. They welcome support from educational partners such as the "Screening to Care" initiative and actively engage with the universal screener mySAEBRS.

Goal 3 Parent Engagement:
Parents, caregivers, and school staff have expressed a strong desire for increased parent engagement opportunities. They highlighted the need to maintain effective communication channels, including regular updates, newsletters, and online platforms, to facilitate information sharing. Parents emphasized the importance of involving families in decision-making processes and providing opportunities for meaningful participation in school activities. Parents and caregivers also suggested hosting meetings at the beginning of the year to explain how they can get involved in their child's school, including an overview of available committees and their purposes.

School staff indicated the need for workshops and resources to help parents support their children's academic progress and navigate the education system. Parents welcomed the trainings offered by community partners such as South Bay Community Services, PIQE, and San Ysidro Health, and were engaged in the Multilingual English Learner Master Plan and Dual Language Task Force.

Overall, feedback from our educational partners demonstrated a shared commitment to the District's LCAP Goals: Student Achievement, School Climate and Student Well-being, and Parent Engagement. These insights will inform our strategies and actions outlined in the LCAP, addressing the identified needs and ensuring a supportive and successful educational experience for all members of our community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance student achievement across all demographics, mainly focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

English Language Arts (ELA)

- All Students - 35.99%
- Hispanic/Latino - 32.43%
- Filipino - 82.96%
- Black or African American - 44%

- White - 47.17%
- Socio-Economic Disadvantaged (SED) - 29.86%
- Reclassified Fluent English Proficient (RFEP) - 54.88%
- English Learners (EL) - 11.86%
- Students with Disabilities (SWD) -12.17%

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

Mathematics

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

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

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

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

Science 2023-2024
- All students - 18.54%
- 5th grade - 20.72%
- 8th Grade - 16.35%
- Hispanic/Latino - 20.10%
- 5th Grade: 17.58%
- 8th Grade:14.42%
- Filipino - 52%
- 5th Grade: 57.13%

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

Teachers Appropriately Assigned: 100%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pupil Achievement and Academic Indicator CAASPP: SBAC ELA Scale Score Points Distance From Standard	2022-2023 ELA Scale Scores Points Distance From Standard All Students - 41.4 points below standard English Learners - 65.9 points below standard Socioeconomically Disadvantaged - 56.6 points below standard	2023-2024 ELA Scale Score points Distance From Standard All Students: 42 points below standard English Learners - 68.6 points below standard		By June 2026-2027, as measured by the scale score points distance from the standard on the English Language Arts portion of the CAASPP/SBAC, as follows:	As measured by the scale sore points distance from the standard on the ELA portion of the CAASPP: ALL have increased by .06 - 41.4 to 42 points. We are 15.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 115.7 points below standard	Socioeconomically Disadvantaged - 55.8 points below standard Students with Disabilities - 113.3 points below standard		ALL - 26.4 points below standard EL - 50.9 points below standard SED - 41.6 points below standard SWD - 100.7 points below standard	from meeting this goal. ELs have increased by 2.7 - 65.9 to 68.6 points. We are 17.7 points from meeting this goal. SED has decreased by .8 points, from 56.6 to 55.8. We are 14.2 points from meeting this goal. SWD has decreased by 2.4 - 115.7 to 113.3 points. We are 12.6 points from meeting this goal.
1.2	Pupil Achievement and Academic Indicator-State and Local Measure LEA Created Common Assessments ELA Students scoring at Meets or Exceeds Standard	2023-2024 ELA LEA Created Common Assessments ELA GR K-2 ALL - 66% EL - 59% SWD - 44% GR 3-8 ALL - 56% EL - 37% SWD - 42%	2024-2025 ELA LEA Created Common Assessments ELA GR K-2 ALL - 61% EL - 54% SWD - 44% GR 3-8 ALL - 53% EL - 36% SWD - 31%		By June 2026-2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts, as follows: GR K-2 ALL: 75% EL: 68% SWD: 53%	As measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts, as follows: GR K-2 ALL: Our students declined by 5%, and we did not meet this goal EL: Our students declined by 5%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL - 32%		GR 3-8 ALL: 65% EL: 46% SWD: 51% 24-25 new data LTEL - 40%	and we did not meet this goal SWD: Our students stayed the same, but we did not meet the goal. GR 3-8 ALL: Our students declined by 3% and did not meet the goal EL: Our students declined 1% and did not meet the goal SWD: This year is the baseline - LTEL Transitioning for 2025-2026 to district-wide assessments tightly aligned to the CAASPP.
1.3	Academic Indicator: CAASPP: SBAC - Math Scale Score Points Distance From Standard	2022-2023 Math Scale Score Points Distance From Standard ALL - 70.4 points below standard English Learners - 87.8 points below standard	2023-2024 Math Scale Score Points Distance from Standard All Students - 68.6 points below standard		By June2026-2027, as measured by the scale score points distance from the standard on the Mathematics portion of the SBAC, as follows:	As measured by the scale sore points distance from the standard on the Math portion of the CAASPP: ALL have decreased by 1.8 -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 83.5 points below standard Students With Disabilities - 139.7 points below standard	English Learners - 89 points below standard Socioeconomically Disadvantaged - 79.4 points below standard Students with Disabilities - 135.4 points below standard		ALL - 60 points below standard EL - 80 points below standard SED - 70 points below standard SWD - 129 points below standard	70.4 to 68.6 points. We are 13.2 points from meeting this goal. ELs have increased by 2.7 - 87.8 to 89 points. We are 16.2 points from meeting this goal. SED has decreased by .4.1 points, from 83.5 to 79.4. We are 10.9 points from meeting this goal. SWD has decreased by 4.3 - 139.7 to 135.4 points. We are 10.7 points from meeting this goal.
1.4	Pupil Achievement and Academic Indicator- State and Local Measure LEA Created Common Assessments Mathematics Students scoring at Meets or Exceeds Standard	2023-2024 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 80% EL - 76% SWD -73% GR 3-8 ALL - 50% EL - 34%	2024-2025 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 77% EL - 74% SWD - 65% GR 3-8		By June 2026-2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Mathematics, as follows: GR K-2 ALL: 89% EL: 85%	As measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Mathematics, as follows: GR K-2 ALL: declined by 3% and did not meet the goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - 34%	ALL - 49% EL - 35% SWD - 30% LTELs - 30%		SWD: 82% GR 3-8 ALL: 59% EL: 43% SWD: 43% We are adding LTELs to 2024-2025 school year data. LTELs - 35%	EL: declined by 2% and did not meet the goal SWD: declined by 8% and did not meet the goal GR 3-8 ALL: declined by 1% and did not meet the goal EL: declined by 15% and did not meet the goal SWD: declined by 4% and did not meet the goal LTELs - This year is the baseline
1.5	Academic Indicator: English Language Proficiency Assessment of California (ELPAC) Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	Percentage of ELs Who: • Decreased at least one ELPI Level - 11.5% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5% 53.1% making progress	Percentage of ELs Who: • Decreased at least one ELPI Level - 13.7% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 43% • Maintained ELPI Level 4 - 1%		By June 2026-2027 Percentage of ELs Who: Baseline - 2024-2025 is the first time ELPI has had progress percentages. All students are 50% making progress. English Learners are at 50% making progress LTELs are at 50%	This is the first time we have ELPI making progress percentages. All students are 42.9% making progress. We are 7 points from meeting this goal. English Learners are at 42.9%, making progress. We are 7 points from meeting this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		towards English Language Proficiency	• Progressed at least on ELPI Level - 42.2% All students: 42.9% making progress. English Learners are at 42.9%, making progress LTELs are at 43.9%, making progress		making progress • Decreased at least one ELPI Level - 9% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5% 62.1% making progress towards English Language Proficiency	LTELs are at 43.9%, making progress.. We are 6 points from meeting this goal. • Decreased at least one ELPI Level - increased from 11.5% to 13.7%. • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5%
1.6	Academic Indicator English Learner Reclassification Rate Percentage of English Learners reclassified each year	2023-2024 Reclassification Rate - 8.53% (172 students)	2024-2025 Reclassification Rate - 17% (298 students)		By June 2026-2027, the Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for	The Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for reclassification,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					reclassification, which is an increase of 1% per year.	which is an increase of 1% per year. This year, we have met and exceeded the 1% increase in reclassification, almost doubling the percentage from last year.
1.7	Academic Indicator - Local Measure Implementation of the academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board		Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board
1.8	Basic Services: Every pupil in the school district has access to standards-aligned instructional materials	Maintain access for 100% of students to standards-aligned instructional materials as measured by the SARC Report and Williams.	Maintain access for 100% of students to standards-aligned instructional materials as measured by the SARC Report and Williams.		Maintain 100% sufficiency of standards-aligned instructional materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials	Maintain 100% sufficiency of standards-aligned instructional materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials
1.9	Basic Services:	Maintain 100% of our teachers appropriately credentialed and	Maintain 100% of our teachers appropriately		Maintain 100% of our teachers appropriately	Maintain 100% of our teachers appropriately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teacher Credentialing and Teacher Assignments - TAMO Data	assigned as measured by TAMO and CTC (California Teacher Credentialing)	credentialed and assigned as measured by TAMO and CTC (California Teacher Credentialing)		credentialed and assigned.	credentialed and assigned.
1.10	Implementation of Standards: Language Acquisition Programs and services enable ELs to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency.	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual Language Learner Master Plan.	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual Language Learner Master Plan.		Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency.
1.11	Course Access: Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs: *PE Schedules *STEM Schedules	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule		Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.	Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Other Pupil Outcomes: Physical Fitness Test Participation Rate	Physical Fitness Test 2023-2024 Participation Rate: 5th Grade: La Mirada - 98% OVHS - 99% Smythe - 97% Sunset - 99% Willow - 99% (455 of 462) 7th Grade: SYMS - 99% VDM - 70% (388 of 442)	Physical Fitness Test 2024-2025 Participation Rate: 5th Grade: La Mirada - 100 % OVHS - 93% Smythe -53% Sunset - 100% Willow - 86% (433 of 503) 7th Grade: SYMS - 79% VDM - 99% (410 of 465)		By June 2026-2027, as measured by the Physical Fitness Test - Participation Rate, will increase to 100% in all school sites.	As measured by the Physical Fitness Test - Participation Rate, it will increase to 100% in all school sites. We had two school sites reach that goal. The rest of our schools are still working on meeting it.
1.13	Pupil Achievement and Academic Indicator CAASPP/SBAC Science Scale Score Points Distance From Standard	CAASPP Scores for 2022-2023 students met or exceeded standards for science. All Students: 18.22% • 5th Grade - 16.67% • 8th Grade - 19.96% Students by groups: • Hispanic/Latino - 15.77% • 5th Grade - 14.41% • 8th Grade - 17.21%	CAASPP Scores for 2023-2024 students met or exceeded standards for Science All students - 18.54% • 5th grade - 20.72% • 8th Grade - 16.35% Students by Groups:		By June 2026-2027, as measured by the CAASPP: SBAC Science All Students: 23% • 5th Grade - 25% of students will meet or exceed standards for science • 8th Grade - 25% of students	As measured by the CAASPP: SBAC Science All Students: The percentage increased from 18.22% to 18.54%. We are 4.62 points away from meeting this goal. 5th Grade—25% of students will meet or exceed science standards. We are 6.3 points away from meeting this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Filipino - 63.63% • 5th Grade - 47.13% • 8th Grade - 58.82% • Black or African American - 25% • 5th Grade, No student group data • 8th Grade: No student group data • White - 28.57% • 5th Grade, No student group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 14.84% • 5th Grade - 13..28% • 8th Grade - 16.71 % • Reclassified Fluent English Proficient (RFEP) - 26.72%	• Hispanic/Latino - 20.10% • 5th Grade - 17.58% • 8th Grade - 14.42% • Filipino - 52% • 5th Grade - 57.13% • 8th Grade - 45.45% • Black or African American -50% • No 5th-grade student group data • 8th Grade - 25% • White - 31.25% • 5th Grade, No student group data • 8th Grade: No student group data		will meet or exceed standards for science Students by groups: • Hispanic/Latino - 25% • 5th Grade - 22% • 8th Grade - 20% • Filipino - 68% • 5th Grade - 52% • 8th Grade - 63% • Black or African American - 30% • 5th Grade, No student group data • 8th Grade: No student group data • White - 33%	8th Grade - 25% of students will meet or exceed standards for science Students by groups: • Hispanic/Latino - 25% - We are 7.06 points from meeting this goal. • 5th Grade - 22% - We are 4.04 points from meeting this goal • 8th Grade - 20% - We are 4.18 points from meeting this goal • Filipino - 68% - We are 10 points from meeting this goal • 5th Grade - 52% -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 5th Grade - 25.87% • 8th Grade - 27.32% • English Learner (EL) 0.83% • 5th Grade - 0.88% • 8th Grade - 0.75% • Students With Disabilities (SWD) - 5.6% • 5th Grade - 8.00% • 8th Grade - 2.94%	• Socio-Economic Disadvantaged (SED) - 15.34% • 5th Grade - 16.48% • 8th Grade - 14.16% • Reclassified Fluent English Proficient (RFEP) - 26.58% • 5th Grade - 36.56% • 8th Grade - 22.42% • English Learner (EL) 3.59% • 5th Grade - 5.76% • 8th Grade - 0% • Students With Disabilities (SWD) - 7.41% • 5th Grade: 8.22% • 8th Grade: 6.45%		• 5th Grade, No student group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 20% • 5th Grade - 20% • 8th Grade - 22% • Reclassified Fluent English Proficient (RFEP) - 36% • 5th Grade- 33% • 8th Grade - 35% • English Learner (EL) 6% • 5th Grade -6% • 8th Grade - 6%	We have meet this goal at 52.13% • 8th Grade - 63% - We are 10 points from meeting this goal • Black or African American 30% - We have met this goal with 37.2 points • 5th & 8th Grade - No student group data • White - 35% • 5th & 8th Grade - No student group data • Socio-Economic Disadvantaged (SED) - 20% - We are 5.21 points from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• Students With Disabilities (SWD) - 12% • 5th Grade - 13% • 8th Grade - 8%	meeting this goal • 5th Grade - 20% - We are 5.12 points away from meeting this goal • 8th Grade - 22% - We are 6.56 points from meeting this goal • Reclassified Fluent English Proficient (RFEP) - 36% - We are 9.35 points from meeting this goal • 5th Grade - 31% - We are 5.13 points from meeting this goal • 8th Grade - 35% - We are 10 points from meeting this goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• English Learner (EL) 6% - We are 3.79 points from meeting this goal • 5th Grade -6% - We are 2.68 points from meeting this goal • 8th Grade - 6% - We are 5.625 points from meeting this goal • Students With Disabilities (SWD) - 12% - We are 5.495 points from meeting this goal • 5th Grade - 12% - WE are 3.59 points from meeting this goal • 8th Grade - 8% - We

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						are 3.305 points from meeting this goal

Goal Analysis [2024-25]

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

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

As measured by the Educational Feedback Survey and Needs Assessment, SYSD effectively implemented multiple actions that support academic achievement, language development, and equitable access for all students, particularly English Learners (ELs), Long-Term English Learners (LTELs), socioeconomically disadvantaged students, students with disabilities, and other unduplicated student groups.

Staffing & Instructional Support
(Actions 1.1, 1.11, 1.12)
SYSD prioritized student support by investing in a robust team of certificated and classified staff, including instructional aides, intervention teachers, and healthcare providers. Paraprofessional staffing was strategically increased to expand access to small-group instruction, especially for students with intensive needs.
A structured plan was developed to deliver targeted instruction to unduplicated students, ELs, and students with disabilities. In the Dual Language and Structured English Immersion (SEI) programs, additional certificated staff and reduced class sizes in grades K–6 allowed for individualized instruction and more focused interventions. This resulted in improved engagement, foundational skill development, and early gains in academic and language proficiency.
Planned: Maintain strong staffing and provide small-group and individualized instruction for unduplicated students, ELs, and students with disabilities.
Implemented: The district exceeded expectations by reallocating resources mid-year to increase paraprofessional staffing at sites with the highest needs. Class size reduction strategies were maintained in Dual Language and SEI programs, particularly in K–6, which allowed for more individualized instruction.
Continuous Improvement on recruitment and staff
Successes: Once filled, the increased support led to more consistent small-group instruction and improved student engagement and foundational skills—especially among students identified as chronically absent or needing intensive intervention.

Data-Driven Instructional Practices & Professional Learning
(Actions 1.2, 1.5, 1.6, 1.10)
Regular Data Reflection Sessions (DRS) were conducted in partnership with the Sci-Phy team, enabling teachers and administrators to analyze assessment results and tailor instruction to meet student needs.

Resource teachers supported the implementation of standards-aligned instruction, modeling lessons across content areas. Professional development and coaching cycles, driven by feedback and assessment data, enhanced teacher effectiveness in ELD, ELA, and Math, particularly in schools identified with the highest needs. Teachers reported increased confidence in lesson planning, differentiated instruction, and student engagement. Classroom observations validated these perceptions, revealing stronger standards alignment and intentional language scaffolding.
Planned: Conduct regular data reflection sessions and provide targeted professional development, particularly around ELD and standards-aligned instruction.
Implemented: Data Reflection Sessions (DRS) occurred with higher frequency than originally scheduled, due to high staff engagement and site-level initiative. Resource teachers played a key role in coaching, and walkthrough data showed measurable improvements in instructional quality.
Continuous Improvement on how sites implemented coaching and PD cycles that lead to inconsistencies across schools. Some newer teachers required additional onboarding for data-use protocols.
Successes: Teachers reported increased confidence in planning and delivering differentiated instruction. The use of instructional coaches and lesson modeling was particularly effective in improving language supports in classrooms.

College, Career, and 21st Century Learning
(Action 1.3)
SYSD sustained and expanded access to programs that foster future readiness. Middle school students participated in AVID, PLTW (STEM), Spanish, and Visual and Performing Arts (VAPA), while elementary students engaged in PLTW and VAPA as part of early enrichment efforts. These offerings emphasized equitable access and exposed students, especially unduplicated youth and those with disabilities, to rigorous, future-focused learning.
Planned: Sustain and expand AVID, STEM, and arts enrichment at elementary and middle school levels.
Implemented: All planned programs were implemented as intended. PLTW and VAPA programs saw increased participation, and AVID expanded access to more middle school students.
Continuous Improvement on scheduling STEM modules across grade levels.
Successes: Strong student interest and teacher collaboration resulted in high levels of participation and skill development aligned to 21st-century competencies.

Equity, Program Monitoring, and Home Learning Access
(Actions 1.4, 1.9)
The district focused on continuous improvement and equity through rigorous monitoring of federal and state programs. Tools were provided to educators to help them track the progress of unduplicated students and adjust instruction accordingly.
In response to educational partner feedback, SYSD addressed home learning inequities by providing high-quality supplemental reading materials to low-income families. This initiative supported literacy growth outside of the classroom and created more equitable access to academic resources.
Planned: Monitor progress of unduplicated students and distribute supplemental reading materials to low-income families.
Implemented: The monitoring systems were executed as planned, with staff using updated tools for progress tracking.
Continuous Improvement on limited initial impact of supplemental resources
Successes: A mid-year campaign to increase parent outreach improved utilization. Feedback from families and teachers confirmed increased student reading at home and stronger connections between home and school.

Language Development and ELD Program Support
(Actions 1.2, 1.5, 1.6, 1.10, 1.12)
A districtwide focus on strengthening ELD instruction resulted in cross-departmental collaboration, improved PD, and expanded designated and integrated ELD supports. Language development was embedded into content areas via resource teacher coaching, STEM modules, physical education, and social-emotional learning opportunities.
In Dual Language and SEI programs, smaller class sizes and flexible instructional structures promoted meaningful language acquisition. These efforts contributed to improved EL engagement and foundational literacy development, laying the groundwork for long-term reclassification progress.
Planned: Strengthen integrated and designated ELD through coaching, PD, and expansion into content areas.
Implemented: Efforts were fully implemented, and middle school ELD supports expanded into general education classes. Lesson modeling and coaching helped embed language objectives across subjects.
Continuous Improvement: Integrating ELD strategies into non-language content areas, especially in math and science.
Successes: Coaching support and collaborative PLC time addressed these areas. Classroom observations showed stronger academic language development, and students demonstrated increased confidence in oral and written expression.

Overall, SYSD closely aligned actual implementation with planned actions, making strategic adjustments based on site needs and Educational Partner feedback. Mid-year refinements, such as expanding PLCs, reallocating paraprofessional staffing, and intensifying ELD supports, demonstrated responsiveness to real-time data.

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.

#1.9: The district purchased supplemental materials for low income students that they were able to use at home. The actual costs for the materials were greater than anticipated.
#1.11: The budgeted amount only included Instructional Aides funded by the LCFF supplemental concentration grant, Title I and Federal Special Education grant (resource code 3310). The State AB602 allocation (resource code 6500) was not included in the original budgeted amount.

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

As measured by our Educational Feedback Survey and Needs Assessment, SYSD Successes were in the following Actions :
Action Step 1.1: Certificated and Classified Staffing Support
SYSD continues prioritizing student success by maintaining a strong team of certificated and classified staff. This includes teachers, site and district administrators, instructional aides, speech therapists, healthcare assistants, and LVNs, all critical in providing academic and wellness support across the district. Our IAs and Intervention teacher were able to focus on support for our ELs, Socioeconomically Disadvantaged, Students with Disabilities, and Unduplicated students, to get closer to proficiency.
Action Step 1.2: Data Reflection Sessions with Sci-Phy Team
Teachers and administrators regularly conduct data reflection sessions to analyze LEA common assessments and monitor student

achievement. These sessions support differentiated instruction and help identify targeted strategies for unduplicated students and students with disabilities.

- Instructional enrichment was enhanced through SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning opportunities.
- Literacy development is embedded in these activities, focusing on language acquisition.
- These collaborative efforts through Professional Learning Communities (PLCs) have resulted in successful implementation and measurable student progress.

Action Step 1.3: College and Career Readiness & 21st Century Learning

SYSD has sustained and expanded its commitment to preparing students for college and careers by offering a diverse range of programs:

- Middle school students benefit from AVID, STEM (PLTW), Spanish, and Visual and Performing Arts (VAPA).
- At the elementary level, PLTW and VAPA programs are integrated to foster early exposure to advanced learning.

These programs promote equitable access and prepare all students, including unduplicated students and students with disabilities, for future academic and career success.

Action Step 1.4: State and Federal Program Monitoring

SYSD remains committed to continuous improvement through rigorous program evaluation and data monitoring.

- Emphasis is placed on the progress of unduplicated students to ensure equitable academic growth.
- Staff are provided with tools and resources to support effective tracking, analysis, and responsive instruction to meet the unique needs of all learners.

Action Step 1.5: Curriculum, Instruction, and Data-Driven Systems with Resource Teacher Support

A structured training and support system was developed for resource teachers to elevate instructional quality across the district.

- Resource teachers are now modeling innovative lessons and strategies at school sites.
- Integrated and Designated ELD programs at the middle school level are expanding beyond ELD-only classes to include all subject areas, ensuring English learners receive consistent, embedded language development across the curriculum.

Action Step 1.6: Curriculum, Instruction, and Data-Driven Systems

- RSP teachers received targeted support effectively monitor and address IEP goals for students with disabilities
- DRS (Data Reflection Sessions) contributed to the ongoing improvement and progress monitoring of English Learners (ELs), Long-Term English Learners (LTELs), and Unduplicated students

Action Step 1.9 Supplemental Materials for Low-Income students

- Supplemental reading materials for low-income students has shown promising impact
- Feedback from educational partners, teachers, and students, who reported a lack of access to reading materials at home. By providing high-quality supplemental reading resources for home use, SYSD aimed to create more equitable learning opportunities beyond the classroom.

Action Step 1.10 Professional Learning: PD, Guided Planning, Implementation and Coaching support

- In direct response to educational partner feedback and data analysis, the district offered targeted professional development and coaching support focused on strengthening integrated and designated ELD, as well as effective ELA and Math strategies. This effort was particularly significant for school sites identified in the RED.

Teachers reported increased confidence in implementing differentiated instruction and reported improvements in lesson planning and student engagement.

- Walkthrough and observation data, paired with ongoing coaching cycles, show evidence of stronger alignment to standards and more intentional language supports in classrooms.

Action Step 1:11Small Group Instruction

- Targeted and strategic response to the needs of our students
- Hiring paraprofessionals and reallocating resources to better support students requiring intensified instruction
- Structured plan was developed to provide small group instruction and expanded learning opportunities tailored to unduplicated students, students with disabilities, and those identified as chronically absent
- The increased paraprofessional support has allowed for more consistent, focused intervention, showing improved engagement and progress in foundational skills

Action Step 1.12 Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support

- Additional certificated staffing and class size reduction to support the Dual Language and SEI programs has demonstrated early effectiveness in improving academic outcomes and language acquisition
- Focused instructional support within both bilingual and structured English immersion settings
- Greater instructional flexibility, increased small-group instruction, and more targeted interventions
- Maintaining reduced class sizes in grades K–3 and 4–6 proved especially beneficial, allowing teachers to deliver more individualized instruction, monitor progress closely, and address students' academic and language development needs with greater precision
- Stronger engagement and increased participation

Areas of Continuous Improvement:

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

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

Action Step 1.13: Technology Plan - While the Technology Plan has made important strides in expanding access and laying the foundation for 21st-century learning, there are areas that continue to present opportunities for continuous improvement. The district has successfully maintained a 1:1 device ratio and invested in upgraded equipment and software. Educators have shown strong commitment, but varied levels of experience with technology integration have led to some inconsistency in its classroom use. Continued, differentiated professional

development will help ensure all teachers feel confident in applying digital tools effectively. Additionally, while many students are benefiting from increased access, some unduplicated students still face challenges with home connectivity, which the district can address through expanded support programs. Building digital literacy across all grade levels and monitoring progress more systematically will also strengthen the impact of our efforts. Foundational systems are in place, and with targeted adjustments, the district is well-positioned to enhance the effectiveness of its technology plan and ensure equitable, engaging digital learning opportunities for all students.

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

Reflections and Adjustments to Planned Goals, Metrics, and Actions:

As part of SYSD's commitment to continuous improvement, thoughtful reflection on prior practices has led to strategic refinements in our goals, metrics, target outcomes, and actions for the coming year. These refinements are driven by a districtwide emphasis on equity, academic growth, and a responsive instructional system that adapts to the evolving needs of our diverse learners.

Updated Focus for Action Steps 1.1–1.3, 1.5, and 1.6: ELA and Math Achievement (CAASPP/SBAC & LEA Common Assessments)
Analysis of prior year outcomes—both quantitative data (e.g., CAASPP/SBAC results) and qualitative input from educators and site leaders—has revealed the need for a deeper investment in strengthening Tier 1 instruction across all classrooms. While professional development and instructional support were offered in previous years, SYSD recognizes that a more targeted and systemic approach is needed to elevate student achievement, particularly for ELs, LTELs, and unduplicated student groups.

Updated Action Step 1.7 to reflect support for LTELs only

Key Revisions to Actions and Priorities:

- Enhanced Tier 1 Support: Increased focus on the consistency and quality of core instruction to ensure all students have access to rigorous, standards-aligned teaching every day.
- Data-Driven Interventions: Refined use of formative and summative assessment data to drive targeted, timely interventions tailored to student-specific needs.
- Expanded Learning Time: Implementation of extended learning opportunities—including after-school tutoring, small group instruction, and summer programs—aligned to each student's academic profile.
- Refined Placement Practices: Improved student placement protocols that are responsive to real-time data and informed by multiple measures.
- Instructional Coherence: Continued use of the district's instructional framework to support evidence-based practices in both ELA and Math, coupled with regular data reflection and collaborative planning sessions.

Through our continuous improvement cycle, SYSD will continue facilitating regular data reflection sessions that support identifying common instructional agreements and responsive interventions. Special attention will be given to our most vulnerable populations, including English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged students.

Revised Target Outcomes: A revised district goal to achieve an annual increase of 5–10 scale score points on CAASPP/SBAC for ELA and Math as we work toward closing achievement gaps and meeting grade-level standards.

These changes reflect SYSD's deepening commitment to equity and excellence and position the district to more effectively meet all students' academic and social-emotional needs in the coming 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
1.1	Curriculum, Instruction & Data Driven Systems (DA):	Conduct data analysis and needs assessment utilizing performance data, attendance rates, and behavioral indicators to conduct a comprehensive needs assessment across schools and grade levels. This will identify areas of need and prioritize interventions that will support student achievement, reduce achievement gaps, and promote student engagement. Then, staff resources should be aligned with identified areas of need to ensure equitable distribution and strategic deployment to support student success. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (Teachers and Support Staff)	$41,380,217.00	Yes
1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	Keep up with Data Reflection Sessions, supported by the Science/PE Teams for the elementary schools, and teacher pull-out dates for the middle schools. Transitioning for 2025-2026 to district-wide assessments tightly aligned to the CAASPP. These sessions allow teachers and administrators to look closely at student assessment data, including for unduplicated students and those with disabilities. This helps in planning personalized instruction for all students. Students also get extra learning opportunities in areas like SPARK's Physical Education and Project Lead the Way (PLTW) STEM modules, focusing on social-emotional skills and language development. After each assessment cycle, site and district administration come together to review all school data, figuring out where the system needs to improve and what extra support might be necessary, like more training and coaching for teachers. This approach ensures that every student, including unduplicated students, foster youth, LTELs, and	$1,450,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		those with disabilities, gets the support they need through effective teaching practices. For Differentiated Assistance, focus on Long-Term English Learners and Foster Youth in the Red for ELA. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. Homeless and Students with Disabilities are also in the RED for ELA District-wide. Smythe has All students, ELs, SED, HOM, and HI students in Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. (See Attachment for all schools)		
1.3	College and Career Readiness and 21st Century Learning	Sustain and enhance Middle schools programs like college readiness and STEM, while also expanding elective options such as AVID, Computer Science (PLTW), Spanish, VAPA, and offerings like Gifted and Talented Education (GATE). Elementary schools will similarly integrate GATE and PLTW programs. These programs promote equal access for all students, including unduplicated students and students with disabilities.	$165,206.00	No
1.4	State & Federal Program Monitoring (DA)	Focus on rigorous data analysis, evaluating program effectiveness, and closely monitoring the progress of unduplicated students. The purpose will be to accelerate academic growth, ensuring every student receives the support they need to thrive. Resources will be provided to support staff to monitor this data. According to the California Dashboard, our district is in Differentiated Assistance for Long Term English Learners and Foster Youth, who are struggling and are in the RED for the District and at SYMS in all areas. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the chart of schools attached)	$355,183.00	Yes
1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	To Focus on Differentiated Assistance, the district will develop a training program for resource teachers to focus on curriculum, professional development, instructional coaching, and special programs. Establish and implement a system for resource teachers to demonstrate effective lessons and innovative teaching strategies to teachers at school sites. Monitoring English Learners from becoming At-Risk or Long-Term. Using CABE to	$601,400.00	No

Action #	Title	Description	Total Funds	Contributing
		support our Long-Term English Learners in the middle schools and moving into supporting the elementary schools. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.		
1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	Quarterly DRS Sessions with RSP teachers at the district level to monitor and support the needs of students with disabilities and dually identified English learners and LTELs (DA Focus) to monitor the continuous improvement cycle supporting academic achievement for all students, including unduplicated students and students with disabilities. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the chart of schools attached)	$1,135,895.00	No
1.7	Intervention support for struggling students (DA)	To specifically address the unique needs of Long-Term English Learners (LTELs), as required by Education Code Section 52064(b)(1), the district will implement a dedicated intervention program separate from general English Learner supports. At the beginning of each school year, structured small group instruction sessions will be launched at every school site with the goal of supporting LTELs in both English Language Arts (ELA) and Mathematics. Intervention groups will be formed using multiple data points, including ELPAC scores, reading diagnostics, local benchmarks, and teacher input. Progress monitoring will take place every two weeks during designated re-engagement sessions (DRS) to assess student growth in both academic content and English language development. A progress monitoring system will track student performance over time to inform instructional decisions and ensure timely interventions.(See the chart of schools attached)	$270,000.00	Yes
1.8	Supplemental Material and Professional Development Support (DA)	Continue to provide professional development for supplemental programs and resources (i.e., educational software, math manipulatives, dual language, and language acquisition materials) to support student achievement in core content areas and language acquisition for all students, including unduplicated students, and LTELs (DA Focus). This action supports improvement efforts identified through technical assistance	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided as part of Differentiated Assistance. Based on the CA Dashboard, we had students who decreased at least one ELPI Level -13.7%, and students who maintained ELPI Levels 1, 2L, 2H, 3L, 3H -43%. Students who maintained Level 4 -1%, and ELs who progressed at least one ELPI Level at 42.2%.		
1.9	Supplemental Materials for Low-income students (DA)	Purchase supplemental reading materials for low-income students to use at home. Looking at local and state data, we found that our low-income students had trouble meeting or exceeding standards. Educational partners, teachers, and students indicated that they did not have reading materials at home. SYSD will look at our schools that have RED indicators. Focused on Differentiated Assistance student groups of LTELs and Foster Youth. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the attached chart for schools)	$87,400.00	Yes
1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and Coaching to support the improved implementation of integrated and designated ELD, ELA, and Math instructional strategies to address the needs of ELs, LTELs, students with disabilities, and unduplicated students. CAASPP/SBAC Data indicates that Smythe, Sunset, SYMS, VDM and Willow are IN RED for ELA and the District. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See chart Attachment)	$347,260.00	Yes
1.11	Small Group Instruction Support (DA)	Assess the current level of intervention support, hire paraprofessionals, and identify areas where additional support is needed. Based on student needs, determine the number of additional paraprofessionals required or the increase in hours needed. Develop a plan for providing small group instruction and expanded learning opportunities tailored to the needs of unduplicated students, students with disabilities, and chronically absent students. Dashboard data indicates that Long-Term English Learners (DA Focus), Homeless, and Students with Disabilities are in RED for ELA District-wide. Smythe has All students, ELs, SED, HOM, and HI students in	$3,337,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See Attachment for all schools)		
1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	To support and improve students' academic success in our language acquisition programs of SEI and the Dual Language program, we will provide additional certificated staffing focused on increasing and improving services for students with disabilities, English learners (ELL), long-term English learners (LTELs) (DA Focus), Reclassified (RFEPs), foster youth (DA Focus), and low-income students. This action aims to ensure these student groups receive the necessary support and resources to thrive in a bilingual educational environment. We will also maintain reduced class sizes in grades K-3 and 4-6. This strategy will create smaller, more manageable classroom settings, which are particularly beneficial for ELL students, foster youth, and students identified under the McKinney-Vento Homeless Assistance Act. By reducing class sizes, teachers can offer more individualized attention and tailored instruction, further supporting these vulnerable student populations' unique needs. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$4,783,000.00	Yes
1.13	Technology Plan (DA)	We will update our technology plan to improve district-wide services and ensure equitable digital access for all students, including unduplicated students (English learners, foster youth, and low-income students). This includes maintaining a 1:1 device ratio at all school sites and upgrading equipment and software. We will also focus on enhancing digital literacy and digital citizenship to prepare students for the demands of the 21st century. Moreover, we will continue to provide professional learning opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning	$1,455,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments. CA Dashboard is in the RED and Orange for ELA and Math. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See chart attachment).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Student depression - 46%

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

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

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

2024-2025 Attendance Data
SYSD - 92.64%%

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

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

La Mirada: 11.65%
Ocean View Hills: 2.05%

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Engagement: CA Dashboard Chronic Absenteeism	2022-2023 CA Dashboard Data Chronic Absenteeism - 32.2% Chronically absent Increased from last year by 4.1%	2023-2024 CA Dashboard Data Chronic Absenteeism - 28.1% Chronically absent Decreased 4.1%		By June 2026-2027, chronic absenteeism will decrease for all students, including SWD and Homeless students, by 5% as measured by the CA Dashboard Chronic Absenteeism.	This metric was almost met with chronic absenteeism decreasing for all students, including SWD and Homeless students, by 4.1% and our goal is 5% as measured by the CA Dashboard Chronic Absenteeism.
2.2	Basic Services: Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)		Maintain 100% of schools with rating of "good" or better -FIT Report	This Metric was met with 100% of schools with a rating of "good" or better - Facility Inspection Tool (FIT Report)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	School Climate: 2022-23 Data Quest Suspension Data	2022-23 Data Quest Suspension Rate:3%	2023-24 Data Quest Suspension Rate - 3.1%		By June 2026-2027, the suspension rate will have decreased and be at 1% or lower.	This metric was not met with a slight increase of 0.1%.
2.4	School Climate: CHKS Survey Students	CHKS Survey Data 2023-2024 School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45% Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4% Social & Emotional Health:	CHKS Survey Data 2023-2024 - same data from last year because this year's data will not be available School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45%		By June 2026-2027, the data will improve for each area as indicated: School Engagement & Supports School Connectedness 76% Monthly Absences (3+) 20% Caring Adult Relationships 74% Facilities Upkeep 66% School Safety School safe or very safe 78% Experienced Harassment/Bullying 34% Rumors or lies spread about you 39% Seen a weapon on campus 12% Substance Abuse	The data will improve for each area as indicated: The same data from last year was posted because this year's data is not available yet. School Engagement & Supports School Connectedness 76% Monthly Absences (3+) 20% Caring Adult Relationships 74% Facilities Upkeep 66% School Safety School safe or very safe 78% Experienced Harassment/Bullying 34% Rumors or lies spread about you 39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social-emotional distress - 24% Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%	Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4% Social & Emotional Health: Social-emotional distress - 24% Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%		Current alcohol or drug use: 20% Current vaping - 2% Social & Emotional Health Social-emotional distress- 20% Experienced chronic sadness/hopelessness 30% Considered suicide 10% Self-Efficacy 72% Self Awareness 70% Problem Solving 53% Optimism 60% Gratitude 72%	Seen a weapon on campus 12% Substance Abuse Current alcohol or drug use: 20% Current vaping - 2% Social & Emotional Health Social-emotional distress- 20% Experienced chronic sadness/hopelessness 30% Considered suicide 10% Self-Efficacy 72% Self Awareness 70% Problem Solving 53% Optimism 60% Gratitude 72%
2.5	School Climate: CHKS Survey Staff and Parents	CHKS Survey Data 2023-2024 CHKS Staff: School supports for students and staff: Caring Adult relationships - 41%	CHKS Survey Data 2023-2024 The same data from last year was posted because this year's data is not available yet.		By June 2026-2027, the data will improve for each area as indicated: CHKS Staff: School supports for students and staff:	the data will improve for each area as indicated: The same data from last year was posted because this year's data is not available yet.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety: Safe place for staff - 30% Safe place for students - 32% Sufficient Resources to create a safe campus - 25% Substance use and mental health: Alcohol and drug use - 8% vaping - 13% Student depression - 46% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38%	CHKS Staff: School supports for students and staff: Caring Adult relationships - 41% Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety: Safe place for staff - 30% Safe place for students - 32% Sufficient Resources to create a safe campus - 25% Substance use and mental health: Alcohol and drug use - 8% vaping - 13% Student depression - 46% CHKS Parents: Parent Involvement:		Caring Adult relationships - 47% Student meaningful participation - 40% High expectations-adults in school 53% Facilities upkeep - 30% Antibullying climate 30% School Safety: Safe place for staff - 38% Safe place for students - 40% Sufficient Resources to create a safe campus - 35% Substance use and mental health: Alcohol and drug use - 4% vaping - 8% Student depression - 38% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36%	CHKS Staff: School supports for students and staff: Caring Adult relationships - 47% Student meaningful participation - 40% High expectations-adults in school 53% Facilities upkeep - 30% Antibullying climate 30% School Safety: Safe place for staff - 38% Safe place for students - 40% Sufficient Resources to create a safe campus - 35% Substance use and mental health: Alcohol and drug use - 4% vaping - 8% Student depression - 38% CHKS Parents: Parent Involvement:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9%		Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Harassment or bullying of students - 19%			Harassment or bullying of students - 19%
2.6	Pupil Engagement: LEA Attendance Data	2023-24 Attendance Data SYSD Total - 91.33% La Mirada - 90.86% OVHS - 94.47% Smythe - 87.97% Sunset - 93.00% SYMS - 87.36% VDM - 94.021% Willow - 90.39%	2024-2025 Attendance Data SYSD - 92.64%% La Mirada - 91.47% Ocean View Hills - 94.34% Smythe - 90.57% Sunset - 92.88% SYMS - 89.54% VDM- 94.36% Willow - 91.14%		By June 2026-2027, the local attendance data will indicate a 1.5% increase for the district and all school sites, as measured by our LEA data tracker.	The local attendance data indicates that we improved by 1.31% district-wide, and just missed our goal of 1.5% La Mirada improved by 0.61% and just missed the goal of 1.5%. OVH maintained Smythe's performance significantly improved by 2.6% from the previous year. They met and exceeded the goal of 1.5%. Sunset maintained SYMS declined 2.18% VDM maintained Willow improved by 0.75% and just missed the goal of 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot	CALPADS 14.1 2022-2023 - Student Absenteeism Snapshot SYSD Total: 9.24% La Mirada: 10.54% Ocean View Hills: 5.65% San Ysidro Middle: 11.78% Smythe:18.56% Sunset: 4.94% Vista Del Mar: 6.64% Willow: 9.47%	CALPADS 14.1 2023-2024 - Student Absenteeism Snapshot SYSD Total-8.51% La Mirada: 11.65% Ocean View Hills: 2.05% San Ysidro Middle: 13.10% Smythe:17.35% Sunset:4.64% Vista Del Mar: 4.80% Willow: 10.51%		By June 2026-2027, all schools will show a 2% decline in Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot.	Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot. SYSD showed a 0.73% decrease and missed the goal of 2% La Mirada increased by 1.11%. OVH showed a significant decrease of 3.6%, meeting the goal of 2%. SYMS increased by 1.32% and did not meet the goal of a decrease of 2% Smythe decreased by 1.21%, just missing the goal of 2% Sunset maintained VDM showed a decrease of 1.84%, just missing the goal of 2% Willow increased by 1.04% and did

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						not meet the goal of a decrease by 2%.
2.8	Pupil Engagement: Middle School Dropout Rates CALPADS 1.14 Dropout Counts	2023-2024 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total:17 San Ysidro Middle:11 Vista Del Mar: 6	2024-2025 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total:15 San Ysidro Middle:5 Vista Del Mar: 10		By June 2026-2027, all schools will show a decline in Middle School Dropout Rates of 6 students total	2024-2025 Middle School Dropout Rates CALPADS shows 15 total, 2 students less than the previous year. This goal was not met.
2.9	School Climate: 2022-23 Data Quest: Expulsion Rate	2022-2023 Data Quest: Expulsion Rate: 0%	2023-2024 Data Quest: Expulsion Rate: 0%		By June 2026-2027 the expulsion rate will remain at 0%.	The expulsion rate remains at 0%.
2.10	School Climate Universal Screener - mySAEBRS	2023-2024 Universal Screener 23-24 Average: Tier 1 Low Risk - 72% Tier 2 Some Risk - 24% Tier 3 High Risk - 4%	2024-2025 Universal Screener 24-25 Average: Tier 1 Low Risk - 73% Tier 2 Some Risk - 24% Tier 3 High Risk - 3%		By June 2026-2027, the Universal Screener data will show a decrease in the percentage of students indicated for Tier 2 and Tier 3 supports, a decrease of 2%-3% from the baseline data.	The Universal Screener data shows an increase in Tier 1 by 1% and a decrease in Tier 3 by 1%. This is just missing the goal of a 2%-3% decrease for Tier 3. Tier 2 is maintained at 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Mental Health/Social Emotional Well Being Threat Assessments & Suicide Risk Assessments	2023-2024 Threat Assessments: SYSD Total- 64 La Mirada - 2 OVHS- 7 Smythe- 8 Sunset- 3 Willow- 16 SYMS- 17 VDM- 9 2023-2024 Suicide Risk Assessments: SYSD Total- 89 La Mirada - 5 OVHS- 12 Smythe- 17 Sunset- 8 Willow- 9 SYMS- 37 VDM- 2	2024-2025 Threat Assessments: SYSD Total- 95 La Mirada - 6 OVHS- 1 Smythe- 7 Sunset- 2 Willow- 29 SYMS- 32 VDM- 14 2024-2025 Suicide Risk Assessments: SYSD Total- 105 La Mirada - 3 OVHS- 15 Smythe- 4 Sunset- 1 Willow- 22 SYMS- 39 VDM- 21		By June 2026-2027, the Threat Assessment Data will show SYSD Total: 54 (-10) By June 2026-2027, the Suicide Risk Assessment Data will show SYSD Total: 79 (-10)	The Threat Assessment Data shows SYSD Total: 95 The Suicide Risk Assessment Data shows SYSD Total: 105 We did not meet the goal of -10 in both Threat Assessments and Suicide Risk Assessments.

Goal Analysis [2024-25]

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

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

As measured by the Educational Feedback Survey and Needs Assessment, SYSD made strong progress toward improving school climate, safety, social-emotional well-being, and access to mental health supports through a multi-tiered, equity-focused approach. Most planned actions were implemented with fidelity, while others required adaptation due to staffing constraints and site-specific readiness. The focus remained firmly on addressing areas of need.

Campus Safety, Visitor Management, and Facilities Support
(2.2, 2.3, 2.4)
Planned: Ensure physical safety and campus security through the RAPTOR visitor system, adequate staffing for operations/facilities, and employment of campus security staff.

Implemented: campus security staff trained in PBIS and Restorative Practices; most operational roles filled to maintain safe environments.
Continuous Improvement: Only certain schools use and have RAPTOR installed, and hiring delays in maintenance and security roles impacted early-year implementation.
Successes: Improved campus security and consistent adult presence at high-need sites fostered a safer and more welcoming environment.

Continuous Improvement for 2.4 & 2.5 - Data reflected in the metrics is the same data reported for 2023-2024 and 2024-2025 because the reports will not be available on time to include the updated information on the California Healthy Kids Survey.

Social-Emotional Learning (SEL) and Tier 1 Supports
(2.5, 2.8, 2.9)
Planned: Provide universal SEL through Tier 1 curriculum (Second Step, Zones of Regulation), train all staff, and monitor student needs using mySAEBRS.
Implemented: SEL curriculum and screener implemented across all schools; professional learning sessions delivered districtwide; coaching from social workers initiated at several sites.
Continuous Improvement: Staff development with a focus on SEL and Second Step Curriculum
Successes: Increased student emotional literacy, better teacher-student relationships, and earlier identification of students needing intervention via mySAEBRS.

Mental Health, Tiered Interventions, and Student Services
(2.5, 2.10, 2.11, 2.12)
Planned: Expand mental health staffing, provide multi-tiered services, and implement trauma-informed practices.
Implemented: Hired social workers and established MTSS community of practice; centralized student services coordination.
Continuous Improvement: Behavior Specialist Resigned, and Staffing shortages delayed full implementation.
Successes: Created systemic pathways for SEL and mental health support, increased staff understanding of trauma-informed practices, and reduced student escalations at supported sites.

Behavior and Restorative Practices
(2.1, 2.11)
Planned: Provide ongoing training in PBIS and Restorative Practices; support sites with behavior specialists and BIP development.
Implemented: Trainings occurred districtwide; engaged with high-need students and coached staff.
Continuous Improvement: The implementation of PBIS at the site level varied; schools in Differentiated Assistance (DA) status needed deeper, more sustained support.
Successes: Positive culture shifts in early adopter schools; reduced suspensions in some targeted student groups.

Attendance Improvement and Outreach
(2.6)
Planned: Implement attendance initiatives via Outreach Consultants, SART, family engagement, and trauma-informed strategies.
Implemented: District and site teams worked together to reduce chronic absenteeism through a tiered framework.
Continuous Improvement: Family outreach; chronic absenteeism remains a RED indicator for many student groups.
Successes: Attendance recovery and outreach improved engagement at several high-needs sites; consultants played a critical role in

connecting families to services.

Expanded Learning and Community Partnerships
(2.7, 2.13)
Planned: Oversee ELOP, ASES/21st Century programs, and enrichment; build community partnerships for mentorship and SEL.
Implemented: Programs provided enrichment and SEL supports beyond the school day; mentorships initiated for at-risk youth.
Challenges: Enrichment program staffing varied by site.
Successes: High engagement in after-school learning and mentorships led to stronger student connections and protective factors for at-risk youth.

Successes:
- All key planned actions were at least partially implemented.
- Strong foundational systems were established for SEL, MTSS, and safety.
- Increased adult-student connection and early signs of culture shifts in several schools.
- Data from mySAEBRS, behavior referrals, and attendance teams informed timely supports.

Areas of Continuous Improvement:
- Staffing shortages, especially in mental health and behavioral support roles.
- Varying levels of readiness and capacity across school sites.
- Persistent chronic absenteeism among key subgroups (LTELs, Foster Youth, SWD, ELs).
- Need for stronger fidelity in implementing SEL and PBIS practices.

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.

#2.2: Unfortunately, the district did not implement the Raptor visitor system.
#2.3: The transportation department was not included in the budgeted expenditures. The estimated actual expenditures includes the amount for the transportation department.
#2.5: One FTE Social Worker resigned during the school year.
#2.6: This is a 3-year program. The estimated actual expenditures represent one year.
#2.9: Services provided by South Bay Community Services.
#2.11: The Behavior Specialist resigned.

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

Throughout the school year, SYSD effectively implemented most of its planned actions under Goal 2, resulting in measurable improvements in school climate, student engagement, and safety, particularly in reducing chronic absenteeism. While overall district trends show progress, site-specific data reveal the need for targeted interventions and continued investment in mental health and dropout prevention efforts. Key successes include a notable reduction in chronic absenteeism and a 0% expulsion rate, demonstrating progress toward a safer, more

inclusive, and supportive learning environment for all students, especially unduplicated groups.

Effectiveness of Actions:
Action Step 2.1 – Professional Learning around PBIS and Restorative Practices - California Dashboard: Chronic Absenteeism - Success - SYSD demonstrated substantial progress by reducing chronic absenteeism by 4.1%, as reported on the California School Dashboard. This improvement resulted from a multi-tiered approach that included early warning systems, family outreach, home visits, and increased school connectedness initiatives. These actions collectively strengthened student engagement and attendance behaviors across the district.
Action Step 2.3 - Maintenance, Operations, Transportation, and Facilities support was maximized, and personnel usage was used to ensure students had equitable access.
Action Step 2.5 - Mental Health Supports - With additional staff to support social and emotional well-being, we have reduced the number of students in Tier 2 and Tier 3 interventions.
Action Step 2.7 – Educational Services Support. ASES/21st Century Programs, ELOP, and the Pathway Enrichment Programs have supported the social-emotional well-being of all students.
Action Step 2.9 – Tier 1 Social-Emotional Support and SEL Training: Screening to Care has been integrated into our implementation of Second Step for Tier 1 and Tier 2 instruction. We have increased our Tier 1 to 74% but still need to work on Tier 2 and Tier 3. School Climate: Expulsion Rate (DataQuest 2022–23) - Success - The district maintained a 0% expulsion rate, demonstrating strong implementation of restorative practices and proactive behavior support systems. (Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot - Success - CALPADS absenteeism data corroborated the local trends, confirming consistent implementation of strategies to promote attendance and reduce absenteeism. 2.4 & 2.5 - Data reflected in the metrics is the same data reported for 2023-2024 and 2024-2025 because the reports will not be available on time to include the updated information on the California Healthy Kids Survey.
Action Step 2.10 - Student Services Support - The Coordinator of Student Services has led support for students, teachers, and staff regarding mental health and oversees the multi-tiered system of supports, communicating its results to administrators, counselors, and social workers.
Action Step 2.13 Partnership Program for At-Risk Students - SYSD has established a partnership with South Bay Community Services to support and provide mentorship opportunities and SEL support for at-risk students.

Areas of Continued Improvement:
Action Step 2.2: Visitor Management Software Support - Unfortunately, the district did not implement the Raptor visitor system and is now seeking an alternative system to implement.
Action Step 2.4 - School Safety Support - Due to a resignation, one of our school sites will be without a campus security officer for the 2024-2025 school year.
Action Step 2.6 – Attendance Initiative Support - Pupil Engagement: Middle School Dropout Rates (CALPADS 1.14)—Partial Success—The 2024–25 CALPADS data shows 15 middle school dropouts, 2 fewer than the previous year. Although progress was made, the district did not fully meet the goal, emphasizing the need to enhance dropout prevention programs and early identification of at-risk students. Pupil Engagement: LEA Attendance Data - Partial Success - Local attendance data indicates a district-wide improvement of 1.31%, narrowly missing the goal of 1.5%. Despite this, individual site performance showed promising trends:

- La Mirada improved by 0.61% – near target.
- OVH and Sunset maintained their rates.
- Smythe exceeded expectations with a 2.6% increase.
- SYMS experienced a decline of 2.18%, representing a key area for intervention.

- VDM maintained performance.
- Willow improved by 0.75%, just shy of the goal.

This data highlights the need for differentiated site-level strategies and targeted supports, particularly at SYMS.

Action Step 2.8 – Universal Screener Support School Climate: Universal Screener (mySAEBRS) - Partial Success - The mySAEBRS data shows:

- Tier 1 increased by 1%
- Tier 2 remained stable at 24%
- Tier 3 decreased by 1%

While the district fell slightly short of the 2–3% decrease target for Tier 3, the data reflect a positive shift in overall student well-being and early intervention efforts. Continued focus on mental health supports, SEL integration, and universal screening will be essential in advancing progress in the coming year.

Action Step 2.11—The district's Behavior Specialist resigned during the year, limiting the implementation of behavior intervention plans and PBIS coaching supports. This staffing loss impacted progress toward behavioral goal targets and will require attention to staffing stability moving forward. Threat Assessments and Suicide Risk Assessments are areas that we need to continue supporting.
Action Step 2.12 - The implementation of the Multi-Tiered System of Supports Tier 1 is increasing, and continuous improvement is necessary.

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.

To address the issue of our students and staff not feeling safe in our school, we are working with our Coordinator of Pupil Services to support students and families through wrap-around services, such as Full Community Schools and Promised Neighborhoods programs. The San Ysidro School District has also created a focus on social-emotional well-being and mental health support for students by implementing a multi-tiered system of support to build and support students' social-emotional well-being and resiliency. This approach includes the implementation of Universal, Tier 1 support for all students through the implementation of a social-emotional curriculum at all grade levels. This year, SYSD implemented the mySAEBRS Universal Screener, which identifies students' emotional needs and suggests which Tier of support is most appropriate. Continue to work with our community. We are also working on a project for a single point of entry for our schools to ensure students and staff feel safe.

SYSD is taking proactive steps to decrease chronic absenteeism across all student groups, including students with disabilities. We are committed to incorporating best practices and will continue to employ Outreach Consultants at each school site. These consultants play a crucial role in tracking attendance, serving as a parent liaison to increase parent awareness and involvement in school, and providing parents and students with resources needed to improve student achievement. Our Coordinator of Pupil Services is a valuable resource for the Outreach Consultants, and they serve as the district liaison for outreach services to assist families with issues that may hinder student attendance, engagement, and achievement. A key focus will be the implementation of Attendance Student Study Teams (A-SSTs) as a

trauma-informed approach to early identification and outreach for students at risk of chronic absenteeism. This includes follow-up to ensure families benefit from the wrap-around support they are referred to. In addition, SYSD is partnering with Promise Neighborhoods, a program administered by South Bay Community Services, to provide participating schools with additional attendance monitoring support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning around PBIS and Restorative Practices (DA)	The district will continue to engage all staff with professional learning and implementation supports around inclusion and Restorative Practices Positive Behavior Intervention Supports (PBIS) to develop safety, security, and school connectedness for all students, including unduplicated students. Suspension is in RED for the District LTELs, and Foster Youth are our Differentiated Assistance Focus. Willow has SWD, and SYMS has All, EL, LTEL, HOM, SOD, SWD, and HI. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the attachment of schools)	$0.00	No
2.2	Visitor Management Software Support	The district will continue with the implementation of the the RAPTOR visitor system with installation, professional development, and implementation to increase security and safety on all campuses for the wellbeing of all students including unduplicated students.	$10,000.00	No
2.3	Maintenance, Operations, Transportation, and Facilities support	Ensure additional staff are available to maintain facilities, guaranteeing safety and access for all students, including those from unduplicated at each school site. Maximize personnel usage to ensure student safety and equitable access.	$4,862,960.00	No
2.4	School Safety Support (DA)	Each campus will have support in maintaining site safety and supervision through the continued employment of campus security. Campus security ensures a safe and welcoming school environment for all students,	$1,527,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		including unduplicated students, through implementing PBIS and Restorative Justice practices. District and site needs safety plans will be reviewed and revised to comply with state and county regulations. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.		
2.5	Mental Health and MTSS Supports (DA)	We will hire additional staff to support social and emotional well-being through a multi-tiered system that provides universal social and emotional learning access. These new staff members will help build capacity in this area and support students needing Tier 2 and Tier 3 interventions. Additionally, we will bring on temporary social workers to assist in implementing this multi-tiered support system for mental health. These social workers will focus on Tier 1 interventions and provide small group or one-on-one services to students requiring additional support, including those with social and emotional well-being needs, as measured by mySAEBRS data. This comprehensive approach emphasizes universal access to social-emotional learning while ensuring targeted support for students needing more intensive interventions. By building staff capacity in the realm of social-emotional well-being, we aim to create a robust support network that addresses the diverse needs of our student population. Our District and La Mirada, Sunset, Willow, SYMS, and VDM have Chronic Absenteeism in the RED. The district office is focusing on DA with LTELs and Foster Youth. La Mirada and Willow have All students groups in the Red including HI, HOM, SED, SWD, and ELs. SMS has ELs and LTELs and VDM has SWD in the Red for Chronic Absenteeism. Suspension rates are in RED for the District and our DA focus with LTELs and Foster Youth. VDM has LTELs, and SYMS has All students including ELs, LTELs, HOM, SOD, SWD, and HI. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See attachment of schools)	$262,000.00	Yes
2.6	Attendance Initiative Support (DA)	We will engage Outreach Consultants to help implement Attendance Initiatives, including Attendance Recovery Programs, family assistance services, and Student Attendance Review Teams (SART). These initiatives will be integrated into a multi-tiered strategy for attendance and well-being, prioritizing trauma-informed practices and addressing all students' needs,	$641,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		especially unduplicated ones. Our District shows the DA focus groups of LTELS and Foster Youth in Red for Chronic Absenteeism. La Mirada shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. Willow shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. SYMS also shows EL and LTEL(DA Focus) students in Red for Chronic Absenteeism. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See attachment of schools)		
2.7	Educational Services Support (DA)	Director of Educational Services to oversee ASES/21st Century programs, ELOP, and the Pathways Enrichment Program. Utilize community partnerships to enhance student academic performance and promote social-emotional well-being for all students, with a specific focus on unduplicated students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$7,579,600.00	Yes
2.8	Universal Screener Support (DA)	Continue with the implementation of a universal screener, mySAEBRS, to monitor student needs effectively. This tool will expedite the response time for students requiring different tiers of support for mental health concerns. By leveraging this screener, the aim is to ensure that interventions provided are tailored to the unique needs of each student, thereby prioritizing the mental well-being of all students, including those who are unduplicated. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.		No
2.9	Tier 1 Social Emotional support and SEL Training (DA)	Purchase supplemental curriculum and renew digital access to Tier 1 Second Step & Zones of Regulation to ensure all students can access these materials. Purchase professional learning sessions and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports that are in place for all students, including unduplicated students. Provide all school staff with professional learning on the district-adopted SEL program to strengthen SEL Support for all students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$13,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Student Services Support (DA)	Employ Coordinator of Student Services to coordinate services that support student mental health needs and oversees the multi-tiered system of support for student mental health and well being. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$205,340.00	Yes
2.11	Behavior Supports (DA)	Behavior specialist will support the implementation of PBIS and student behavioral needs. This includes developing Behavior Intervention Plans, utilizing the Zones of Regulation, and implementing strategies to support student needs. Additionally, provide professional development for staff working with all students, including those who are unduplicated. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$135,000.00	No
2.12	Multi-Tiered System of Supports (MTSS) (DA)	As part of MTSS implementation, facilitate a districtwide community of implementation of culturally responsive and trauma informed practices. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$780,000.00	No
2.13	Partnership Program for At-Risk Students (DA)	Establish partnerships with organizations and businesses in the community to provide mentorship opportunities and SEL support for at-risk students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Parent Workshops Offered	2023-24 Parent Educational Workshops District Office: 55 parent workshops	2024-2025 Parent Educational Workshops District Office: 55 parent workshops		By 2026-2027, SYSD will increase the number of workshops and opportunities for parents to engage in learning by 5%.	The data shows that we maintained Parent Educational Workshops for this year and that we are working towards meeting the goal for next year.
3.2	School Community Events	2023-24 3 School Community Events • Military Families Resource Fair • McKinney Vento School Resource Fair	2024-2025 3 School Community Events • Military Families Resource Fair • McKinney Vento		By 2026-2027, SYSD will increase the number of School Community events to 7 to give our families more opportunities to receive information	The data shows that we maintained at 3 school community Events. We are working towards meeting the goal for next year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• STEM Fair	School Resource Fair • STEM Fair		on support and engage in positive school-related activities, building stronger home to school connections and opportunities for parent engagement.	
3.3	Parent Involvement: State Priority - Parent Workshops Targeted Topics for families of Unduplicated Pupils and families of individuals with exceptional needs	2023-24 Targeted Parent Workshops for all students, including unduplicated students and Students with exceptional needs 14 Special Education Targeted Parent Workshops (4 SELPA & 10 Local) 3 English Learner Parent Workshops 7 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners (1 per school site)	2024-2025 Targeted Parent Workshops for all students, including unduplicated students and Students with exceptional needs 9 Special Education Targeted Parent Workshops (1 SELPA & 8 Local) 3 English Learner Parent Workshops 6 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners		By 2026-2027, SYSD will provide access to workshops 3x annually, targeting families of a variety of student groups, including English learners, students with disabilities, unduplicated students, military families, foster families, and families experiencing homelessness.	The data shows that we did meet the access of workshops 3x annually, targeting families of a variety of student groups, including English learners, students with disabilities, unduplicated students, military families, foster families, and families experiencing homelessness.
3.4	Parent Engagement: Parent Conference Attendance	2023-24 Parent Conference Attendance Elementary Schools:	2024-25 Parent Conference Attendance		By 2026-2027, SYSD will increase the number of	The data shows that we increased parent conference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		La Mirada - 350 Smythe - 372 Sunset - 486 OVH - 780 Willow - 600 2023-24 Parent Conference Attendance Middle Schools: SYMS - 320 VDM - 402	Elementary Schools: La Mirada - 355 Smythe - 400 Sunset - 480 OVH - 786 Willow - 610 2023-24 Parent Conference Attendance Middle Schools: SYMS - 330 VDM - 410		parents attending parent conferences by 10%.	attendance in all school sites, but missed the 10% we sought. We are working towards meeting the goal for next year.
3.5	Parent Engagement: Parent Participation in LEA Plan	2023-2024 LCAP Involvement 7 Community Feedback Sessions (1 at each school site) DPAC/DELAC Feedback Session Educational Partners. Parents, and community Survey Responses =504 respondents	2023-2024 LCAP Involvement 9 Community Feedback Sessions (1 at each school site, and some sites presented more than once at SSC, ELAC, and Coffee with the Principal) DPAC/DELAC Feedback Session Educational Partners. Parents and community Survey Responses =648 respondents		By 2026- 2027, SYSD will increase parent engagement in the LEA Plan through increased participation in the LCAP feedback process, as measured by respondents to educational partners' surveys, by 20%. By 2026-2027, SYSD will maintain 7 community feedback sessions and 1 DPAC/DELAC feedback session	The data shows an increase in community sessions and a 28.5% increase in survey feedback responses, which means we have met this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to inform the LCAP.	
3.6	Parent Engagement: Back to School Night Attendance	2023-24 Back to School Night Elementary Schools: La Mirada - 83 Smythe - 381 Sunset - 240 OVH - 463 Willow -297 2023-24 Back to School Night Middle Schools: SYMS - 350 VDM - 370	2024-25 Back to School Night Elementary Schools: La Mirada - 181 Smythe - 236 Sunset - 286 OVH - 451 Willow -273 2023-24 Back to School Night Middle Schools: SYMS - 110 VDM - 278		By 2026-2027, SYSD will increase the number of parents attending parent conferences by 15%.	The data shows we did not meet the 15% increase goal for Back to School Night. We are working towards meeting the goal for next year.
3.7	Parent Engagement: Open House Attendance	2023-24 Open House Elementary Schools: La Mirada - 144 Smythe - 250 Sunset - 410 OVH - 421 Willow - 345 2023-24 Open House Middle Schools: SYMS - 539 VDM - 107	2024-25 Open House Elementary Schools: La Mirada - 130 Smythe - 237 Sunset - 380 OVH - 421 Willow - 298 2023-24 Open House Middle Schools: SYMS - 317 VDM - 187		By 2026-2027, SYSD will increase the number of parents attending parent conferences by 15%.	Most schools declined in parent Open House attendance by 2%. We are working on meeting the 15% increase in parent involvement for the 2025-2026 school year.
3.8	CHKS Parent Survey	CHKS Parents: Parent Involvement:	CHKS Parents: This is the same data from last		By 2026-2027	This is the same data from last year. This year's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	year. This year's data will not be available in time. Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36%		CHKS Parents survey will increase: Parent Involvement: Promotion of parental involvement - 45% Parent involvement in school - 55% Parents feel welcome to participate at school - 45-50 % School Safety: A safe place for my child - 50% The school has adults who really care about students - 45-50%% Teachers responsive to child's social and emotional needs - 95% The school provides parents with advice and resources - 90% The school has clean and well-maintained facilities - 45-50%	data will not be available in time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%		Substance use, School disorder, and Bullying Substance use problems: 8% Student vaping - 4% Harassment or bullying of students - 10%	

Goal Analysis [2024-25]

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

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

As measured by the Educational Feedback Survey and Needs Assessment, the district made significant efforts to enhance parent engagement through multiple initiatives in the previous year, including strengthening support for the Parent Community Center, increasing parent participation in decision-making, and offering targeted professional development opportunities.

Parent Participation in Site and District Committees:
Planned Action: Provide opportunities for parent input through active participation in school and district-level committees.
Actual Implementation: Committee participation remained steady, but varied across sites. Some schools reported high engagement, while others struggled with consistent parent involvement.
Successes: Sites successfully increased parent involvement through targeted outreach and translated materials.
Continuous Improvement: Parents reported feeling more informed and valued when contributing to school decision-making. The district will continue building on this momentum to support greater consistency across all sites.

Parent Professional Development:
Planned Action: Offer learning opportunities focused on the educational system and specific needs of subgroups (e.g., ELs, LTELs, SWDs, SED, Military, and Foster families).
Actual Implementation: A wide range of parent learning sessions were offered, with strong engagement from families who attended. The sessions helped build knowledge and confidence around supporting student success.
Successes: Positive survey responses and anecdotal feedback from parents who attended sessions; increased understanding of school processes and available support.
Continuous Improvement: Scheduling conflicts and childcare limited broader attendance.

Communication Improvements:
Planned Action: Improve school-home communication through enhanced websites, regular updates, and event notifications, with language support provided.
Actual Implementation: Schools made notable improvements in digital and direct communication, with increased use of websites, messaging tools, and translated content.
Successes: Increased use of district/school websites and improved email/text updates.
Continuous Improvement: While interpreter availability and communication practices varied across sites, ongoing efforts to expand language access and streamline communication are helping to create more consistent experiences for families.

Community Specialist and Interpreter Support:
Planned Action: Employ a Community Specialist and provide interpreters to support family engagement and access.
Actual Implementation: A Community Specialist was hired and provided valuable outreach and support.
Successes: Stronger connections with underserved families.
Continuous Improvement: Keeping up with all district events and parent meetings.

Family and Student Events:
Planned Action: Host events like STEM Fair, Military Families Fair, and Resource Fair to build positive school relationships.
Actual Implementation: These events were well-attended and positively received, especially by families of unduplicated students.
Successes: Increased satisfaction with district engagement and visibility of support services.
Continuous Improvement: As part of our commitment to constant improvement, we recognize that event logistics, transportation, and scheduling can affect participation. We're actively exploring ways to make events more accessible and convenient for all families.

Conclusion:
The district made notable progress toward its parent engagement goals, particularly in building relationships and offering tailored supports for families of unduplicated students and students with disabilities. Continued focus on staffing support, accessibility, and clear communication will be key to deepening engagement in the upcoming year.

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.

#3.3: Parent Institute for Quality Education was offered to our parents. The estimated actual expenditures is less than anticipated.

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

The district has made steady and meaningful progress toward its parent engagement goals. While there are areas for continued growth, the actions implemented to date reflect a strong commitment to fostering informed and engaged school communities.
Action Step 3.1 - Parent Center Support:

Based on parent feedback, they would like to have someone in the parent center available to help them with questions, and for it to be accessible to them throughout the workday. The District will continue to support the Parent Community Center, located at the district office.

Action Steps 3.3 & 3.7 – School and Community Events:
Although the target of hosting seven events was not fully met, there was a clear and measurable increase in the number and quality of school community events offered throughout the year. These events provided valuable opportunities for families to connect with their schools, reinforcing the district's dedication to building a welcoming and engaged school culture. The consistent delivery of family workshops throughout the school year further strengthened relationships and built parent capacity to support student success.

Action Step 3.2 – LCAP Involvement and Feedback:
The district took intentional steps to expand LCAP involvement and create additional opportunities for educational partners to provide input. This work supported the new LCAP cycle and underscored the district's commitment to transparency and shared decision-making. Increased turnout at feedback sessions and broader representation among educational partners demonstrate growing trust and investment in the district's goals.

Action Step 3.4 – Parent Communication Support:
Efforts to enhance communication between home and school were evident across multiple platforms. Schools and the district improved website content, increased timely updates on student progress, and made event notifications more accessible. Additionally, expanded language support helped ensure all families could stay informed and connected. These improvements laid the groundwork for more consistent communication practices.

Action Steps 3.5 & 3.6 – Interpreter Services and Community Engagement Coordination:
The employment of interpreters across the district significantly improved language access for non-English-speaking families. Additionally, hiring a Coordinator of Public Relations and Community Services proved to be a key step in aligning and elevating districtwide engagement efforts. Increased visibility through social media posts and weekly highlight communications helped families stay informed and engaged with both school-specific and districtwide happenings.

While some quantitative goals have not yet been fully met, the district's parent engagement efforts are clearly moving in a positive direction. Families are increasingly participating in events, accessing resources, and providing feedback. Continued focus on accessibility and communication practices will help sustain and build upon this progress in the coming year.

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

Based on reflections from prior implementation, the district has made thoughtful adjustments to strengthen parent engagement efforts further in the coming year.

The district office collaborates closely with our communications specialist to enhance communication with families. This partnership has already significantly increased outreach, including weekly highlights and timely announcements to keep families informed and connected. This consistent communication approach will continue and expand moving forward.
In response to parent feedback and the desire for more engagement opportunities, the district is committed to increasing the number of school community events and parent workshops offered throughout the academic year. These events will be designed to be accessible and responsive to the needs of all families.
Educational Services will also continue to prioritize transparency by involving educational partners in ongoing LCAP feedback sessions. This supports our broader goal of shared decision-making and ensures that all voices are heard when shaping district priorities.
Additionally, the district will focus on improving parent participation at key events such as parent conferences, Back-to-School Nights, and Open House. Attendance at these events will continue to be monitored to help evaluate engagement and inform future planning.
Finally, the MOTF department has implemented a detailed deep cleaning schedule to support the health and safety of our learning environments. This initiative reflects our commitment to maintaining clean, welcoming spaces that support student and family well-being.

These targeted changes reflect our ongoing commitment to continuous improvement, family partnership, and creating a more connected school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Center Support	Continue to support the Parent Community Center located at the district office. Based on parent feedback, they would like to have someone in the parent center available to help them with questions and for it to be accessible to them all day during the workday.	$0.00	No
3.2	Parent Participation	Provide parents with opportunities to provide input on decisions through involvement on site and district committees.	$0.00	No
3.3	Parent Learning Opportunities - parents struggle with understanding the educational system	Parent PD: 1. Learn about the Educational System 2. Group-specific learning opportunities (ELs, LTELs (DA Focus), SWDs, SED, Military, Foster families(DA Focus), etc.) This action is principally directed toward unduplicated students district-wide. Based on research, families/caregivers of our unduplicated students experience significant	$12,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and do not get involved.	difficulty accessing and negotiating college/career pathways. Enhancing professional development will inform families/caregivers how to support their children better. Measured by positive responses on student surveys and attendance, the goal's progress will be measured by increased opportunities for parental engagement and participation in LCAP feedback. In addition, parents/caregivers will be encouraged to attend parent conferences, CABE, SELPA meetings, Back-to-School Night, Open House, PTA meetings, and district events/meetings.		
3.4	Parent Communication Support	Improve communication between home and school, enhance websites, provide updates on student progress, and notify parents about district and school events. Ensure access to families with language support.	$25,000.00	No
3.5	Translation Support	Interpreters to provide translation/interpretation services throughout the district.	$318,000.00	No
3.6	Community Specialist for Community Support	Employ a Community Specialist to facilitate parent engagement, communication, and access for all families.	$151,900.00	No
3.7	School Community Events Support	Create opportunities for families and students to engage in positive academic and service activities at schools aimed at increasing satisfaction with the educational system and providing support to families (e.g., STEM Fair, Military Families Fair, Resource Fair).	$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,113,878	$1,848,096

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.408%	0.000%	$0.00	35.408%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum, Instruction & Data Driven Systems (DA): **Need:** According to our needs assessment our English Learners. Long-Term English Learners (DA Focus), Foster Youth, low-income and unduplicated students across schools and grade levels are not meeting or exceeding unit assessments with EL at 37% proficiency.	The district will support the school sites with an intervention teacher to providing interventions to English Learners, low-income and unduplicated students in need. We will prioritize ELs, Long-Term English Learners, Low income, and unduplicated students but due to the overall outcomes of all students we will implement LEA-Wide.	We will monitor this progress by our local assessments. (1.2, 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA) **Need:** Focus for Differentiated Assistance Long-Term English Learners in the RED for ELA. Homeless and Students with Disabilities also in RED for ELA District wide, Smythe has All students, ELs, SED, HOM, and HI students in Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. (See Attachment for all schools) **Scope:** LEA-wide	The district will provide time for teachers to meet and analyze data through release time given by a Sci-Phy team. This time will be used to reflect on common assessments and create interventions for students. Look at data and develop teaching methods that are tailored to address the diverse learning styles and needs of unduplicated students. Even though, this is focused on our LTELS and unduplicated students, based on the need of RED indicators it will be LEA-Wide.	We will monitor progress by looking at our percentages of students in those groups who have met or exceeded the standards being tested. (1.2, 1.4, 1.10,1.11)
1.4	**Action:** State & Federal Program Monitoring (DA) **Need:** According to the California Dashboard, our District is in Differentiated Assistance for Long Term English Learners and Foster Youth who are struggling and are in the RED for the District and at SYMS in all areas. (See chart of schools attached)	The district will work with all schools to support our Long Term English Learners and Foster Youth. This will also support unduplicated students but we also have many others in the RED. It will be offered LEA-Wide to benefit all students.	We will use the local unit and state data to monitor their progress. (1.1, 1.2, 1.5, 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Intervention support for struggling students (DA) **Need:** To support LTELs (DA Focus) students with academic and annual progress towards reclassification we will provide intervention teachers for all schools especially the ones with RED indicators in ELA. (see the attached chart for schools) **Scope:** LEA-wide	SYSD will revise the Multilingual Language Learner Master Plan to support an asset based approach using the CA EL Roadmap. Professional Development will be offered around language acquisition for LTELs (DA Focus) to support their growth. This will focus on LTELs (DA Focus) but will be implement LEA-Wide based on all the RED indicators.	We will monitor this progress with the ELPAC, small group instruction data and our reading and district assessments data.(1.1, 1.2, 1.5, 1.6)
1.8	**Action:** Supplemental Material and Professional Development Support (DA) **Need:** Based on the CA Dashboard we had students who decreased at least one ELPI Level -13.7% and students who maintained ELPI Levels 1, 2L, 2H, 3L, 3H -43%. Students who maintained Level 4 -1%, and ELs who progressed at least one ELPI Level at 42.2%. **Scope:** LEA-wide	Professional development to support instruction in language acquisition and English language development using supplemental materials. It will support the different typologies of language learners and positively impact unduplicated students, and LTELs. The district will use supplemental materials and ELD curriculum to provide direct instruction to these student groups. We will focus on ELs and LTELs but we will implement LEA-Wide to support all students.	We will be looking at state standards (1.5, 1.8, 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Supplemental Materials for Low-income students (DA) **Need:** Looking at local and state data, we found that our low-income students had trouble meeting or exceeding standards. Educational partners, teachers, and students indicated that they did not have reading materials at home. **Scope:** Schoolwide	Supply teachers and families with diverse supplemental reading materials so students can practice at home. SYSD will look at our schools that have RED indicators. Focused on Differentiated Assistance student groups of LTELs and Foster Youth. (see the attached chart for schools) (see the attached chart for schools) These additional reading materials will help them develop confidence and fluency because it will be preferred reading, thus allowing them to reach proficiency.	Measured by local LEA assessments (1.2, 1.10)
1.10	**Action:** Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA) **Need:** CAASPP/SBAC Data indicates that Smythe, Sunset, SYMS, VDM and Willow are IN RED for ELA and the District. (See chart Attachment) **Scope:** LEA-wide	Resource teachers to provide professional development and coaching around integrated and designated ELD across all curriculums for ELs and LTELs, our focus for Differentiated Assistance. We are implementing these actions district wide to support all our ELs, LTELs, low income, and all students struggling with language acquisition.	They will be monitored with local and state assessments for progress (1.1, 1.2, 1.5,1.10)
1.11	**Action:** Small Group Instruction Support (DA) **Need:** Long-Term English Learners (DA Focus), Homeless and Students with Disabilities in RED for ELA District wide, Smythe has All students, ELs, SED, HOM, and HI students in	We will hire instructional aide for identified needs of support for each school site. We will focus on unduplicated students and will also implement LEA-Wide based on the Dashboard data.	We will use Dashboard data and indicators to monitor this progress. (1.1, 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs (DA Focus) in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. (See Attachment for all schools) **Scope:** LEA-wide		
1.12	**Action:** Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA) **Need:** Educational Partner Feedback indicated that our ELs, LTELs, Reclassified, Foster Youth, and Low income students need support with maintaining their language and culture. They would like to see our Dual Language Program and SEI reflect and represent all cultures. **Scope:** LEA-wide	The District will recommit and reimagine our Dual Language and SEI program to support students identify with their language and culture. We will create a plan to focus on the 50/50 model with half of their day to be in Spanish and half of their day in English. This action will be implemented LEA-Wide because Dual Language and SEI will support these groups and all students.	We will monitor using local and state assessments in English and Spanish and create criteria and recognition for a pathway to biliteracy from Preschool to 8th grade. (1.1,1.6,1.10)
1.13	**Action:** Technology Plan (DA) **Need:** Based on Educational Partner feedback , the district collects data and they need a centralized data platform to store it so teachers and admin can have Real-time data access. Educational Partners also stated that	Update our technology plan to improve district wide services and equitable access for unduplicated and all students. Dashboard Data indicates that District Smythe Sunset Willow SYMS and VDM have student groups in the Red. LTELs our focus for DA is a group for the District, SYMS and VDM for ELA and Math. For Math we have the District, Smythe, SYMS, and VDM in RED(See chart Attachment).	We will monitor the progress using Dashboard data .(1.1, 1.3, 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement is very important . Also, One-to-one devices should be used to provide targeted support for students identified in the CA Dashboard in the RED and Orange for ELA and Math. (See chart Attachment). **Scope:** LEA-wide	Professional Development opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning environments. It will be implemented LEA-Wide for all students with a focus on our unduplicated students.	
2.4	**Action:** School Safety Support (DA) **Need:** Educational partner feedback indicated that lockdowns have increased and need safer schools. **Scope:** LEA-wide	Administration, campus security and campus aides will address the safety concerns. Students that feel safe at school will do better and will come to school. This will support academic growth and student engagement in our unduplicated and all students. We are implementing it LEA-Wide with a focus on Differentiated instruction groups of LTELs and Foster Youth including unduplicated students, but will also benefit all students.	We will use CHKS data to monitor this progress. (2.4, 2.5)
2.5	**Action:** Mental Health and MTSS Supports (DA) **Need:** Our data shows that Threat Assessments and Suicide Risk Assessments have increased from last year. Our District shows our DA focus student groups of LTELS and Foster Youth in Red for Chronic Absenteeism and Suspensions. La Mirada shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. Willow shows All, HI,	We will provide additional social and emotional support, with a focus on Tier 2 and Tier 3 students (ELs, Foster Youth (DA Focus), and Low-income) by employing counselors and social workers at each school site to support these students. It will be implemented LEA-Wide with a focus on ELs, Foster Youth, and low income students, but it will also support all students.	We will be monitoring this data through our universal screener, Threat Assessments, Suicide Risk Assessments, and CHKS. ((2.4, 2.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HOM, SED, SWD, and EL students in Red for Chronic Absenteeism and SWD for Suspensions. SYMS also shows EL and LTEL students in Red for Chronic Absenteeism and All, EI, LTEL, HOM,SD, SWD, and HI students in Red for Suspensions. (See attachment of schools) **Scope:** LEA-wide		
2.6	**Action:** Attendance Initiative Support (DA) **Need:** Our District shows our DA Focus student group of LTELS and Foster Youth in Red for Chronic Absenteeism. La Mirada shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. Willow shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. SYMS also shows EL and LTEL(DA focus) students in Red for Chronic Absenteeism. (See attachment of schools) **Scope:** LEA-wide	We will hold attendance SART (Students Attendance Review Team) meetings and develop support plans for our students with disabilities, English Learners (ELs), foster youth (DA focus), and those from low-income. Our goal is to identify the reasons behind students' absences and refer them to the appropriate support services. This initiative will be implemented LEA-wide to address chronic absenteeism for our students with disabilities, ELs, Foster Youth, and Low income, recognizing it as a significant concern for our district. Therefore, our efforts will encompass all students to ensure comprehensive support and improved attendance across the board.	We will monitor progress in increasing the attendance rate of our students with disabilities, ELs, foster youth, low-income and all students. (2.1, 2.6, 2.7)
2.7	**Action:** Educational Services Support (DA) **Need:** Educational partner feedback indicated that we need to create an inclusive and equitable	We will employ a Director of Education Services to oversee the ASES, ELOP, and Pathways Enrichment Program. These programs will create an opportunity to significantly increase attendance rates for ELs, SWDs, Foster Youth (DA focus), and low income students. These programs are	We will monitor progress with CHKS, universal screener, daily attendance rate, feedback from students, parents, and staff with preferred

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environment to enhance student academic performance, attendance, and promote social emotional well being for unduplicated students and all students. **Scope:** LEA-wide	also designed to address social emotional well being because it gives students choice and voice. However, these actions are being provided LEA-Wide to maximize their impact in increasing overall academic performance, attendance, and social emotional well being.	activities and programs. (2.4, 2.5, 2.6, 2.10)
2.9	**Action:** Tier 1 Social Emotional support and SEL Training (DA) **Need:** Data from the Universal Screener, mySAEBRS, indicates that we need to support Tier 1 instruction and SEL for all students. Our goal is to be at 80% or more and we are at Tier 1 Low Risk - 75%. **Scope:** LEA-wide	We will purchase supplemental curriculum and renew digital access to Second Step and Zones of Regulation. This will support our unduplicated (ELs, Foster Youth-DA Focus, and Low Income) students with disabilities, and student behavior (lower suspensions). Social Workers will engage in coaching sessions with teachers to implement the curriculum to build a strong Tier 1 support and get to 80%. These actions are being provided LEA-Wide because the purchase and renewal of the materials will enhance the inclusivity for all students and support their social emotional well being.	We will use the mySAEBRS, suspension, SRA, and TA data to support the progress. (2.3, 2.10, 2.11)
2.10	**Action:** Student Services Support (DA) **Need:** Feedback from Educational Partners indicate that their has been an increase in the CHKS from students, parents, and staff around mental health and social emotional well being. Even though parents feel we are doing a good job at responding to their child's social and emotional needs (88%), 28% of middle school students feel social emotional distress and	We will employ a Coordinator of Student Services to support student's mental health and well being. The focus will be on supporting our unduplicated students, ELs, Foster Youth(DA Focus), and low income, She will support the counselors and social workers to build a stronger our Tier 1 program. These actions will create opportunities to use our California Healthy Kids data to identify our struggling unduplicated students. However, these actions will be provided LEA-Wide because there is a great need to support all students with their mental health and social emotional well being.	We will monitor progress with the CHKS for students, staff, and parents. (2.4, 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	chronic sadness. Where 46% of our staff see our students depressed. **Scope:** LEA-wide		
3.3	**Action:** Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved. **Need:** Feedback from educational partners has led us to support parents of unduplicated students and students with disabilities with accessing and negotiating college/career pathways. It has also led us to continue building a culture of communication with our community, which will inform families and caregivers about how to better support their children. **Scope:** LEA-wide	Based on research, parents of unduplicated students and students with disabilities experience significant difficulty with accessing and navigating college/career pathways. We will continue professional development with parents on A through G Requirements and mental health using PIQE (Parent Institute for Quality Education) and other community partners. We will create a user-friendly website for parents to access information and parent meetings. In addition, parents/caregivers will be encouraged to attend parent conferences and meetings, such as CABE, SELPA meetings, Parent Conferences, Back-to-School-Night, Open House, PTA meetings, and district events/meetings.	The progress of the goal will be measured by CHKS, LCAP feedback, parent workshops and attendance to all school and district/school events and meetings. (3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant funding will focus on supporting the foundation of our system of continuous improvement designed to support students with Tier 1 and Tier 2 embedded systems and data monitoring on a 6-week cycle to ensure timely monitoring of student data, which ensures the ability to use data to drive instructional practices that are supportive of student needs and meaningful access. To that end, the district uses data reflection sessions, which provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students, including unduplicated students and students with disabilities, to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities. (Goal 1; Actions 6-11) This funding supports this model by ensuring funding for the enrichment staff that supports the system by providing students with enrichment and teachers/administrators with time to analyze student data by student group and plan for instruction using the knowledge that analyzing the data gives them.
This system is in place to support all students who attend our schools and are above the 55% threshold identified as high concentration.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:15.2 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.4 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$42,684,469	15,113,878	35.408%	0.000%	35.408%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,813,493.00	$8,379,581.00	$4,452,038.00	$2,452,340.00	$72,097,452.00	$55,990,025.00	$16,107,427.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum, Instruction & Data Driven Systems (DA):	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$34,343,764.00	$7,036,453.00	$37,661,593.00	$1,430,481.00	$2,288,143.00		$41,380,217.00	
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,450,297.00	$0.00	$1,450,297.00				$1,450,297.00	
1	1.3	College and Career Readiness and 21st Century Learning	All Students with Disabilities	No			All Schools Specific Schools: Middle Schools 7 & 8	3 year cycle	$165,206.00	$0.00	$165,206.00				$165,206.00	
1	1.4	State & Federal Program Monitoring (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$355,183.00	$0.00	$165,057.00			$190,126.00	$355,183.00	
1	1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$601,400.00	$0.00	$355,700.00			$245,700.00	$601,400.00	
1	1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	Students with Disabilities English Learners, LTELs (DA Focus), and Students with Disabilities	No			All Schools	3 year cycle	$1,135,895.00	$0.00			$1,135,895.00		$1,135,895.00	
1	1.7	Intervention support for struggling students (DA)	English Learners	Yes	LEA-wide	English Learners	All Schools	3 year cycle	$270,000.00	$0.00		$270,000.00			$270,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Supplemental Material and Professional Development Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.9	Supplemental Materials for Low-income students (DA)	Low Income	Yes	School wide	Low Income	All Schools	3 year cycle	$0.00	$87,400.00	$50,000.00	$37,400.00			$87,400.00	
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$347,260.00	$0.00	$336,250.00	$6,700.00		$4,310.00	$347,260.00	
1	1.11	Small Group Instruction Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$3,337,400.00	$0.00	$1,337,400.00			$2,000,000.00	$3,337,400.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$4,683,000.00	$100,000.00	$4,783,000.00				$4,783,000.00	
1	1.13	Technology Plan (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,055,000.00	$400,000.00	$1,455,000.00				$1,455,000.00	
2	2.1	Professional Learning around PBIS and Restorative Practices (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
2	2.2	Visitor Management Software Support	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Maintenance, Operations, Transportation, and Facilities support	All Students with Disabilities	No			All Schools	3 year cycle	$3,932,960.00	$930,000.00	$4,862,960.00				$4,862,960.00	
2	2.4	School Safety Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,527,820.00	$0.00	$1,527,820.00				$1,527,820.00	
2	2.5	Mental Health and MTSS Supports (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$262,000.00	$0.00	$262,000.00				$262,000.00	
2	2.6	Attendance Initiative Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$641,000.00	$0.00	$641,000.00				$641,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Educational Services Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$291,600.00	$7,288,000.00	$51,600.00	$6,500,000.00	$1,028,000.00		$7,579,600.00	
2	2.8	Universal Screener Support (DA)	All Students with Disabilities	No			All Schools	3 year cycle								
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$13,370.00	$13,370.00				$13,370.00	
2	2.10	Student Services Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$205,340.00	$0.00	$205,340.00				$205,340.00	
2	2.11	Behavior Supports (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$135,000.00	$0.00		$135,000.00			$135,000.00	
2	2.12	Multi-Tiered System of Supports (MTSS) (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$780,000.00	$0.00	$780,000.00				$780,000.00	
2	2.13	Partnership Program for At-Risk Students (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.1	Parent Center Support	All	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent Participation	All	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$12,204.00				$12,204.00	$12,204.00	
3	3.4	Parent Communication Support	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.5	Translation Support	All Students with Disabilities	No			All Schools	3 year cycle	$318,000.00	$0.00	$318,000.00				$318,000.00	
3	3.6	Community Specialist for Community Support	All Students with Disabilities	No			All Schools	3 year cycle	$151,900.00	$0.00	$151,900.00				$151,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.7**	School Community Events Support	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$5,000.00	$5,000.00				$5,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$42,684,469	15,113,878	35.408%	0.000%	35.408%	$50,139,727.00	0.000%	117.466 %	**Total:**	$50,139,727.00
								LEA-wide Total:	$50,089,727.00
								Limited Total:	$0.00
								Schoolwide Total:	$50,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Curriculum, Instruction & Data Driven Systems (DA):	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,661,593.00	
1	**1.2**	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,450,297.00	
1	**1.3**	College and Career Readiness and 21st Century Learning				All Schools Specific Schools: Middle Schools 7 & 8	$165,206.00	
1	**1.4**	State & Federal Program Monitoring (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,057.00	
1	**1.7**	Intervention support for struggling students (DA)	Yes	LEA-wide	English Learners	All Schools		
1	**1.8**	Supplemental Material and Professional Development Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Supplemental Materials for Low-income students (DA)	Yes	Schoolwide	Low Income	All Schools	$50,000.00	
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$336,250.00	
1	1.11	Small Group Instruction Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,337,400.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,783,000.00	
1	1.13	Technology Plan (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,455,000.00	
2	2.4	School Safety Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,527,820.00	
2	2.5	Mental Health and MTSS Supports (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,000.00	
2	2.6	Attendance Initiative Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$641,000.00	
2	2.7	Educational Services Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,600.00	
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,370.00	
2	2.10	Student Services Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,340.00	
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Community Specialist for Community Support				All Schools	$151,900.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$70,142,546.00	$69,471,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum, Instruction & Data Driven Systems:	Yes	$38,794,525.00	38,580,000
1	**1.2**	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	$1,337,662.00	$1,300,000
1	**1.3**	College and Career Readiness and 21st Century Learning	No	$154,200.00	162,200
1	**1.4**	State & Federal Program Monitoring	Yes	$372,100.00	384,000
1	**1.5**	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support	No	$905,000.00	891,000
1	**1.6**	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus	No	$1,300,000.00	1,246,000
1	**1.7**	Intervention support for struggling students	Yes	$650,000.00	704,300
1	**1.8**	Supplemental Material and Professional Development Support	Yes	$200,000.00	210,000
1	**1.9**	Supplemental Materials for Low-income students	Yes	$97,400.00	174,000
1	**1.10**	Professional Learning: PD, Guided Planning, Implementation and Coaching Support	Yes	$580,000.00	530,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Small Group Instruction Support	Yes	$2,700,000.00	4,169,000
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support	Yes	$4,505,971.00	$4,200,000
1	1.13	Technology Plan	Yes	$1,475,000.00	$1,475,000
2	2.1	Professional Learning around PBIS and Restorative Practices	No	$0.00	0.00
2	2.2	Visitor Management Software Support	No	$10,000.00	0.00
2	2.3	Maintenance, Operations, Transportation, and Facilities support	No	$5,628,325.00	7,200,000
2	2.4	School Safety Support	Yes	$1,577,000.00	1,500,000
2	2.5	Mental Health Supports	Yes	$375,000.00	321,900
2	2.6	Attendance Initiative Support	Yes	$1,546,715.00	630,000
2	2.7	Educational Services Support	Yes	$6,051,133.00	4,000,000
2	2.8	Universal Screener Support	No	$50,000.00	50,000
2	2.9	Tier 1 Social Emotional support and SEL Training	Yes	$13,370.00	0.00
2	2.10	Student Services Support	Yes	$194,997.00	201,000
2	2.11	Behavior Supports	No	$120,204.00	0.00

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)
2	**2.12**	Multi-Tiered System of Supports (MTSS)	No	$899,870.00	966,000
2	**2.13**	Partnership Program for At-Risk Students	No	$0.00	0.00
3	**3.1**	Parent Center Support	No	$0.00	0.00
3	**3.2**	Parent Participation	No	$0.00	0.00
3	**3.3**	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes	$125,800.00	87,000
3	**3.4**	Parent Communication Support	No	$20,000.00	$20,000
3	**3.5**	Translation Support	No	$309,274.00	312,000
3	**3.6**	Community Specialist for Community Support	No	$143,000.00	152,000
3	**3.7**	School Community Events Support	No	$6,000.00	$6,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
14,662,139	$50,017,586.00	$49,033,903.00	$983,683.00	0.250%	0.000%	-0.250%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum, Instruction & Data Driven Systems:	Yes	$37,160,000.00	37,160,000		
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	$1,335,000.00	1,335,000		
1	1.4	State & Federal Program Monitoring	Yes	$203,400.00	203400		
1	1.7	Intervention support for struggling students	Yes	$100,000.00	100000		
1	1.8	Supplemental Material and Professional Development Support	Yes	$200,000.00	200000		
1	1.9	Supplemental Materials for Low-income students	Yes	$50,000.00	50000		
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support	Yes	$430,000.00	430000		
1	1.11	Small Group Instruction Support	Yes	$800,000.00	800000		
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support	Yes	$4,505,971.00	4500000		
1	1.13	Technology Plan	Yes	$1,475,000.00	1475000		
2	2.4	School Safety Support	Yes	$1,577,000.00	1560000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Mental Health Supports	Yes	$375,000.00	325000		
2	**2.6**	Attendance Initiative Support	Yes	$1,546,715.00	630000		
2	**2.7**	Educational Services Support	Yes	$51,133.00	51133		
2	**2.9**	Tier 1 Social Emotional support and SEL Training	Yes	$13,370.00	13370		
2	**2.10**	Student Services Support	Yes	$194,997.00	201000		
3	**3.3**	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes		0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
42,048,350	14,662,139	0.00%	34.870%	$49,033,903.00	0.000%	116.613%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

SYSD: CA Dashboard

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

SYSD	La Mirada	Smythe	Sunset	OVH	Willow	SYMS	VDM
Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	ELA • HOM	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL • WH	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	ELA • HOM	Chronic Absenteeism: • ALL • HI • HOM • SED • SWD • EL
ELA • HOM • SWD	ELA • ALL • HI • HOM • MR • SED • SWD • EL	ELA • SED • HOM • EL			ELA • ALL • HI • HOM • MR • SED • EL		
Suspension • AA	Math • ALL • HI • HOM • MR • SED • SWD • EL	Suspension • HOM			Math • SWD		

23-24 SYSD: CA Dashboard

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

SYSD	La Mirada	Smythe	Sunset	OVH	Willow	SYMS	VDM
Chronic Absenteeism: • LTELs • FY	**Chronic Absenteeism:** • ALL • HI • HOM • SED • SWD • EL	**Chronic Absenteeism:**	**Chronic Absenteeism:** • HOM	**Chronic Absenteeism:**	**Chronic Absenteeism:** • ALL • HI • HOM • SED • SWD • EL	**Chronic Absenteeism:** • EL • LTELs	**Chronic Absenteeism:** • SWD
ELPI • EL • LTEL	**ELPI**	**ELPI**	**ELPI**	**ELPI**	**ELPI**	**ELPI** • EL • LTEL	**ELPI** • EL
ELA • LTEL • HOM • SWD	**ELA**	**ELA** • All • EL • SED • HOM • HI	**ELA** • EL • HOM	**ELA**	**ELA** • ALL • HI • SWD • EL	**ELA** • LTEL • EL • HOM • SOD • SWD	**ELA** • LTEL
Math • LTEL • HOM	**Math**	**Math** • HOM • SWD	**Math**	**Math**	**Math**	**Math** • All • EL • LTEL • HOM • SOD • SWD • HI	**Math** • LTEL
Suspension • LTEL • FY	**Suspension**	**Suspension**	**Suspension**	**Suspension**	**Suspension** • SWD	**Suspension** • All • EL • LTEL • HOM • SOD • SWD • HI	**Suspension**