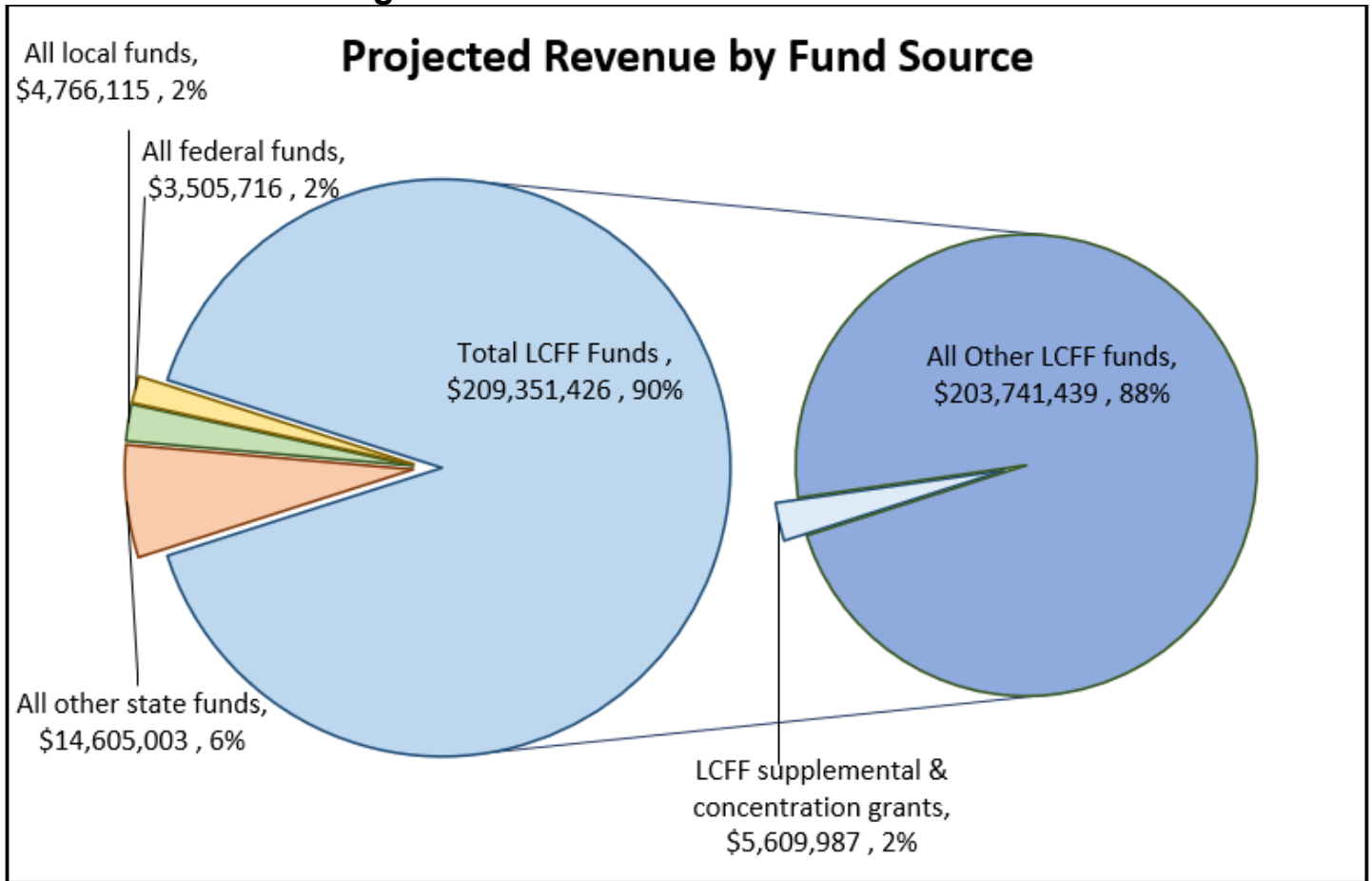


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Mateo Union High School District (SMHUSD)  
CDS Code: 41690470000000  
School Year: 2024-25  
LEA contact information:  
Randall Booker  
Superintendent  
rbooker@smuhsd.org  
650-558-2200

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 2024-25 School Year

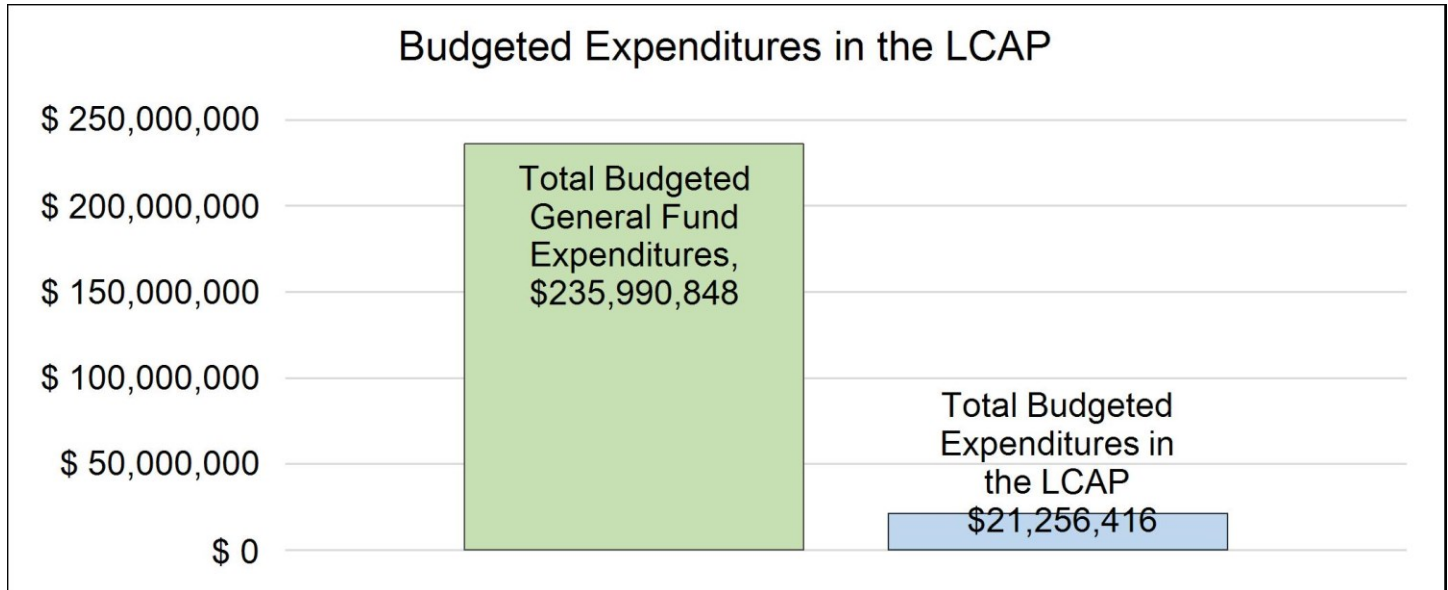


This chart shows the total general purpose revenue San Mateo Union High School District (SMHUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Mateo Union High School District (SMHUSD) is \$232,228,260, of which \$209,351,426 is Local Control Funding Formula (LCFF), \$14,605,003 is other state funds, \$4,766,115 is local funds, and \$3,505,716 is federal funds. Of the \$209,351,426 in LCFF Funds, \$5,609,987 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 Mateo Union High School District (SMHUSD) plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

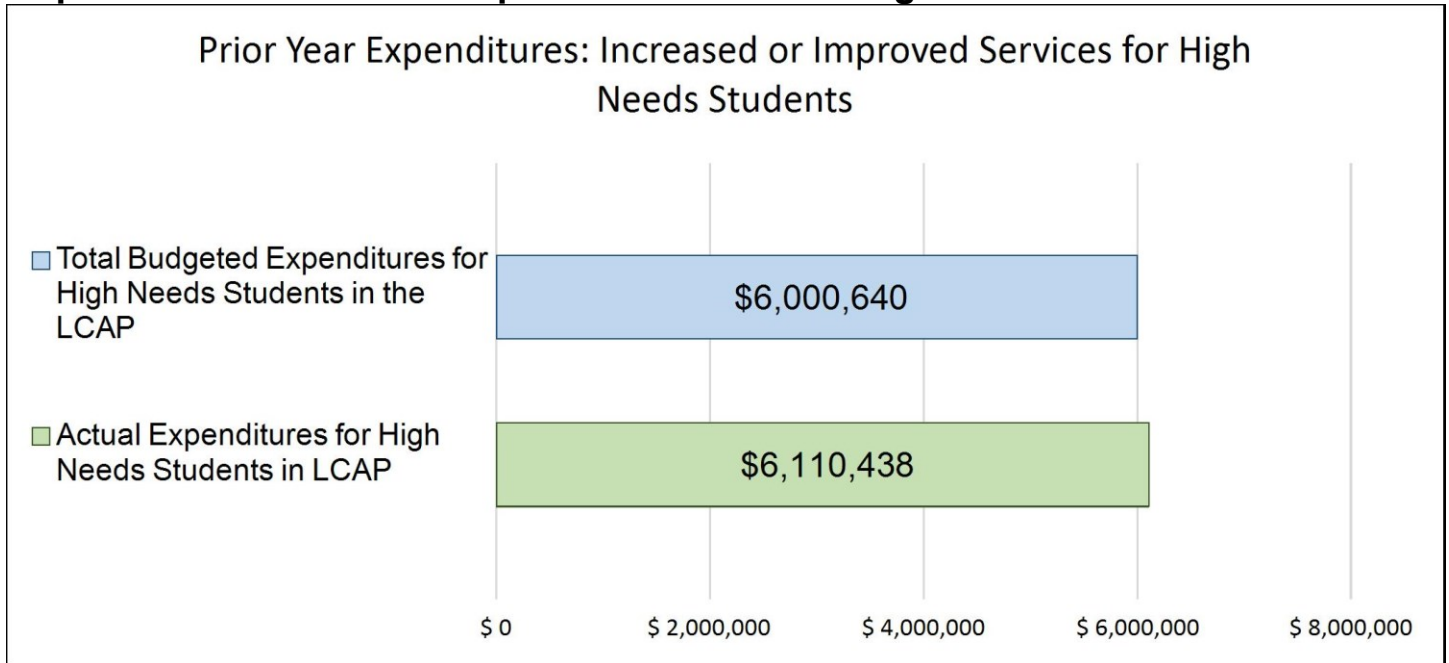
The text description of the above chart is as follows: San Mateo Union High School District (SMHUSD) plans to spend \$235,990,848 for the 2024-25 school year. Of that amount, \$21,256,416 is tied to actions/services in the LCAP and \$214,734,432 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Mateo Union High School District (SMHUSD) is projecting it will receive \$560,998.7 based on the enrollment of foster youth, English learner, and low-income students. San Mateo Union High School District (SMHUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. San Mateo Union High School District (SMHUSD) plans to spend \$560,998.7 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 2023-24



This chart compares what San Mateo Union High School District (SMHUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Mateo Union High School District (SMHUSD) 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 2023-24, San Mateo Union High School District (SMHUSD)'s LCAP budgeted \$6000640 for planned actions to increase or improve services for high needs students. San Mateo Union High School District (SMHUSD) actually spent \$6110438 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo Union High School District (SMHUSD)	Randall Booker Superintendent	rbooker@smuhsd.org 650-558-2200

# Goals and Actions

## Goal

Goal #	Description
1	Create, maintain and support Authentic Relationships by ensuring that every student has at least one strong relationship with an adult, increasing the diversity of our staff, ensuring ALL students have strong relationships with their peers across racial/ethnic/ socioeconomic lines and that student leadership/activities/ clubs reflect the diversity of each school and ensure that there are multiple opportunities for family engagement & effective communication. This goal addresses the following state Priority areas- Priority 1 Conditions for learning (Basic Services), Priority 3 (Parental Involvement) and Priority 5 (Student Engagement).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will increase the number of non-White/Multiple race certificated staff so as to have a more diverse and representative staff (relative to our student population). In line with this, we will increase the percentage of new hires among our certificated staff among the following groups: <ul style="list-style-type: none"> <li>African American</li> <li>Asian</li> <li>Filipino</li> </ul>	% of New Teacher Hires in 2020-21: Asian: 5.86% Black/African American: 1.72% Filipino: 1.72% Latino: 15.52% Pacific Islander: 0.00% White: 53.45%	% New Teacher Hires in 2021-22 : Asian: 20.7% Black/African American: 6.90% Filipino: 1.72% Latino: 12.07% Pacific Islander 0.00% White 58.62%	% New Teacher Hires in 2022-23: Asian: 11.43% Black/African American: 4.29% Filipino: 1.43% Latino: 25.71% Native American: 1.43% Pacific Islander: 2.86% Other White: 2.00% White: 44.29%	% New Teacher Hires in 2023-24: Asian: 25.58% Black/African American: 2.33% Filipino: 0.00% Latino: 32.56% Pacific Islander: 2.33% White: 30.23%	% of new hires: Asian: 25% Black/African American: 8% Filipino: 5% Latino: 37.5% Pacific Islander: 2.5% White: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>Hispanic/Latinx</li> <li>Pacific Islander</li> <li>We will monitor that in relation to the % of White certificated hires.</li> </ul>					
<p>Percentage increase in the students responding "favorably" to the Panorama survey data related to "Teacher/Student Relationships."</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus. Established during the 2021-22 School Year Survey Spring 2022 Favorable Response: Overall: 52% Asian: 53% Black/African American: 55% Filipino: 52% Latino: 50% Pacific Islander: 58% Two or More Races: 52% White: 54% English Learner: 56%</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus. Survey Spring 2022 Favorable Response: Overall: 52% Asian: 53% Black/African American: 55% Filipino: 52% Latino: 50% Pacific Islander: 58% Two or More Races: 52% White: 54% English Learner: 56% Socio-Econ. Disadvantaged: 51%</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus. Survey Spring 2023 Favorable Response: Overall: 53% Asian: 53% Black/African American: 57% Filipino: 51% Latino: 49% Two or More Races: 55% White: 56% *Confidentiality protected (Pacific Islander and American Indian or Alaska Native): 57% English Learner: 56%</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus. Survey Spring 2024 Favorable Response: Overall: 54% Asian: 56% Filipino: 51% Latino: 50% Pacific Islander: 48% Two or More Races: 56% White: 58% *Confidentiality protected (Black/African American and American Indian or Alaska Native): 50% English Learner: 54%</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus. At least 90% in all subgroups of students will respond favorably to this question. Overall: 90% "Favorable" Asian: 90% Black/African American: 90% Latino: 90% Pacific Islander: 90% Two or More Races: 90% White: 90% English Learner: 90% Socio-Econ Disadvantaged: 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Econ. Disadvantaged: 51% Students w/ IEPs: 55%	Students w/ IEPs: 55%	Socio-Econ. Disadvantaged: 51% Students w/ IEPs: 55% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	Socio-Econ. Disadvantaged: 50% Students w/ IEPs: 54% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	Students w/ IEPs: 90%
Percentage of Parents/Guardians reporting "favorable" ratings on the Panorama Family/Guardian Survey related to "opportunities for engagement and effective communication."	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Established during the 2021-22 School Year Survey Fall 2021 Favorable Response: Overall: 70% Asian: 70% Latino: 75% Pacific Islander: 63% White: 70% *Other: 57% *Confidentiality protected for Black/African	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Survey Fall 2021-22SY Favorable Response: Overall: 70% Asian: 70% Latino: 75% Pacific Islander: 63% White: 70% *Other: 57% *Confidentiality protected for Black/African American or Native American: 57%	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Survey Fall 2022-23SY Favorable Response: Overall: 79% Asian: 80% Black/African American: 83% Latino: 75% Pacific Islander: 65% White: 82% Other: 65% *The vendor has ensured the confidentiality of	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Survey Fall 2023-24 Favorable Response: Overall: 79% Asian: 82% Black/African American: 79% Latino: 79% White: 78% *Other: 69% *Confidentiality protected, Pacific Islander or Native American: 84%	The desired outcome will be that all families and within each of our subgroups, at least 85% of families responding to the survey rate our communication/engagement strategies as "favorable." Overall: 85% Favorable Asian: 85% Latino: 85% "Other:" 85% Pacific Islander: 85% White: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American or Native American: 57% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	*The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	survey responses, particularly for groups with fewer respondents.	*The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	
All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education.	100% of schools met the Williams requirements as related to Facilities on the Facilities Inspection Tool (FIT) and standards-aligned instructional materials inventory conducted annually (“good or excellent”). 2021-22SY: AHS: Good BHS: Excellent CHS: Excellent HHS: Excellent MHS: Good PHS: Excellent SMHS: Excellent	2021-22SY: AHS: Good BHS: Excellent CHS: Excellent HHS: Excellent MHS: Good PHS: Excellent SMHS: Excellent	2022-23SY: AHS: Good BHS: Excellent CHS: Excellent HHS: Excellent MHS: Good PHS: Excellent SMHS: Excellent	2023-24SY: AHS: Good BHS: Excellent CHS: Excellent HHS: Excellent MHS: Good PHS: Excellent SMHS: Excellent	Maintain 100% meeting requirements for facilities and instructional materials. AHS: “Excellent” BHS: “Excellent” CHS: “Excellent” HHS: “Excellent” MHS: “Excellent” PHS: “Excellent” SMHS: “Excellent”

## Goal Analysis



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

A description of any substantive differences in planned actions and actual implementation of these actions.

In our ongoing efforts to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive, we have dedicated significant resources and attention to the goal area of Safe and Connected Communities. We firmly believe that effective learning environments are established when students, staff, and families feel emotionally, physically, and socially safe. This foundational belief has guided our actions and strategies over the past year, leading to both successes and challenges in implementation.

One of our notable successes has been in hiring a more diverse staff. By bringing in educators and support personnel from various backgrounds, we have enriched our school communities with a range of perspectives and experiences. This diversity has been instrumental in creating an inclusive environment where all students can see themselves reflected in their teachers and role models. As a result, we have observed improvements in students' feelings of positivity and connectedness within our schools. Surveys and feedback from students indicate that they feel more understood and supported by staff, contributing to a more cohesive and harmonious school culture.

Additionally, we have met our responsibilities related to providing high-quality facilities and well-trained teachers. Our investment in maintaining and upgrading school infrastructure has ensured that students learn in safe, comfortable, and modern environments. Professional development for teachers has been prioritized, equipping them with the skills and knowledge to address the diverse needs of our student body effectively. These efforts have been reflected in the overall satisfaction reported by families, who have expressed that they appreciate the district's commitment to excellence in education and the well-being of their children.

Despite these successes, we have encountered challenges in fully realizing all planned actions. For instance, while our communication with families has been positively received overall, there remain areas where we can improve. Some families have expressed a desire for more frequent and detailed updates on school activities and student progress. Addressing these concerns requires us to refine our communication strategies and ensure that all families have access to the information they need to support their children's education fully.

In conclusion, our implementation of the Safe and Connected Communities goal has been largely successful, with significant progress in hiring diverse staff, enhancing student connectedness, and maintaining high-quality facilities and teaching standards. However, we recognize the need for ongoing refinement and adaptation of our strategies to overcome challenges and further improve our communication with families. By continuing to build on our successes and addressing areas for growth, we are committed to fostering a supportive and inclusive school environment where every member of our community feels safe and valued.

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.

The only material difference in this Goal area was 1.5. This action related to providing reimbursements for classified staff who are enrolled in educational programs to ultimately secure credentials. We had hoped to have more staff participate in the program, but had fewer than

anticipated. As a consequence, we spent \$23,977 instead of the \$40,000 budgeted. There were no other material differences between the budgeted expenditures and the estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year Local Control Accountability Plan (LCAP) cycle, the specific actions taken to achieve our goal of creating Safe and Connected Communities have shown varied levels of effectiveness. One of the most effective actions has been our initiative to hire a more diverse staff. This strategy has significantly contributed to a more inclusive school culture, where students from diverse backgrounds feel represented and understood. The presence of diverse role models among staff has not only enhanced the cultural responsiveness of our schools but has also fostered stronger connections between students and teachers. This is evident from surveys and feedback indicating that students feel more positive about their school experiences and more connected to the staff, leading to an overall improvement in school climate.

In addition, our commitment to providing high-quality facilities and well-trained teachers has proven to be effective in creating a supportive learning environment. Investments in upgrading school infrastructure and facilities have ensured that students have safe and conducive spaces for learning. Professional development programs for teachers have been successful in equipping them with the skills needed to meet the diverse needs of our student population. Families have consistently reported high satisfaction with the quality of education and the physical condition of school facilities. This dual focus on infrastructure and teacher development has been instrumental in maintaining a high standard of education and a supportive environment for both students and staff.

However, not all actions have been equally effective. While our communication efforts with families have generally been positively received, there are areas that require improvement. Some families have reported that they would appreciate more frequent and detailed updates on school activities and student progress. This feedback indicates that, despite our efforts, our communication strategies may not have fully met the needs and expectations of all families. To address this, we need to explore new methods and tools for communication, ensuring that information is accessible and comprehensive for all families. By refining our approach, we can enhance family engagement and support, thereby further contributing to our goal of creating a safe and connected school community.

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

We have decided to collapse Goals 1 and 2 so as to simplify our plan so that it is more comprehensible to the community. We have maintained all of the major metrics in this area.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	Ensure a Safe and Connected Community by identifying & implementing a common (evidence-based) framework for effective family-school partnerships, develop formal and informal student leadership to reflect the diversity for our schools, and fostering physical, psychological and social-emotional learning. This goal addresses the following state Priority areas- Priority 3 (Parental Involvement) and Priority 5 (Student Engagement), Priority 6 (School Climate)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduction in the number of suspensions (one or more incidents for which the student was suspended) overall and among key subgroups.	<p>The District will use the 2020-21 school year as the baseline for growth purposes going forward.</p> <p>Baseline: 2020-21 Suspensions:</p> <ul style="list-style-type: none"> <li>Total Students Suspended: 15, Total Suspensions: 15</li> <li>English Learner(Non-RFEP): 1 Student, 1 Total Suspensions</li> <li>SED: 6 Students, 6</li> </ul>	<p>2020-21 Suspensions:</p> <ul style="list-style-type: none"> <li>Total Students Suspended: 15, Total Suspensions: 15</li> <li>English Learner(Non-RFEP): 1 Student, 1 Total Suspensions</li> <li>SED: 6 Students, 6 Total Suspensions</li> <li>Foster Youth: *Students, * Total Suspensions</li> </ul>	<p>2021-22SY Suspensions:</p> <p>Total Students: 278 Total Suspensions: 374</p> <p>English Learner (Non-RFEP): Total Students: 28; Total Suspensions: 36</p> <p>SED: Total Students: 145; Total Suspensions: 194</p> <p>Foster Youth: Total Students: 2; Total Suspensions: 3</p> <p>Homeless: Total Students: 1; Total Suspension: 1</p> <p>Special Education: Total Students: 82; Total Suspensions: 121</p> <p>Latino:</p>	<p>2022-23SY Suspensions:</p> <ul style="list-style-type: none"> <li>Total Students: 292</li> <li>Total Suspensions: 403</li> </ul> <p>English Learner (Non-RFEP):</p> <ul style="list-style-type: none"> <li>Total Students: 32; Total Suspensions: 38</li> </ul> <p>SED:</p> <ul style="list-style-type: none"> <li>Total Students: 143; Total Suspensions: 200</li> </ul> <p>Foster Youth:</p>	<ul style="list-style-type: none"> <li>Total # of Students Suspended: 175</li> <li>Total # of Suspensions: 200</li> <li>English Learner(Non-RFEP): 3 Students, 3 Total Suspensions</li> <li>SED: 7 Students, 7 Total Suspensions</li> <li>Foster Youth: *Students, * Total Suspensions</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Total Suspensions:</li> <li>• Foster Youth: *Students, * Total Suspensions</li> <li>• Homeless: 0 Students, 0 Total Suspensions:</li> <li>• Special Education: 3 Students, 3 Total - Suspensions</li> <li>• Latino: Students: 5, 5 Suspensions:</li> <li>• Pacific Islander: 0 Students, 0 Total Suspensions:</li> <li>• Black/African American: 0 Students, 0 Total Suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Homeless: 0 Students, 0 Total Suspensions:</li> <li>• Special Education: 3 Students, 3 Total - Suspensions</li> <li>• Latino: Students: 5, 5 Suspensions:</li> <li>• Pacific Islander: 0 Students, 0 Total Suspensions:</li> <li>• Black/African American: 0 Students, 0 Total Suspensions</li> </ul>	<p>Total Students: 160; Total Suspensions: 208</p> <p>Pacific Islander: Total Students: 17; Total Suspensions: 25</p> <p>Black/African American: Total Students: 3; Total Suspensions: 5</p> <p>**District Total student count = unduplicated **EL: EL 1-3 and EL in Mainstream</p>	<ul style="list-style-type: none"> <li>• Total Students: 2; Total Suspensions: 5</li> <li>Homeless: <ul style="list-style-type: none"> <li>• Total Students: 7; Total Suspension: 10</li> </ul> </li> <li>Special Education: <ul style="list-style-type: none"> <li>• Total Students: 77; Total Suspensions: 117</li> </ul> </li> <li>Latino: <ul style="list-style-type: none"> <li>• Total Students: 183; Total Suspensions: 261</li> </ul> </li> <li>Pacific Islander: <ul style="list-style-type: none"> <li>• Total Students: 17; Total Suspensions: 22</li> </ul> </li> <li>Black/African American: <ul style="list-style-type: none"> <li>• Total Students: 6; Total</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Homeless: 0 Students, 0 Total Suspensions:</li> <li>• Special Education: 3 Students, 3 Total - Suspensions</li> <li>• Latino: Students: 5, 5 Suspensions:</li> <li>• Pacific Islander: 0 Students, 0 Total Suspensions:</li> <li>• Black/African American: 0 Students, 0 Total Suspensions</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Suspensions: 10</p> <p>**District Total student count = unduplicated **EL: EL 1-3 and EL in Mainstream</p>	
<p>Reduction in the total number of instructional days lost due to suspension overall and among student subgroups.</p>	<p>The District will use the 2020-21SY school year as the baseline for growth purposes going forward.</p> <p>2020-21SY Instructional Days Lost, Total Students and Total Suspensions:</p> <ul style="list-style-type: none"> <li>• District Instructional Days Lost: 39.5</li> <li>• English Learner(Non-RFEP) Instructional Days Lost: 2</li> <li>• SED: Instructional Days Lost: 10.5</li> <li>• Foster Youth Instructional Days Lost: 0</li> </ul>	<p>2020-21SY Instructional Days Lost, Total Students and Total Suspensions:</p> <ul style="list-style-type: none"> <li>• District Instructional Days Lost: 39.5</li> <li>• English Learner(Non-RFEP) Instructional Days Lost: 2</li> <li>• SED: Instructional Days Lost: 10.5</li> <li>• Foster Youth Instructional Days Lost: 0</li> </ul>	<p>2021-22SY Instructional Days Lost, Total Students and Total Suspensions:</p> <p>District Instructional Days Lost: 971.71</p> <ul style="list-style-type: none"> <li>• English Learner (Non-RFEP) Instructional Days Lost: 90.25</li> <li>• SED: Instructional Days Lost: 508.46</li> <li>• Foster Youth Instructional Days Lost: 11</li> <li>• Homeless Instructional</li> </ul>	<p>2022-23SY Instructional Days Lost, Total Students and Total Suspensions:</p> <p>District Instructional Days Lost: 961.07</p> <ul style="list-style-type: none"> <li>• English Learner (Non-RFEP) Instructional Days Lost: 93.79</li> <li>• Low Income Instructional Days Lost: 489.22</li> <li>• Foster Youth Instructional Days Lost: 19</li> <li>• Homeless Instructional</li> </ul>	<p>District Instructional Days lost: 800 days lost.</p> <ul style="list-style-type: none"> <li>• English Learner(Non-RFEP) Instructional Days Lost: 200</li> <li>• SED: Instructional Days Lost: 400</li> <li>• Foster Youth Instructional Days Lost: 3</li> <li>• Homeless: Instructional Days Lost: 18</li> <li>• Students with Disabilities Instructional</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Foster Youth Instructional Days Lost: 0</li> <li>• Homeless:Instructional Days Lost: 0</li> <li>• Students with Disabilities Instructional Days Lost: 10</li> <li>• Pacific Islander Instructional Days Lost: 0</li> <li>• Black/African American Instructional Days Lost: 0</li> </ul>	<ul style="list-style-type: none"> <li>• Homeless:Instructional Days Lost: 0</li> <li>• Students with Disabilities Instructional Days Lost: 10</li> <li>• Pacific Islander Instructional Days Lost: 0</li> <li>• Black/African American Instructional Days Lost: 0</li> </ul>	<ul style="list-style-type: none"> <li>• Days Lost: 1.5</li> <li>• Students with Disabilities Instructional Days Lost: 309.10</li> <li>• Hispanic/Latinx Instructional Days Lost: 546.75</li> <li>• Pacific Islander Instructional Days Lost: 64</li> <li>• Black/African American Instructional Days Lost: 19</li> </ul> <p>*It should be noted that students can be duplicated in the data above due their being in multiple subgroups.</p>	<ul style="list-style-type: none"> <li>• Days Lost: 19</li> <li>• Students with Disabilities Instructional Days Lost: 310.05</li> <li>• Hispanic/Latinx Instructional Days Lost: 634.97</li> <li>• Pacific Islander Instructional Days Lost: 52.5</li> <li>• Black/African American Instructional Days Lost: 31</li> </ul> <p>*It should be noted that students can be duplicated in the data above due to them being in multiple subgroups.</p>	<ul style="list-style-type: none"> <li>• Days Lost: 200</li> <li>• Latino Instructional Days Lost: 300</li> <li>• Pacific Islander Instructional Days Lost: 35</li> <li>• Black/African American Instructional Days Lost: 0</li> </ul>
Decrease rates of chronic absenteeism among all and within	The District will use the 2018-19 school year as the baseline	2020-21SY % of students who were "chronically absent:"	2021-22SY % of students who were "chronically absent:"	2022-23SY % of students who were "chronically absent:"	All students: 8% Black/African American: 13%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>subgroups of students.</p> <p>* "Chronic absenteeism" defined: a student is chronically absent if they are absent at least 10% of the days enrolled in the district.</p>	<p>for growth purposes going forward given the unique nature of the 2019-2020 and 2020-21 school years.</p> <p>2018-19 % of students who were "chronically absent:"  All students: 10.43%  Latino: 17.89%  Black/African American: 17.57%  Pacific Islander: 21.20%  English Learner (Non-RFEP): 24%  Foster Youth: 56%  Homeless: 46%  SED: 20%  Students with Disabilities: 24%</p>	<p>All students: 2.54%  Latino: 4.80%  Black/African American: 0.00%  Pacific Islander: 9.24%  English Learner (Non-RFEP): 8.21%  Foster Youth: 16.67%  Homeless: 6.06%  SED: 4.99%  Students with Disabilities: 4.28%</p> <p>It should be noted that this is pandemic year data where students were remote or hybrid.</p>	<p>All students: 15.06%  Black/African American: 21.92%  Latino: 23.77%  Pacific Islander: 39.78%  English Learner (Non-RFEP): 25.43%  Foster Youth: 54.55%  Homeless: Low-Income: 56.67%  Students with Disabilities: 28.80%</p>	<p>All students: 16.13%  Black/African American: 28.17%  Latino: 26.17%  Pacific Islander: 36.70%  English Learner (Non-RFEP): 38.91%  Foster Youth: 73.68%  Homeless: Low-Income: 48.00%  Students with Disabilities: 32.39%</p>	<p>Latino: 13%  Pacific Islander: 15%  English Learner (Non-RFEP): 15%  Foster Youth: 40%  Homeless: 25%  SED: 15%  Students with Disabilities: 15%</p>
<p>Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."</p>	<p>2020-21 Responses - % of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."</p>	<p>2021-22SY Responses - % of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."</p>	<p>2022-23SY Responses - % of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."</p>	<p>2023-24SY Responses - % of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."</p>	<ul style="list-style-type: none"> <li>District: 90%</li> <li>Black/African American: 90%</li> <li>Latino: 90%</li> <li>Pacific Islander: 90%</li> <li>English Learner: 90%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21SY Favorable Responses: District: 53% Black/African American: 56% Latino: 57% Pacific Islander: 47% English Learner: 72% Socio-Econ. Disadvantaged: 56% Students w/ IEPs: 51% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	2021-22SY Favorable Responses: District: 43% Black/African American: 37% Latino: 43% Pacific Islander: 47% English Learner: 56% Socio-Econ. Disadvantaged: 46% Students w/ IEPs: 43%	2022-23SY Favorable Responses: • District: 50% Black/African American: 21% Latino: 47% White: 55% *Confidentiality protected (Pacific Islander and Native American): 45% • English Learner: 52% Socio-Econ. Disadvantaged: 47% Students w/ IEPs: 47% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	2023-24SY Favorable Responses: District: 49% Latino: 48% Pacific Islander: 40% *Confidentiality protected (Black/African Am. and Native American): 25% English Learner: 57% Socio-Econ. Disadvantaged: 48% Special Education: 57% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	<ul style="list-style-type: none"> <li>• SED: 90%</li> <li>• Students w/ IEPs: 90%</li> </ul>
Increase in the number of students trained on student leadership-for-equity training year over year.	The District will establish a baseline of this data during the 2021-22 school year. The current baseline is 0 of students in 2020-21.  Aragon = AHS	2021-22SY: AHS: 30 BHS: 19 CHS: 21 HHS: 35 MC: 0 MHS: 38 PHS: 18 SMHS: 25	2022-23SY: AHS: 30 BHS: 15 CHS: 12 HHS: 38 MC: 15 MHS: 18 PHS: 25 SMHS: 20	2023-24SY: AHS: 43 BHS: 36 CHS: 18 HHS: 20 MC: 12 MHS: 23 PHS: 21 SMHS: 25	2023-24SY: AHS: 60 BHS: 40 CHS: 40 HHS: 70 MC: 20 MHS: 80 PHS: 40 SMHS: 50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Burlingame = BHS Capuchino = CHS Hillsdale = HHS Mills = MHS Peninsula Continuation = PHS San Mateo = SMHS				
Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."	"The District/Our student's school provides my family multiple opportunities for involvement and/or school governance." Established during the 2021-22 School Year  2021-22SY Favorable Response: Overall: 80% Asian: 81% Latino: 89% "Other:" 55% Pacific Islander: 75% White: 80% English Learner: 70% SED: 78%	2021-22SY Favorable Response: Overall: 80% Asian: 81% Latino: 89% "Other:" 55% Pacific Islander: 75% White: 80% English Learner: 70% SED: 78%	Established during the 2022-23 School Year: Overall: 82% Favorable Asian: 81% Latino: 88% Other: 47% Pacific Islander: 83% White: 83% English Learner: 75% SED: 79%	Established during the 2023-24 School Year: Overall: 83% Favorable Asian: 82% Latino: 91% White: 78% Other: 69% Confidentiality protected: Native American or Pacific Islander: 100% English Learner: 75% SED: 79%	Overall: 90% Favorable Asian: 90% Latino: 90% "Other:" 90% Pac. Islander: 90% White: 90% English Learner: 90% SED: 90%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences.

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.

Material Differences between budgeted and estimated actuals are noted in the following actions/services:

Action 2.3 - We underestimated how many schools would have a fully-released teacher overseeing the Student Equity Councils. As a consequence, we spent \$238,047 significantly above the \$150,000 budgeted.

Action 2.6 - We opted not to implement the Mindprint assessment given other important assessment priorities. This meant that we did not spend any of the \$50,000 budgeted.

There were no other material differences in Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year Local Control Accountability Plan (LCAP) cycle, the specific actions taken to achieve our goal of creating Safe and Connected Communities have shown varied levels of effectiveness. One of the most effective actions has been our initiative to hire a more diverse staff. This strategy has significantly contributed to a more inclusive school culture, where students from diverse backgrounds feel represented and understood. The presence of diverse role models among staff has not only enhanced the cultural responsiveness of our schools but has also fostered stronger connections between students and teachers. This is evident from surveys and feedback indicating that students feel more positive about their school experiences and more connected to the staff, leading to an overall improvement in school climate.

In addition, our commitment to providing high-quality facilities and well-trained teachers has proven to be effective in creating a supportive learning environment. Investments in upgrading school infrastructure and facilities have ensured that students have safe and conducive spaces for learning. Professional development programs for teachers have been successful in equipping them with the skills needed to meet the diverse needs of our student population. Families have consistently reported high satisfaction with the quality of education and the physical condition of school facilities. This dual focus on infrastructure and teacher development has been instrumental in maintaining a high standard of education and a supportive environment for both students and staff.

However, not all actions have been equally effective. While our communication efforts with families have generally been positively received, there are areas that require improvement. Some families have reported that they would appreciate more frequent and detailed updates on school activities and student progress. This feedback indicates that, despite our efforts, our communication strategies may not have fully met

the needs and expectations of all families. To address this, we need to explore new methods and tools for communication, ensuring that information is accessible and comprehensive for all families. By refining our approach, we can enhance family engagement and support, thereby further contributing to our goal of creating a safe and connected school community.

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

We have decided to collapse Goals 1 and 2 so as to simplify our plan so that it is more comprehensible to the community. We have maintained all of the major metrics in this area.

**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.**

# Goals and Actions

## Goal

Goal #	Description
3	Every SMUHSD student will be provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students will also have guaranteed access to tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. This goal addresses the following state Priority areas- Priority 2 (Implementation of State Standards), Priority 4 (Student Achievement), Priority 7 (Course Access) and Priority 8 (Student Outcomes).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who are deemed “prepared” by meeting one or more elements of California’s College and Career Indicator.	Percentage “Prepared”, Class of 2020: All Students: 61.1% Black/African American: 0.4% Latino: 23.3% Pacific Islander: 1.0% English Learner: 5.1% Socio-Econ. Disadvantaged: 23.4% Students with IEP's: 2.7% Homeless: 0.4% Foster Youth not reported	No CCI Reported on CA School Dashboard for Class of 2021	No CCI Reported on CA School Dashboard for Class of 2022	Percentage “prepared”, Class of 2023: All Students: 61.9% Black/African American: 40.0% Latino: 39.8% Pacific Islander: 32.0% English Learners: 21.9% Socio-Econ. Disadvantaged: 38.4% Students with IEPs: 16.4% Homeless Students: 25.0% Foster Youth not reported	Percentage “prepared” in 2023-24: District: 85% Black/African American: 60% Latino: 70% Pacific Islander: 50% English Learners: 50% Socio-Econ. Disadvantaged: 60% Students with IEPs: : 25% Foster Youth: 25% Homeless: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased (disaggregated) percentage of 10th graders "On-Track" for Graduation.	2020-21SY Sophomores On-Track: District: 91%(2041/2254) Asian: 96%(498/521) Black or African American: 81%(17/21) Latino: 81%(612/752) Pacific Islander: 83%(38/46) White: 96%(563/585) English Learners: 67%(156/234) SED: 81%(498/615) Students w/ IEPs: 78%(177/228)	2021-22SY Sophomores On-Track: District: 90%(2082/2321) Asian: 97%(505/523) Black/African American: 88%(15/17) Latino: 80%(656/824) Pacific Islander: 79%(31/39) White: 95%(527/556) English Learners: 61%(184/302) SED 81%(523/648) Students w/ IEPs: 76% (165/218)	2022-23SY Outcome Sophomores On-Track: District: 90%(2082/2321) Asian: 97%(505/523) Black/African American: 88%(15/17) Latino: 80%(656/824) Pacific Islander: 79%(31/39) White: 95%(527/556) English Learners: 61%(184/302) SED 81%(523/648) Students w/ IEPs: 76% (165/218)	2023-24SY Outcome Sophomores On-Track: District: 90%(2082/2321) Asian: 97%(505/523) Black/African American: 88%(15/17) Latino: 80%(656/824) Pacific Islander: 79%(31/39) White: 95%(527/556) English Learners: 61%(184/302) SED 81%(523/648) Students w/ IEPs: 76% (165/218)	% of students expected to be "on-track" in 2023-24: District: 95% Asian: 100% Black/African American 80% Latino: 85% Pacific Islander 80%: White: 100% English Learners : 90% SED: 80% Students w/ IEPs: 80%
Disaggregated percentage of 11th grade students met/exceeded standard in English-Language Arts (ELA) on CAASPP Assessment year over year.	2018-19SY Standard Met/Exceeded in ELA: District: 71% (2080) Asian: 88% (473) Black/African American: 55% (11) Latino: 50% (709) Pacific Islander: 32% (47) White: 84% (147) EL: 12% (147)	2021-22SY Standard Met/Exceeded in ELA: District: 76%(1776) Asian: 89%(426) Black/African American: 43%(14) Latino: 56%(593) Pacific Islander: 47.2%(36) White: 86.5%(443)	2022-23SY Standard Met/Exceeded in ELA: District: 72%(2042) Asian: 86%(482) Black/African American: 69% (14) Latino: 48.4%(686) Pacific Islander: 45.5%(33) White: 84.5%(492)	2023-24SY Standard Met/Exceeded in ELA: District: 72%(2042) Asian: 86%(482) Black/African American: 69% (14) Latino: 48.4%(686) Pacific Islander: 45.5%(33) White: 84.5%(492)	2023-24 expected Meet/Exceed in ELA: District: 90% Asian: 90% Black/African American: 75% Latino: 75% Pacific Islander: 60% White: 90% English Learner: 25% SED: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED: 48% (579) Students with IEP's: 25% (163)</p> <p>Note: No CAASPP administrations for Spring 2020 and Spring 2021</p>	<p>English Learner: 12%(144) SED: 52%(464) Students w/ IEPs: 29.1%(137)</p> <p>Note: No CAASPP administrations for Spring 2020 and Spring 2021</p>	<p>English Learner: 8.93%(168) SED: 46.1%(499) Students w/ IEPs: 29.2%(145)</p> <p>Note: No CAASPP administrations for Spring 2020 and Spring 2021</p>	<p>English Learner: 8.93%(168) SED: 46.1%(499) Students w/ IEPs: 29.2%(145)</p> <p>Note: No CAASPP administrations for Spring 2020 and Spring 2021</p>	Students with IEP's: 50%
Disaggregated percentage of 11th grade students met/exceeded standard in Math on CAASPP Assessment year over year.	<p>2018-19SY Standard Met/Exceeded in Mathematics: District: 50.4% (2086) Asian: 84.8% (476) *Black/African American: *(10) Filipino: 45.3% (106) Latino: 22% (719) Pacific Islander: 20.4% (49) Two or More Races: 62.2% (140) White: 67.3% (147) English Learner: 11.3% (159) SED: 24.6% (586) Students w/ IEPs: 12.7% (160)</p>	<p>2021-22SY Standard Met/Exceeded in Mathematics: District 49.5%(1793) Asian 81%(416) Black or African American 7.7%(13) Filipino 46.4%(97) Latino 20%(628) Pacific Islander 20%(36) Two or More Races 63.5%(159) White 60.4%(443) English Learner: 2.8%(181) SED 19%(495) Students w/ IEPs 8.2%(136)</p>	<p>2022-23SY Standard Met/Exceeded in Mathematics: All Students: 48.2% (2085) Asian: 76.2% (492) Black/African American: 46.2% (13) Filipino: 48.4% (128) Latino: 17.4% (709) Pacific Islander: 9.1% (33) Two or More Races: 66.4% (208) White: 59.2% (502) English Learners: 4% (202) SED: 19% (519) Students with IEPs: 12% (143)</p>	<p>2023-24SY Standard Met/Exceeded in Mathematics: All Students: 48.2% (2085) Asian: 76.2% (492) Black/African American: 46.2% (13) Filipino: 48.4% (128) Latino: 17.4% (709) Pacific Islander: 9.1% (33) Two or More Races: 66.4% (208) White: 59.2% (502) English Learners: 4% (202) SED: 19% (519) Students with IEPs: 12% (143)</p>	<p>2023-24 expected Meet/Exceed in ELA: District: 75% Asian: 90% Af. Am: 70% Latino: 55% Pac. Islander: 50% White: 85% EL: 25% SED: 40% SPED: 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Note: No CAASPP administrations for Spring 2020 and Spring 2021 *Not Reported	Note: No CAASPP administrations for Spring 2020 and Spring 2021	Note: No CAASPP administrations for Spring 2020 and Spring 2021	Note: No CAASPP administrations for Spring 2020 and Spring 2021	
AP/IB/Dual Enrollment Access Improvement.	AP/IB/Dual Enrollment Rates of 11th and 12th Graders 2021-22SY Baseline: District 65%(3016/4639) Black/African American 44%(15/34) Latino 44%(678/1552) Pacific Islander 41%(39/96) Two or More Races 73%(314/430) English Learner 21%(110/517) SED 45%(493/1090)  Exclusion: Adult Transition Students	AP/IB/Dual Enrollment Rates of 11th and 12th Graders 2021-22SY: District 65%(3016/4639) Black/African American 44%(15/34) Latino 44%(678/1552) Pacific Islander 41%(39/96) Two or More Races 73%(314/430) English Learner 21%(110/517) SED 45%(493/1090)	AP/IB/Dual Enrollment Rates of 11th and 12th Graders 2022-23SY: District 69%(3194/4625) Black/African American 74%(25/34) Latino 52%(863/1672) Pacific Islander 40%(35/88) Two or More Races 78%(340/436) English Learner 28%(146/516) SED 50%(601/1210)	AP/IB/Dual Enrollment Rates of 11th and 12th Graders 2023-24SY: District 71%(3284/4626) Black/African American 65%(20/31) Latino 52%(879/1691) Pacific Islander 47%(36/76) Two or More Races 78%(336/431) English Learners 28%(163/582) SED 52%(592/1138)	Expected percentage of 11th/12th graders will take one or more AP or Dual Enrollment Class in 2023-24: District: 90% Black/African American: 65% Latino: 75% Pacific Islander: 75% English Learners: 25% SED 60% Students w/ IEPs: 35%
% of students accessing 7-period Day - improvement among HUGS students.	District 44%(3756/8556) Black/African American 44%(28/63)	District 45%(3974/8829) Native American 11%(1/9)	2022-23SY District 45%(3974/8829) Black/African American 44%(30/68)	2023-24SY District 49%(4213/8620) Black/African American 34%(19/56)	Expected percentage of students Accessing 7 Periods in 2023-24: District: 20% Black/African American: 25%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latino 41%(1106/2716) Multiple 46%(394/854) Pacific Islander 41%(66/161) English Learners 39%(289/745) SED 39%(893/2265) Students w/ IEPs 33%(284/865)  Exclusions: Peninsula Continuation, Middle College, Adult Transition/Bay Academy, Secondary Enrollment	Black/African American 44%(30/68) Filipino 45%(218/482) Latino 42%(1229/2912) Multiple 48%(404/841) Pacific Islander 43%(72/166) English Learners 41%(363/892) SED 41%(972/2361) Students w/ IEPs 34%(316/931)	Latino 42%(1229/2912) Pacific Islander 43%(72/166) English Learners 41%(363/892) SED 41%(972/2361) Students w/ IEPs 34%(316/931)	Latino 45%(1353/3004) Pacific Islander 50%(76/151) Two or More Races 48%(396/819) English Learners 43%(383/897) SED 44%(382/864) Students w/ IEPs 46%(418/918)	Latino: 40% Pacific Islander: 40% English Learners: 45% SED: 45% Students w/ IEPs: 30%
English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC	No ELPI published by CA Dashboard in 2020-21SY 38.7% of EL's showed one year of growth in 2023-23SY  ELs who Progressed at Least One ELPI Level in 2022-23SY:  District 38.70%(289/746)	For reference only, benchmark in outcome year. ELs who Progressed at Least One ELPI Level in 2021-22SY:  District: 53.5% (223/417) Aragon: 54.7% (35/64) Burlingame: 76% (19/25)	ELs who Progressed at Least One ELPI Level in 2022-23SY:  District 38.70%(289/746) Aragon 42.20%(30/70) Burlingame 38.50%(10/27) Capuchino 49.60%(61/123) Hillsdale 40.40%(68/169)	Final outcome in Year 2 (New CA Dashboard ELPI calculation)	90% of EL's will make at least one year of progress by 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Aragon 42.20%(30/70) Burlingame 38.50%(10.4/27) Capuchino 49.60%(61/123) Hillsdale 40.40%(68.3/169) Mills 46.70%(14.5/31) San Mateo 36.80%(96/261) Peninsula (Continuation) 12.5%(10/80)	Capuchino: 42% (37/88) Hillsdale: 51.8% (44/85) Mills: 76.9% (30/39) San Mateo: 50.9% (56/110) Peninsula (Continuation): 50% (6/12)	Mills 46.70%(14/31) San Mateo 36.80%(96/261) Peninsula (Continuation) 12.50%(10/80)		
English Learner Measure #2: Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses	Baseline to be established during the 2021-22 school year therefore the current baseline is 0%.	ELD Advancement Rate, 2021-22SY: District: 19.2% (323)	ELD Advancement Rate, 2022-23SY: District: 46.9% (478)	ELD Advancement Rate, 2022-23SY: District: 46.9% (478)	75% of EL's will advance to the next level of ELD or will transition to mainstream classes each year by 2023-24.
English Learner Measure #3: Increase the percentage of EL students who are reclassified each year	Baseline to be established during the 2020-21 school year therefore the current baseline is 10.8% (109/1012)	English Language Acquisition Status = RFEP, 2021-22SY: 12.9% (159/1237)	English Language Acquisition Status = RFEP, 2022-23SY: 22.1% (289/1305)	English Language Acquisition Status = RFEP, 2023-24SY: *14.7% (184/1254) *YTD 5/29/2024, in-process data	At least 25% of EL's will be reclassified as English-proficient by 2023-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Performance-based Assessments - TBD	Baselines to be established in 2022-2023. The current baseline is 0%	We are still working to identify these common measures next year so have no data to report.	We are still working to identify these common measures next year so have no data to report.	Data in process	To be determined but significant levels of mastery will be the goal.

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out as anticipated in 2023-24. There were no substantive differences in planned actions and actual implementation.

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

Material Differences between budgeted and estimated actuals are noted in the following actions/services:

3.2 - We opted not to implement performance tasks as anticipated, given our focus on review of some new universal screening tools as well as focus on the Instructional Framework. This action has been moved to 24-25. Consequently, we did not spend the \$50,000 budgeted.

3.3 - Given our other priorities indicated above, we opted not to implement four-year scope and sequence. Consequently, we did not spend the \$9,000 associated with this action.

3.6 - Our contract with MTSS Tier II consultant was larger than anticipated. This was a consequence of more schools being interested in the support than anticipated. This meant that instead of spending the budgeted, \$25,000, we spent \$40,572.

3.7 - We spent \$555,567 on Summer school, not the \$418,000 budgeted due to significantly increased student need for credit recovery in summer school.

There were no other material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year Local Control Accountability Plan (LCAP) cycle, our efforts to provide every SMUHSD student with relevant, rigorous, and engaging learning experiences, along with guaranteed access to tiered supports, have yielded mixed results across various metrics. Despite some areas of stagnation, there have been notable improvements that indicate our strategies are having a positive impact on certain aspects of student achievement and engagement.

One significant area of progress is the increase in the English Learner (EL) graduation rate. This improvement demonstrates that our targeted interventions and support systems for EL students are making a difference in helping them meet their academic goals. The slight overall increase in the graduation rate further supports the effectiveness of our tiered support model, which aims to address the specific needs of each student to ensure they can meet their potential and achieve their individual career and college goals. Additionally, the increase in the percentage of 10th-grade students who are on track to graduate, based on credit accumulation data, suggests that our early intervention strategies and academic monitoring are successfully keeping students on the right path toward graduation.

However, our college and career indicator remained flat over the three-year period, indicating that there is still work to be done in ensuring all students are adequately prepared for post-secondary education and careers. This stagnation suggests that while some students are benefiting from our programs, others may not be receiving the level of support they need to meet these goals. To address this, we will need to delve deeper into the factors contributing to this flat performance and refine our strategies to provide more effective and targeted support, particularly for those students who are currently not meeting college and career readiness benchmarks.

Our CAASPP ELA and math test scores also remained flat, indicating that while our efforts to implement state standards are maintaining current performance levels, they are not yet driving the significant improvements we aim for. This calls for a reassessment of our instructional strategies and a potential increase in professional development focused on enhancing teaching practices in these core areas. Additionally, the growth in students accessing AP/IB and Dual Enrollment college courses is a positive sign that more students are engaging in rigorous academic experiences, which is a crucial step toward improving overall student achievement and college readiness.

Lastly, while our English learners saw some growth, there was also some regression in their test scores and progress. This mixed outcome suggests that while our supports are helping some EL students, there are still gaps that need to be addressed. Integrating EL students more broadly into mainstream college prep classes is a step in the right direction, as it promotes inclusivity and ensures they have access to the same rigorous academic opportunities as their peers. Moving forward, it will be essential to monitor the effectiveness of this integration and provide additional supports as needed to help all EL students thrive academically.

In conclusion, our progress toward providing relevant, rigorous, and engaging learning experiences, coupled with tiered supports, shows promising improvements in certain areas, such as graduation rates and access to advanced coursework. However, the flat performance in college and career indicators and CAASPP test scores highlights the need for ongoing refinement of our strategies. By continuing to analyze our data, listen to stakeholder feedback, and adapt our approaches, we can better support all students in achieving their academic, social, and emotional potential.

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

We plan to focus our energy on implementation of our new Humanizing Pedagogy Instructional Framework, continued implementation of our MTSS system and development of a graduate profile and common assessment system.

**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.**

# Goals and Actions

## Goal

Goal #	Description
4	The SMUHSD will ensure that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team will ensure that ALL of our students are served at the highest level. This goal addresses the following state Priority areas- Priority 1 Conditions for learning (Basic Services), Priority 2 (Implementation of State Standards) and Priority 7 (Course Access)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of SMUHSD teachers who meet the minimum qualifications for Dual Enrollment courses including Master's Degrees	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.	2021-22SY: 3% (15/545)	Percentage of Qualified Dual Enrollment Teachers 2022-23SY: 7% (40/541)	This data is forthcoming in the Annual Update to reflect any/all newly added faculty with Master's Degrees.	2023-24 Expected Outcome: 5% growth each year based on initial baseline - therefore it will be at least 10% higher % in 2023-24 than 2022-23.
Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.	BASELINE (fall 2021 Survey) Professional learning about equity, favorable response:  Fall 2021: 74%(505)	Professional learning about equity, favorable response:  Fall 2022: 64%(402) favorable rating	Professional learning about equity, favorable response:  Fall 2023: 61% favorable rating (345 responses)	2023-24 Expected Outcome: Strong Agree: 25% Agree: 50% Neither Agree nor Disagree: 20% Disagree: 5% Strongly Disagree: 0%
Implementation measure regarding anti-racist teaching practices (% of	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not	Cultural Awareness and Action: How well a school supports staff and	Cultural Awareness and Action: How well a school supports staff and	Cultural Awareness and Action: How well a school supports staff and	2023-24 Expected Outcome: 5% growth each year based on initial

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
teachers self-reporting and/or observed implementing practice[s]) - create measure and set baseline in 2021-22 and then improvement target for subsequent years	currently known - therefore the current baseline is 0%.	faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture, favorable response: Fall 2021: 70%(505)	faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture, favorable response: Fall 2022: 73% (402)	faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture, favorable response: Fall 2023: 74% (345)	baseline - therefore it will be at least 10% higher % in 2023-24 than 2022-23.
Implementation measure regarding School-wide common Tier I universal support practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.	Fall 2021: 96% (505)	Educating All Students (Ability to confidently support) Fall 2022: 96% (402)	Educating All Students (Ability to confidently support) Fall 2022: 92% Favorable rating (345 responses)	2023-24 Expected Outcome: 5% growth each year based on initial baseline - therefore it will be at least 10% higher % in 2023-24 than 2022-23.
Improvement of teacher of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2021-22 and then improvement target for subsequent years	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.	At your school, how often are you encouraged to think more deeply about race-related topics? Favorable response: Fall 2021: 92% (505)	At your school, how often are you encouraged to think more deeply about race-related topics? Favorable response: Fall 2022: 96% (402)	At your school, how often are you encouraged to think more deeply about race-related topics? Favorable response: Fall 2022: 92% (345 responses)	2023-24 Expected Outcome: 5% growth each year based on initial baseline - therefore it will be at least 10% higher % in 2023-24 than 2022-23.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improvement of teacher satisfaction with district--facilitated equity-focused professional learning experiences (via annual Panorama survey)	New Measure for 2022-23. BASELINE (fall 2021 Survey) How valuable are the equity-focused professional development opportunities facilitated by District office staff/consultants? Favorable response	BASELINE (fall 2021 Survey) How valuable are the equity-focused professional development opportunities facilitated by District office staff/consultants? Favorable response: Fall 2021: 76% (505)	How valuable are the equity-focused professional development opportunities facilitated by District office staff/consultants? Favorable response: Fall 2022: 56% (402)	How valuable are the equity-focused professional development opportunities facilitated by District office staff/consultants? Favorable response: Fall 2023: 54% (345 Responses)	2023-24 Expected Outcome: Favorable: 50%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out as anticipated in 2023-24. There were no substantive differences in planned actions and actual implementation.

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

Material Differences between budgeted and estimated actuals are noted in the following actions/services:

4.1 - Contract with consultant was more than anticipated due to more schools requesting support than anticipated (\$50,000 vs. \$76,000)

4.3 - We did not spend the anticipated expenditures on training Admin. On tier I common expectations - the process of Instructional framework development took longer than anticipated - instead of spending \$25,000 on this action, we spent \$0.00.

4.4 - We underestimated the number of teachers on evaluation when we developed the budget. We wound up having \$1,025,141 estimated actual expenses for coaches, not the \$750,000 budgeted.

There were no other material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services



An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The San Mateo Union High School District (SMUHSD) is committed to ensuring that our staff have the tools, resources, training, and professional learning necessary to promote a positive district culture. Our overarching aim is to enhance our capacity and collective efficacy as a team, ensuring that all students are served at the highest level. This goal aligns with state Priority areas: Priority 1 (Conditions for Learning), Priority 2 (Implementation of State Standards), and Priority 7 (Course Access). In reflecting on our progress, several key findings have emerged that highlight both successes and areas for further improvement.

One notable achievement is that 40% of our teachers now hold master's degrees. This is a significant milestone, as advanced degrees equip our teachers with deeper subject matter expertise and pedagogical skills. However, we recognize the need to increase this percentage further, particularly to enable more of our educators to teach college-level courses on our high school campuses. This would not only enhance the academic rigor available to our students but also provide greater access to advanced coursework without needing to leave the high school environment. We will continue to encourage and support our teachers in pursuing advanced degrees through incentives, professional development opportunities, and partnerships with higher education institutions.

Staff diversity has seen improvement, a crucial step towards creating an inclusive and representative educational environment. However, there is still a pressing need to hire and support more Latino faculty. Latino students benefit greatly from having role models and mentors who share their cultural and linguistic backgrounds, which can significantly enhance their educational experience and outcomes. To address this, we will implement targeted recruitment strategies, provide mentorship programs for new Latino educators, and create a supportive network to retain and advance their careers within our district.

A critical focus area is the training of staff on our new Instructional Framework, known as "Humanizing Pedagogy." This framework emphasizes culturally responsive teaching practices, inclusivity, and student-centered learning. Effective implementation of this framework is essential for meeting our educational standards and enhancing student engagement. We plan to provide comprehensive professional development sessions to ensure all teachers are well-versed in Humanizing Pedagogy. Following the training, we will collect data on implementation through teacher surveys and administrator walkthroughs to assess the adoption and impact of the new framework. This feedback will be invaluable in refining our approach and ensuring that the framework is effectively integrated into classroom practice.

Feedback from classified staff indicates a generally positive assessment of their workplaces, which is encouraging. However, there is room for improvement, particularly in enhancing the overall experience for African American staff, both classified and certificated. To address this, we will develop and implement initiatives aimed at fostering a more inclusive and supportive work environment. This could include professional development focused on diversity and inclusion, creating affinity groups for African American staff, and ensuring that their voices are heard and valued in decision-making processes.

Improving the overall staff experience is essential for building a positive district culture and retaining high-quality educators and support staff. We will conduct regular surveys and focus groups to gather insights into the specific needs and concerns of our staff. Based on this

feedback, we will implement targeted interventions to address any issues and enhance job satisfaction across all roles within the district. By fostering a supportive and inclusive work environment, we can ensure that our staff are motivated and equipped to provide the highest level of service to our students.

In conclusion, while we have made significant strides in several areas, including increasing the number of teachers with advanced degrees and improving staff diversity, there is still work to be done. By focusing on targeted recruitment, comprehensive training on the Humanizing Pedagogy framework, and enhancing the overall staff experience, we can continue to build our capacity and collective efficacy as a team. Through these efforts, we aim to create a district culture that supports the professional growth of our staff and ensures that all students receive a high-quality, inclusive education.

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

We plan to continue to support the continued diversification of our staff, differentiated staff learning, and affinity- and other forms of support for staff.

**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.**

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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 Mateo Union High School District (SMHUSD)	Randall Booker Superintendent	rbooker@smuhd.org 650-558-2200

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The San Mateo Union High School District (SMUHSD) serves the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno on the San Francisco Bay Area’s Peninsula. The San Mateo Union High School District acknowledges that the land on which we live and serve is the un-ceded ancestral homeland of the Ramaytush Ohlone people. We express our respect and gratitude for the work of the Ramaytush Ohlone to educate residents about their history and the continuing contributions of the Ohlone people. We look forward to working with the Ramaytush Ohlone to support schools in sharing this knowledge with our county’s students and communities. Through six comprehensive high schools, a continuation high school, a Middle College program (CSM and Skyline), a Bridge Newcomer program for older students entering our schools and an adult school, the SMUHSD serves approximately 8,750 high school students. We serve a diverse student body representing a beautiful combination of backgrounds, ethnicities, racial identities, languages, religions, beliefs and cultural heritages. This includes a racial make-up of 33% Latinx/Hispanic, 26% White, 14% of students identify with more than one race or ethnicity, 12% Chinese, 4 % Filipino, 3% Pacific Islander, 2% Japanese or Korean, 3% Asian Indian and 4% of students from other racial and ethnic groups. Over 30% of our student body and their families speak at least one second language and 12.3% are currently Multilingual Learners. As with many public institutions, the district has struggled to serve all students equitably, grappling with a past and current state of racialized, predictable outcomes and has embarked on the work to ensure all students have an experience within the district that ensures their future success, both as people and in their future vocations. It is the continued goal of all members of the SMUHSD community to ensure every student experiences the best possible education. We do this by supporting the whole student – from emotional wellness to academic achievement – and ensuring that each student has the options, classes, guidance and overall support needed to have a fulfilling four-year high school experience. Our entire system’s work is anchored in our equity vision and mission. Our vision is that all students will learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities. Our mission is that we will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students have the skills and knowledge to thrive physically, emotionally, and academically. As we work towards realizing our mission and vision, it is our goal that we support every student in reaching their definition of success and thriving; whether that be entering a 2- or 4- year institution of higher education, embarking on a career in the trades, or finding a job that they find joy in, among the many other paths that exist post-high school. As an organization, we are committed to our staff in every department, working with our families and the greater community to support the holistic well-being of every student we serve.

## Reflections: Annual Performance

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

The San Mateo Union High School District saw improvements in several areas of the California School Dashboard. This suspension rate for students declined by 2.5% with 3.3% of students being suspended for one day. The district continues to need to address the disproportionality between specific student groups. Most concerning, Foster Youth (15.8%) and Homeless youth (9.1%) have been suspended at much higher rates. Although many of our student groups' suspension rates declined, they still continue to be suspended at higher rates than the rest of the student body, African American (8.7%), English Learners (8.8%), Socioeconomically Disadvantaged (6.7%) and Students with Disabilities (7.4%). Another area of successful improvement was the Graduation Rate, although overall the graduation rate slightly declined by 0.8%, the district saw increases with specific student groups of focus. This includes English Learners of whom 70.1% graduated with an increase of 5.4%. Simultaneously, the graduation rate for our multilingual students still continues to significantly lag behind other student groups, so this LCAP will continue to have several actions intended address this discrepancy.

Additionally, in the "Green" area, Pacific Islander students also graduated at higher rates with a 6% increase which means 94% of our PI population graduated. Latino (Hispanic) students also saw an increase in the percentage of students graduating with 82.6% graduation rate which is a 1.1% increase. The two groups of students that district needs to continue to identify ways to support increased graduation rates is our students who are considered Homeless and Students with Disabilities. Each of these student groups declined in their graduation rates. Students who are considered homeless had a graduation rate of 79.2% with a 4.2% decline. This group is fairly small numerical so we do anticipate the percentages will fluctuate year to year, however, it continues to be a group of students that the SMUHSD needs to consider how to better support and serve. Students with Disabilities also declined by 1.4% with a total of 80.6% graduation rate. SMUHSD's Asian (96.9%), White (95.9%), Filipino (96.6%) and students from two or more races (95.9%) continue to graduate at high rates. However, the district continues to identify ways to support all students in need of credit recovery or academic support with the goal of increasing the graduation rates of all student groups.

Another important metric on the California Dashboard is the College and Career indicator. Currently, 61.9% of students are considered prepared which is consider "high". Although this is true for many of our student groups, Asian (84.9% prepared), Filipino (70.7% prepared), Two or More Races (72.8% prepared) and White students (71.4% prepared), the district continues to see disparities in this percentage with our English Learner (21.9%0, Homeless (25%), Pacific Islander (32%) and Students with Disabilities (32%). Similarly, Latino (Hispanic) students (39.% prepared) and students from Socioeconomically disadvantaged backgrounds (38.4%) also are not accessing the success in this area at the same rates as other students. There are specific actions within this LCAP to address the disparities in preparedness for our students.

Areas of Growth related to District-wide Subgroup Performance:

1 - One area of growth for the district is to continue to focus its resources on the English Learner Progress for students. This area of the California Dashboard continues to be "red" with a 12.1% decline across the district and 37.7% of students making progress towards English Language proficiency. This decline is also attributed to the fact that we increased the number of students who had valid scores for two years

as the administration of the ELPAC was significantly disrupted by the pandemic.

#### English Learner Progress - ELA CAASPP Test Performance

In analyzing the English Language Arts (ELA) CAASPP test performance, our English Learner (EL) students have shown a need for substantial improvement. Despite targeted interventions and dedicated support programs, the majority of our EL students did not meet the proficiency standards. This indicates a gap in language acquisition and comprehension skills that hinders their ability to excel in ELA assessments. Moving forward, we plan to enhance our EL instructional strategies, provide additional professional development for teachers, and implement more intensive tutoring sessions to address these deficiencies and support our students in achieving better outcomes.

#### English Learner Progress - Math CAASPP Test Performance

Our English Learner (EL) students also demonstrated significant challenges in the Math CAASPP test performance. The results show that a considerable number of EL students are not meeting the state proficiency standards in mathematics. This suggests a need for improved instructional methods that cater to the language and comprehension barriers faced by EL students in understanding and applying mathematical concepts. To address this, we will incorporate more visual and practical learning tools, offer additional math-focused language support, and strengthen the collaboration between math and EL specialists to enhance our students' learning experiences and outcomes in mathematics.

#### English Learner Progress Indicator:

The English Learner Progress Indicator reveals that a substantial portion of our EL students are not making expected progress in their English language development. This is a critical area of concern as it impacts their overall academic performance across subjects. We recognize the need to refine our language development programs and ensure that our instructional practices are more effectively aligned with the specific needs of EL students. Our action plan includes increasing the frequency and quality of professional development for teachers, enhancing our curriculum with more culturally responsive materials, and providing more individualized support to accelerate English language acquisition.

#### Foster Youth - Suspension Rates:

The suspension rates among our foster youth remain disproportionately high compared to their peers, signaling a need for urgent attention to their behavioral and emotional support systems. These students often face unique challenges that can affect their behavior and academic performance, requiring a more nuanced and compassionate approach. To address this, we plan to implement trauma-informed practices across the district, increase access to mental health services, and provide more robust training for staff on the specific needs and experiences of foster youth. Our goal is to create a more supportive and understanding school environment that reduces suspensions and promotes positive behavior and academic success.

#### Hispanic - Students in Mathematics:

The Math CAASPP test performance of our Latino students indicates a significant achievement gap that must continue to be addressed. Many Latino students are not meeting the proficiency standards, suggesting that current instructional methods may not be effectively supporting their learning needs. We plan to implement targeted math interventions, increase access to bilingual instructional resources, and foster a more inclusive classroom environment that values and leverages the diverse cultural backgrounds of our students. By doing so, we aim to improve engagement, comprehension, and performance in mathematics for our Latino student population.

Hispanic - ELA his indicates a gap in language acquisition and comprehension skills that hinders their ability to excel in ELA assessments. Moving forward, we plan to enhance our EL instructional strategies, provide additional professional development for teachers, and implement more intensive tutoring sessions to address these deficiencies and support our students in achieving better outcomes.

#### Homeless Youth - Suspension Rates:

Suspension rates among our homeless youth continue to be disproportionately high. These students often face instability and trauma that can manifest in behavioral challenges, which traditional disciplinary measures do not adequately address. To support our homeless youth, we will prioritize the implementation of restorative justice practices, enhance the availability of social and emotional learning programs, and ensure that our staff are trained to recognize and respond to the unique challenges faced by these students. Our objective is to create a more supportive and equitable school environment that reduces suspensions and fosters positive outcomes.

#### Pacific Islander - Math

Our Pacific Islander students' performance in the Math CAASPP test reveals a concerning trend of underachievement. This highlights the need for tailored instructional strategies that address the specific learning needs and cultural backgrounds of these students. To improve their math performance, we will develop and implement culturally responsive teaching practices, provide additional math tutoring and support services, and engage families and communities in the educational process. By doing so, we aim to create a more inclusive and effective learning environment that supports the academic success of our Pacific Islander students.

#### Socioeconomically Disadvantaged Students - Math

The Math CAASPP test results for our socioeconomically disadvantaged students show a significant achievement gap that must be addressed to ensure equity in education. These students often face multiple barriers that can hinder their academic progress, including limited access to resources and support. To bridge this gap, we plan to increase access to high-quality instructional materials, provide additional tutoring and academic support services, and engage in community partnerships to offer holistic support to these students and their families. Our focus will be on creating a more equitable educational environment that empowers all students to succeed in mathematics and beyond.

Socioeconomically Disadvantaged Students - ELA: his indicates a gap in language acquisition and comprehension skills that hinders their ability to excel in ELA assessments. Moving forward, we plan to enhance our EL instructional strategies, provide additional professional development for teachers, and implement more intensive tutoring sessions to address these deficiencies and support our students in achieving better outcomes.

In addition to these specific student groups, we need to address the following subgroups of students at individual schools with the lowest red indicator on the California Dashboard.

#### Aragon High:

- English Learner Progress Indicator

#### Hillsdale:

- Hispanic - Math performance on the CAASPP
- Socioeconomically Disadvantaged - Math performance on the CAASPP



Mills High:

- English Learner - Suspension Rate
- Students with Disabilities - College and Career Indicator

Peninsula High

- All Students - College and Career; Graduation Rates
- English Learner - College and Career; Graduation Rates
- Hispanic - College and Career; Graduation Rates
- Socioeconomically Disadvantaged Students - College and Career; Graduation Rates; ELA performance on CAASPP

San Mateo High

- English Learner - ELA performance on CAASPP, Math performance on CAASPP, English Learner Progress Indicator, Graduation Rates, Suspension Rates
- Hispanic- Performance on the ELA and Math sections of the CAASPP
- Pacific Islander - Suspension Rates
- Socioeconomically Disadvantaged - ELA performance on CAASPP, Math performance on CAASPP, Suspension Rates
- Students with Disabilities - Math performance on CAASPP; Suspension Rates

## Reflections: Technical Assistance

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

Although the District met its goals related to suspension and expulsion so that it exited from from Differentiated Assistance, it continues to monitor Suspension and Expulsion rates as there are still some student subgroups who have disproportionately high rates (specifics outline above).

## 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.

Peninsula Continuation High School

## ***Support for Identified Schools***

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

To support Peninsula Continuation High School, the district will allocate funding for a temporary school-based social worker and the establishment of a Multi-Tiered System of Supports (MTSS) team. The comprehensive needs assessment that utilized multiple measures of analysis and was conducted as part of the Single Plan for School improvement identified that the temporary social worker would support the attendance needs of students that are the root cause of their lack of graduation. The social worker will provide essential mental health services, case management, and crisis intervention, addressing the unique social-emotional needs of our students. By collaborating with teachers, administrators, and families, the social worker will help create individualized support plans that promote student well-being and academic success. The MTSS team will implement a framework of evidence-based practices designed to support students at varying levels of need, from universal interventions to targeted and intensive support. This integrated approach will ensure that all students receive the appropriate resources and interventions to thrive academically, socially, and emotionally, ultimately fostering a more inclusive and supportive school environment. No other school site has a school-based social worker, and this need was seen as a resource inequity addressed by the use of the CSI funds in this way.

## ***Monitoring and Evaluating Effectiveness***

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

The district will support and monitor Peninsula Continuation High School through a comprehensive approach that ensures effective implementation and continuous improvement of services provided by the school-based social worker and the MTSS team. To achieve this, the district will:

- **Provide Regular Professional Development:** Provide ongoing training and professional development for the social worker and MTSS team to stay current with best practices and evidence-based interventions. This will include workshops, conferences, and collaborative sessions with other schools.
- **Engage in Data-Driven Decision Making:** Establish a robust system for collecting and analyzing data on student performance, behavior, and well-being. The district will use this data to monitor the effectiveness of interventions and make informed decisions about necessary adjustments.
- **Conduct Frequent Check-ins and Evaluations:** Conduct regular check-ins with the social worker and MTSS team to assess progress, address challenges, and celebrate successes. Formal evaluations will be held quarterly to review goals, outcomes, and areas for improvement.
- **Ensure Resource Allocation:** Ensure that Peninsula Continuation High School has access to adequate resources, including funding, materials, and personnel, to effectively implement and sustain the social work and MTSS initiatives.
- **Continue Stakeholder Engagement:** Engage parents, students, and community members in the process through regular communication and involvement in planning and feedback sessions. This will foster a supportive network and ensure that the services provided align with the needs of the school community.

- Collaborate with External Partners: Partner with local mental health agencies, non-profits, and other community organizations to enhance the support services available to students. These partnerships will expand the resources and expertise accessible to the school.
- Reporting and Accountability: Implement a transparent reporting system where the school-based social worker and MTSS team regularly report progress to district leaders. This will include detailed updates on student outcomes, program effectiveness, and any adjustments made to strategies and interventions.

By providing structured support and maintaining rigorous monitoring, the district will ensure that Peninsula Continuation High School can effectively address the needs of its students, promoting a positive and productive learning environment.

# 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
Districts Teacher's Association	Vice President shared the LCAP goals and actions with the Legislative Council. They provided input about the ongoing work of developing an Instructional Framework.
District's English Language Advisory Committee	Assistant Superintendent attended a DELAC meeting on February 27, 2024 to gather input from the committee about the LCAP goals and hear from the committee about areas of growth or need. The committee provided specific feedback around parent engagement and student support.
DELAC Annual Board Presentation	Representatives from DELAC presented commendations and recommendations to the board during a study session on April 23, 2024
Hillsdale Latino Parent Organization Meeting	In collaboration with the district's communication department, the Director of Curriculum & Assessment gather input from the HHS Latino Parent Organization during their regular scheduled meeting on March 14th, 2024
Student Board Member Committee	The Assistant Superintendent attended the student board members meetings on March 20th. This group has representation from each of the district schools as well as specific programs (Bridge and Middle College). The students were asked to provide input on supports and interventions that worked well and areas of improvement for the district.

Educational Partner(s)	Process for Engagement
Capuchino High School Latino Parent Organization Meeting	In collaboration with the district's communication department, the Director of Curriculum & Assessment gather input from the CHS Latino Parent Organization during their regular scheduled meeting on March 21, 2024
San Mateo High School Latino Parent Organization Meeting	In collaboration with the district's communication department, the Director of Curriculum & Assessment gather input from the CHS Latino Parent Organization during their regular scheduled meeting on April 25, 2024
Principals Council	Throughout the year, district administrators consulted with principals on the aspects of the LCAP that should be prioritized. This included moving some position from "soft-funded" COVID monies to the general fund or LCFF.
Equity Advisory Committee	This stakeholder committee has met four times over the course of Spring 2024 and serves as the advisory group for the district LCAP. Parents/Guardians of Students Disabilities were engaged through the Equity Advisory and these representatives contributed to our plan and its monitoring through their participation in this body.
LCAP Community Meeting	The Equity Advisory Committee meeting was opened to the public as an additional way to gather input on the LCAP through wider community input on May 2, 2024
WASC Self-Study Process	In addition to each of these outreach and engagement activities, each comprehensive high school engaged in a comprehensive accreditation self-study process that included extensive engagement with students and families at all school sites. This left each school with a well-informed action plan for the next 3-6 years.

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

Based on the input of the DELAC group, the district has increased the hours of the District's family engagement coordinator so they may develop and implement a 9th grade orientation specific to our newcomer population. The district has also developed a job description for an intake counselor position to address the recommendations from DELAC. Additionally, the district revamped its placement and enrollment process for multilingual learners to ensure the first experience with the school district is a positive one. The principal's input also influenced the move to make the student success coordinator position permanent as well as increase the number of campus safety specialists.

Additionally, the WASC self-study process yielded the following foci from across the school sites:

- **Equity and Inclusion:** Schools are committed to building an equitable, inclusive, and supportive culture on campus for all students and staff. This includes actions like improving graduation and A-G eligible rates for English Language Learners (ELLs) and students who identify as Latinx/Hispanic, growing and diversifying faculty to better reflect the student body, and building a culture of positive and inclusive language.
- **Career and Technical Education (CTE) Pathways:** Schools are focusing on increasing access to and knowledge of CTE pathways, trades, job skills, and postsecondary options aside from college. This includes expanding CTE offerings, creating partnerships with neighboring schools, and integrating career skills and real-life applications into the curriculum.
- **Student Engagement and Belonging:** Schools are working to ensure that every student has at least one strong relationship with an adult on campus and to increase the sense of student belonging. This involves directly addressing issues of dehumanizing language at each school site, developing and implementing social-emotional learning (SEL) programs, community-building activities, and initiatives that foster a sense of connectedness among students and staff.

**Professional Development and Instructional Practices:** There is a strong emphasis on professional development for staff, particularly in areas such as restorative justice, trauma-informed practices, culturally responsive teaching, and differentiated instruction. Schools are also focusing on aligning instructional practices and grading policies to ensure equity and support student learning.

**Multi-Tiered System of Supports (MTSS):** Schools are integrating the MTSS framework to provide a structured system of support for students at varying levels of need. This includes implementing Tier 1 supports in classrooms, enhancing Tier 2 and Tier 3 interventions, and using data-driven decision-making to monitor and adjust support strategies.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Safe & Connected Community: We are dedicated as a district to creating a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff, and families are emotionally, physically, and socially safe.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

**An explanation of why the LEA has developed this goal.**

Creating a safe and connected community within a school district is fundamental to fostering an environment where effective learning can thrive. When students, staff, and families feel emotionally, physically, and socially safe, it paves the way for optimal educational experiences. A welcoming and culturally responsive atmosphere ensures that all students, regardless of their background, feel valued and understood. This inclusivity not only enhances individual self-esteem and well-being but also encourages a sense of belonging and community. When students feel secure and respected, they are more likely to engage actively in their education, participate in classroom discussions, and collaborate with their peers, leading to improved academic outcomes and overall school success.

Moreover, a supportive community that prioritizes safety and connection can significantly impact the mental health and emotional well-being of students and staff. In today's world, where mental health challenges are increasingly prevalent, having a supportive school environment can provide a crucial safety net. When students know they have access to caring adults and peers who are invested in their well-being, they are more likely to seek help when needed and develop healthy coping mechanisms. This not only reduces instances of bullying, harassment, and other negative behaviors but also promotes resilience and positive interpersonal relationships. For staff, working in a supportive and connected community enhances job satisfaction and reduces burnout, enabling them to be more effective educators and role models.

Lastly, involving families in creating a safe and connected school community strengthens the home-school partnership, which is vital for student success. When families feel welcomed and valued, they are more likely to engage with the school, participate in events, and support their children's education. This collaborative approach ensures that students receive consistent messages of support and encouragement both at home and at school, reinforcing positive behaviors and academic aspirations. Additionally, a strong home-school connection allows for better communication and understanding of students' needs, enabling the district to provide tailored support and resources. By achieving this broad goal, the district not only enhances the educational experience for students but also builds a robust, inclusive community that supports the holistic development of every individual.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Increase in the number of Non-White and Multiple Race Certificated Staff as to have more diversity and representation that is relative to its student population.</p> <p>The District will increase the percentage of new hire certificated staff among the following groups:</p> <ul style="list-style-type: none"> <li>• Asian</li> <li>• Black/African American</li> <li>• Filipino</li> <li>• Latino</li> <li>• Pacific Islander</li> <li>• Two or More Races</li> </ul> <p>Hiring of the groups listed above will be monitored in relation to the percentage of White certificated staff.</p>	<p>% New Teacher Hires in 2023-24:</p> <p>Asian: 25.58%:            Black/African American: 2.33%            Filipino: 0%            Latino: 32.56%            Pacific Islander: 2.33%            Two or More Races: 0%            White: 30.23%</p>			<p>The District will increase the number of Non-White and Multiple Race Certificated Staff as to have more diversity and representation that is relative to its student population. Anticipated outcomes for the 2025-26SY, % of new hires:</p> <p>Asian: 25%            Black/African American: 8%            Filipino: 5%            Latino: 40%            Pacific Islander: 2.5%            Two or More Races:            White: 25%</p>	
1.2	<p>Increase in the percentage of students responding "favorably" to the Panorama survey data related to "Teacher-Student Relationships."</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus.</p>			<p>Anticipated outcomes for the 2025-26SY - Students responding favorably in that</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Survey Spring 2024 Favorable Response: Overall: 54% Asian: 56% Filipino: 51% Latino: 50% Pacific Islander: 48% Two or More Races: 56% White: 58% *Confidentiality protected (Black/African American and American Indian or Alaska Native): 50% English Learner: 54% Socio-Econ. Disadvantaged: 50% Students w/ IEPs: 54% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.</p>			<p>they had a positive relationship with an adult on campus.</p> <p>Overall: 90% Asian: 90% Black/African American: 90% Filipino: 90% Latino: 90% Pacific Islander: 90% Two or More Races: 90% White: 90% English Learner: 90% Socio-Econ Disadvantaged (SED): 90% Students w/ IEPs: 90%</p>	
1.3	Increase in the percentage of Parents/Guardians responding "favorably" on the Panorama Family/Guardian Survey related to "opportunities for engagement and effective communication."	<p>Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Survey Fall 2023 Favorable Response: Overall: 79% Asian: 82%</p>			We aim for "favorable" responses from at least 85% of families in each subgroup, as measured by their feedback in surveys related to "opportunities for engagement and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American: 79% Filipino: benchmark forthcoming Latino: 79% White: 78% *Other: 69% *Confidentiality protected, Pacific Islander or Native American: 84% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.			effective communication." Anticipated outcomes for the 2025-26SY: Overall: 85% Asian: 85% Black/African American: 85% Filipino: 85% Latino: 85% "Other:" 85% Pacific Islander: 85% Two or More Races: 85% White: 85%	
1.4	All schools will continue to meet the Williams requirements by 100%, measured as "good or excellent" on the Facilities Inspection Tool (FIT) and instructional materials inventory. Inspections are conducted annually and monitored via quarterly reports to the Board of Education.	2023-24SY: Aragon: Good Bridge (at Adult School): Forthcoming in the 2024-25SY Burlingame: Excellent Capuchino: Excellent Hillsdale: Excellent Mills: Good Peninsula: Excellent San Mateo: Excellent			The District will maintain 100% requirements met for facilities and instructional materials ith these anticipated outcomes for the 2025-26SY: Aragon: "Excellent" Bridge: "Excellent" Burlingame: "Excellent" Capuchino: "Excellent" Hillsdale: "Excellent" Mills: "Excellent"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Peninsula: "Excellent" San Mateo: "Excellent"	
1.5	Reduction in the number of suspensions (of one or more incidents for which the student was suspended) overall and among key subgroups.	<p>2022-23SY Count of Suspensions: *Total Students: 292 *Total Suspensions: 403</p> <ul style="list-style-type: none"> <li>• Asian: Total Students: 2065; Total Suspensions: 21</li> <li>• Black/African American: Total Students: 6; Total Suspensions: 10</li> <li>• Filipino: Total Students: 458; Total Suspensions: 5</li> <li>• Latino: Total Students: 183; Total Suspensions: 261</li> <li>• Pacific Islander: Total Students: 17; Total Suspensions: 22</li> </ul>			<p>The District will decrease the total number of suspensions with these anticipated outcomes for the 2025-26SY, Count of Suspensions:</p> <ul style="list-style-type: none"> <li>• Total # of Students Suspende d: 175</li> <li>• Total # of Suspensi ons: 200</li> <li>• Asian: 10</li> <li>• Black/Afric an American: 5</li> <li>• Filipino: 0</li> <li>• Latino: Students: 130</li> <li>• Pacific Islander: 10</li> <li>• Two or More Races: 8</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Two or More Races: Total Students: 849; Total Suspensions: 17</li> <li>• White: Total Students: 2253; Total Suspensions: 43</li> </ul> <p>**English Learner (Non-RFEP): Total Students: 32; Total Suspensions: 38</p> <ul style="list-style-type: none"> <li>• SED: Total Students: 143; Total Suspensions: 200</li> <li>• Special Education: Total Students: 77; Total Suspensions: 117</li> <li>• Foster Youth: Total Students: 2; Total Suspensions: 5</li> <li>• Homeless: Total Students: 7; Total Suspension: 10</li> </ul>			<ul style="list-style-type: none"> <li>• English Learner(N on-RFEP): 19</li> <li>• SED: 100</li> <li>• Special Education : 58</li> <li>• Foster Youth: 2</li> <li>• Homeless: 5</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*District Total student count = unduplicated **EL: EL 1-3 and EL in Mainstream				
1.6	Reduction in the total number of instructional days lost due to suspension overall and among student subgroups.	2022-23SY Instructional Days Lost: <ul style="list-style-type: none"> <li>• District Instructional Days Lost: 961.07</li> <li>• Asian Instructional Days Lost: 55.5</li> <li>• Black/African American Instructional Days Lost: 31</li> <li>• Filipino Instructional Days Lost: 17</li> <li>• Latino Instructional Days Lost: 634.97</li> <li>• Pacific Islander Instructional Days Lost: 52.5</li> <li>• Two or More Races Instructional Days Lost: 42.5</li> <li>• White Instructional</li> </ul>			The District will decrease the number of total Instructional Days Lost due to suspensions.  Anticipated outcomes for the 2025-26SY, Count of Instructional Days Lost: District: 644 Asian: 37 Black/African American: 21 Filipino: 11 Latino: 425 Pacific Islanders: 35 Two or More Races: 28 White: 85 English Learner: 63 SED: 328 Students w/ IEPs: 208 Foster Youth: 13 Homeless: 13	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Days Lost: 127.6 <ul style="list-style-type: none"> <li>English Learner (Non-RFEP) Instructional Days Lost: 93.79</li> <li>SED Instructional Days Lost: 489.22</li> <li>Students with IEPs: Instructional Days Lost: 310.05</li> <li>Foster Youth Instructional Days Lost: 19</li> <li>Homeless Instructional Days Lost: 19</li> </ul> <p>*It should be noted that students can be duplicated in the data above due to them being in multiple subgroups.</p>				
1.7	Decrease rates of chronic absenteeism among all and within subgroups of students.  * "Chronic absenteeism" defined: a student is	2022-23SY Percentage of students who were "chronically absent:"  All students: 16.13% (9254) Asian: 6.18% (2070)			The district will reduce the percentage of chronically absent students across all groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	chronically absent if they are absent at least 10% of the days enrolled in the district.	Black/African American: 28.17% (71) Filipino: 8.46% (461) Latino: 26.17% (3343) Pacific Islander: 36.70% (188) Two or More Races: 13.04% (851) White: 10.99% (2265) English Learner (Non-RFEP): 38.91% (658) SED: 26.78% (2278) Students with IEPs: 32.39% (1065) Foster Youth: 73.68% (19) Homeless: 48.00% (75)			Anticipated outcomes for the 2025-26SY:  All students: 8% Black/African American: 13% Latino: 13% Pacific Islander: 15% English Learner (Non-RFEP): 15% Foster Youth: 40% Homeless: 25% SED: 15% Students with IEPs: 15%	
1.8	Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."	2023-24SY Responses - Percentage of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe." 2023-24SY Favorable Responses:  District 49% Asian 49% Black/African American 25% Filipino 49% Latino 48%			The district will increase the percentage of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."  Anticipated outcomes for the 2025-26SY:  District 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander 40% Two or More Races 48% White 52% English Learner 57% Socio-Econ. Disadvantaged 48% Students w/ IEPs 47%			Asian 90% Black/African American 90% Filipino 90% Latino 90% Pacific Islander 90% Two or More Races 90% White 90% English Learner 90% Socio-Econ. Disadvantaged 90% Students w/ IEPs 90%	
1.9	Maintain/increase participation of students enrolled in the Student Equity Council, ensuring that participants receive training on student leadership-for-equity every school year.	Count of Leadership-for-Equity trained Student Equity Council Members for the 2023-24SY:  Aragon: 43 Bridge: Year 2024-25 baseline Burlingame: 36 Capuchino: 18 Hillsdale: 20 Mills: 23 Peninsula: 21 San Mateo: 25 Middle College: 12			The District will maintain/increase participation of students enrolled in the Student Equity Council, ensuring that participants receive training on student leadership-for-equity every school year.  Anticipated outcomes for the 2025-26SY:  Aragon: 43 Bridge: 2	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Burlingame: 36 Capuchino: 25 Hillsdale: 25 Mills: 25 Peninsula: 25 San Mateo: 25 Middle College: 20	
1.10	Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."	Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."  Fall 2023 Percentage of Favorable Results:  Overall: 83% Favorable Asian: 82% Latino: 91% White: 78% Other: 69% Confidentiality protected: Native American or Pacific Islander: 100%			The District will increase the percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."  Anticipated outcomes for the 2025-26SY:  Overall: 90% Favorable Asian: 90% Black/African American: 90% Filipino: 90% Latino: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Other: 90% Pacific Islander: 90% White: 90%	
1.11	<p>Reduce the Suspension Rate for these student groups at San Mateo High:</p> <ul style="list-style-type: none"> <li>Black/African American</li> <li>Pacific Islanders</li> <li>Socio-Economically Disadvantaged (SED)</li> <li>Latino</li> <li>Students w/ IEPs</li> </ul>	<p>San Mateo High suspension rates for the 2022-23SY:</p> <p>Black/African American: 31.3%(16) Pacific Islander: 16.7%(30) English Learners 11.2%(472) SED: 10.1%(725) Students with IEPs 11.5%(200)</p>			<p>The District will reduce the suspension rates of selected student groups (Pacific Islander, SED, Latino and Students with IEPs).</p> <p>Anticipated outcomes for the 2025-26SY: Black/African American: 15.5% Pacific Islander: 8% English Learners: 6.2% SocioEconomically Disadvantaged 5% Students with IEPS. 6.5%</p>	
1.12	Improvement in school attendance rates.	<p>Improvement in school attendance rates.</p> <p>2022-23SY Outcomes: Aragon: 95.74% Bridge: Year 2024-25 baseline Burlingame: 96.14%</p>			The District will increase/maintain school attendance rates above 90%(Non-Dass/Comprehensive Schools).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Capuchino: 93.12% Hillsdale: 93.85% Mills: 96.16% San Mateo: 92.58% Peninsula (Continuation): 79.17% Bridge (2024-25 baseline): TBD			Anticipated outcomes for the 2025-26SY by school: Aragon: maintain = 95% Bridge: 83% Burlingame: maintain = 95% Capuchino: maintain = 93% Hillsdale: maintain = 93% Mills: maintain = 95% San Mateo: maintain = 92% Peninsula (Continuation): 83%	
1.13	Improvement in student expulsion rates.	Improvement in student expulsion rates.  2022-23SY Outcomes: All Students: 3 (9166) Asian: 0 (2065) Black/African American: 0 (70) Filipino: 0 (458) Latino: 3 (3282) Pacific Islander: 0 (184) Two or More Races: 0 (849) White: 0 (2253) English Learner: 0 (643) SED: 0 (2232)			The District will aim to have no expulsions.  Anticipated outcomes for the 2025-26SY: All Students: 0 Asian: 0 Black/African American: 0 Filipino: 0 Latino: 0 Pacific Islander: 0 Two or More Races: 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students w/ IEPs: 2 (1052)			White: 0 English Learner: 0 SED: 0 Students w/ IEPs: 0	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Restorative Practices Training for Certificated staff at SMHS.	Restorative Justice Practice training for staff	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Provide Restorative Practices Training for site staff across all school sites.	Continue to train staff in Restorative Practices	\$50,000.00	Yes
1.3	Continue to Implement Student Equity Councils	Continue to train and support a "Student Equity Council" at each school site that take on school culture and climate issues. Some examples of initiatives are campaigns for addressing better inclusion of students in school communities as well as initiatives to take on dehumanizing language on campuses. Students will learn the key qualities of leaders: develop skills related to listening, learning, relationship building and service, Train students on Courage and Consequence, Dismantling Hate and Civic Engagement.	\$75,000.00	No
1.4	Continue to provide each school community with a family engagement coordinator	Strengthen communication between school and home.	\$230,000.00	Yes
1.5	Continue to provide district-wide family events in Spanish.	Ensure English Learner community has access to similar information and experiences across the district.	\$10,000.00	Yes
1.6	Continue to Implement Parent Connect Curriculum and Support for families.	Parent Connect: The Parent Connect programs are high-quality/research based family/caregiver education programs by providing mental health and wellness information to families across the district in languages (Spanish and English) that they can understand.	\$10,000.00	Yes
1.7	Continue to provide Multilingual Communications Specialist (Spanish)	This role will provide transcreation, which is defined as creative translation whereby communications tools are created with the explicit intent of greater understanding by multilingual audiences, Spanish-speakers in particular.	\$125,000.00	Yes
1.8	Continue to provide Wifi hotspots and/or	Provide internet access to all students who qualify for F/R Lunch to support their internet connectivity needs.	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	the Comcast Internet Essentials Program to targeted student groups.			
<b>1.9</b>	Continue to provide support to high-need Multilingual Learner students and their families by the provision of 2 ML-Focused Social Workers.	Social Workers provide research-based approaches to connecting students and families to community-based resources, principally focused on addressing issues that contribute to chronic absenteeism.	\$350,000.00	Yes
<b>1.10</b>	Continue to provide a robust student mental health and wellness program at all school sites.	Provide mental health therapists to all school sites.	\$7,525,000.00	No
<b>1.11</b>	Continue to provide School-based Social Worker to Peninsula Continuation High School.	Social Workers provide research-based approaches to connecting students and families to community-based resources, principally focused on addressing issues that contribute to chronic absenteeism.	\$150,000.00	No
<b>1.12</b>	Pilot Wayfinder Curriculum in Self and Social Empowerment courses, Bridge Academy, and Middle College	The social emotional learning curriculum will be piloted in various venues to see if it could be used as a Tier I resource across all sites in future years.	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Humanizing Education: All Students will participate in a learning experiences that are joyful, uplifting, empowering and validating of their identities.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Adopting a goal of humanizing education ensures that all students participate in learning experiences that are joyful, uplifting, empowering, and validating of their identities, which is crucial for fostering a positive and inclusive educational environment. When students' identities are acknowledged and celebrated within the curriculum and school activities, they feel seen and valued, which enhances their self-esteem and confidence. This validation is especially important for students from marginalized or underrepresented backgrounds, as it helps to bridge the gap between their home cultures and school experiences. By incorporating diverse perspectives and culturally responsive teaching practices, the district can create a more inclusive and equitable learning environment where all students feel empowered to express themselves and engage deeply with the material. This also specifically addresses the students that SMUHSD is underserving based on the data in the California Dashboard, which the difference in accessing the Career & College indicator for our Latinx students, students with disabilities and Multilingual students.

Joyful and uplifting learning experiences are essential for fostering a love of learning and intrinsic motivation among students. When students find joy in their education, they are more likely to be curious, take risks, and pursue their passions. This positive emotional connection to learning not only enhances academic engagement but also encourages lifelong learning habits. Empowering students through education involves providing them with the skills, knowledge, and confidence to navigate the world and advocate for themselves and others. By creating an environment where students feel joyful and uplifted, the district helps to cultivate a generation of learners who are not only academically proficient but also emotionally intelligent and socially aware.

Furthermore, focusing on humanizing education aligns with the broader goal of developing well-rounded individuals who are prepared to thrive in a diverse and interconnected world. When education is empowering and validating, it helps students develop a strong sense of identity and purpose. This sense of self is critical for building resilience and navigating the challenges of life. Empowered students are more likely to take initiative, lead positive change in their communities, and contribute to a more just and equitable society. By prioritizing humanizing education, the district commits to nurturing not just the intellectual growth of students but also their emotional and social development, ensuring they leave school as confident, capable, and compassionate individuals.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase/maintain percentage of students who receive a high school diploma as reported by the California School with Dashboard with no rate declines by year 3.	Graduation Rates for Class of 2023:  All Students: 91.2%(2,368) Asian: 96.9%(516) Black/African American: 95%(20) Filipino: 96.6%(117) Latino: 82.6%(858) Pacific Islander: 94%(49) Two or More Races: 95.9%(217) White: 95.9%(591) English Learners: 70.1%(451) Socio-Econ. Disadvantaged: 83.3%(845) Students with IEPs: 80.6%(283) Homeless Students: 79.2%(24) Foster Youth: Not Reported, cohort too small			Anticipated Graduation Rates for Class of 2026:  All Students: >= 93% Asian: maintain >= 95% Black/African American: maintain >= 95% Filipino: maintain >= 95% Latino: 88% Pacific Islander: maintain >= 95% English Learners: 75% Socio-Econ. Disadvantaged: 88.5% Students with IEPs: 85% Homeless Students: 84%	
2.2	Increase/maintain percentage of students who are deemed "prepared" for	Percentage "prepared" of students who are "prepared" for college/career as			Anticipated percentage of students who are "prepared" for	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	college/career by meeting one or more elements of California's College and Career Indicator(CCI) with no rate declines by year 3.	<p>reported by the CCI, Class of 2023:</p> <p>All Students: 61.9%(2371)  Asian: 84.9%(516)  Black/African American: 40.0%(20)  Filipino: 70.7%(116)  Latino: 39.8%(859)  Pacific Islander: 32.0%(50)  Two or More Races: 72.8%(217)  White: 71.4%(590)  English Learners: 21.9%(430)  Socio-Econ. Disadvantaged: 38.4%(826)  Students with IEPs: 16.4%(280)  Homeless Students: 25.0%(24)  Foster Youth not reported</p>			<p>college/career as reported by the CCI, Class of 2023:</p> <p>All Students: 70%  Asian: maintain &gt;= 85%  Black/African American: 70%  Filipino: 75%  Latino: 55%  Pacific Islander: 55%  Two or More Races: &gt;= 73%  White: &gt;= 71%  English Learners: 35%  Socio-Econ. Disadvantaged: 55%  Students with IEPs: : 35%</p>	
2.3	Increased (disaggregated) percentage of 10th graders "On-Track" for Graduation.	<p>2023-24SY Outcome, Increase Percentage of Sophomores On-Track:</p> <p>All Students: 90%(2082/2321)  Asian: 97%(505/523)  Filipino: 93%(96/103)  Black/African American: 88%(15/17)</p>			<p>Anticipated 2025-26SY outcome, Increase Percentage of Sophomores On-Track:</p> <p>All Students: 95%  Asian: maintain =&gt; 97%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latino: 80%(656/824) Pacific Islander: 79%(31/39) Two or More Races: 95% (189/198) White: 95%(527/556) English Learners: 61%(184/302) SED: 81%(523/648) Students w/ IEPs: 76% (165/218)			Black/African American: 90% Filipino: 95% Latino: 85% Pacific Islander: 84% Two or More Races: maintain => 97% White: maintain => 95% English Learners : 70% SED: 86% Students w/ IEPs: 80%	
2.4	Increase percentage of 11th grade students who meet/exceed the standard in English-Language Arts (ELA) on the CAASPP Assessment year over year.	2023-24SY Standard Met/Exceeded in ELA: All Students: 72%(2042) Asian: 86%(482) Black/African American: 69% (14) Filipino: 80.3%(128) Latino: 48.4%(686) Pacific Islander: 45.5%(33) Two or More Races: White: 84.5%(492) English Learner: 8.93%(168) SED: 46.1%(499) Students w/ IEPs: 29.2%(145)			Anticipated 2025-26SY outcome, percentage of 11th grade students who meet/exceed the standard in English-Language Arts (ELA) on the CAASPP Assessment:  All Students: maintain PL and increase to >=75% Asian: maintain PL and increase to >= 87% Filipino: maintain PL and increase to 82%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: <a href="https://caaspp-elpac.ets.org/caaspp">https://caaspp-elpac.ets.org/caaspp</a>			Black/African American: increase PL and rate to >= 70% Latino: increase PL and rate to >= 70% Pacific Islander: increase PL and rate to >= 70% White: maintain PL and increase rate to >= 87% English Learner: increase PL and rate to >= 29% SED: increase PL and rate to >= 65% Students with IEP's: increase PL and rate to >= 50%  PL = California Dashboard Performance Level status and change colors (From lowest to highest - red, orange, yellow, green, blue)	
2.5	Increase percentage of 11th grade students who meet/exceed the standard in Math on the	2023-24SY Standard Met/Exceeded in Math:			Anticipated 2025-26SY outcome, percentage of 11th grade students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP Assessment year over year.	<p>All Students: 48.2% (2085)</p> <p>Asian: 76.2% (492)</p> <p>Black/African American: 46.2% (13)</p> <p>Filipino: 48.4% (128)</p> <p>Latino: 17.4% (709)</p> <p>Pacific Islander: 9.1% (33)</p> <p>Two or More Races: 66.4% (208)</p> <p>White: 59.2% (502)</p> <p>English Learners: 4% (202)</p> <p>SED: 19% (519)</p> <p>Students with IEPs: 12% (143)</p>			<p>who meet/exceed the standard in Math on the CAASPP Assessment:</p> <p>All Students: maintain or increase PL, <math>\geq</math> 70%</p> <p>Asian: maintain and increase PL, <math>\geq</math> 80%</p> <p>Black/African American: increase PL, <math>\geq</math> 60%</p> <p>Filipino: maintain and increase PL to <math>\geq</math> 60%</p> <p>Latino: increase PL to <math>\geq</math> 37%</p> <p>Pacific Islander: PL to <math>\geq</math> 30%</p> <p>Two or More Races: maintain and increase PL <math>\geq</math> 70%</p> <p>White: maintain and increase PL <math>\geq</math> 65%</p> <p>EL: increase PL <math>\geq</math> 25%</p> <p>SED: increase PL <math>\geq</math> 40%</p> <p>SPED: increase PL 25%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					PL = California Dashboard Performance Level status and change colors (From lowest to highest - red, orange, yellow, green, blue)	
2.6	<p>*Improve graduated class outcomes of AP/IB/Dual Enrollment Access rates.</p> <p>*This metric previously included 11th graders within the student group. The metric has been adjusted to report 12th graders only.</p>	<p>*AP/IB/Dual Enrollment Access rates, Class of 2023:  All/District 58.3% (2183)  Asian 86.0% (501)  Black or African American 33.3% (18)  Filipino 55.8% (113)  Latino 34.8% (729)  Pacific Islander 20.8% (48)  Two or More Races 66.8% (208)  White 65.4% (566)  Multi-Language Learner 12.8% (203)  SED 35.8% (503)  Special Education 9.9% (202)</p> <p>*This metric previously included 11th graders within the student group. The metric has been adjusted to report 12th graders only.</p>			<p>Anticipated AP/IB/Dual Enrollment Access rates, Class of 2026:</p> <p>All/District 65%  Asian maintain &gt;= 86%  Black or African American: 66%  Filipino 65%  Latino 65%  Pacific Islander 65%  Two or More Races 70%  White 68%  Multi-Language Learner 20%  SED 60%  Special Education 20%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Increase percentage of students accessing 7-Period Day - improvement among HUGS students.	Fall 2023 Outcomes, % of Students with a 7-Period Day: All Students: 49%(4213/8620) Black/African American 34%(19/56) Latino 45%(1353/3004) Pacific Islander 50%(76/151) English Learners 43%(383/897) SED 44%(382/864) Students w/ IEPs 46%(418/918)			Anticipated Fall 2025 Outcomes, % of Students with a 7-Period Day:  All Students: 65% Black/African American: 65% Latino: 50% Pacific Islander: 65% English Learners: 60% SED: 65% Students w/ IEPs: 50%	
2.8	English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC (ELPI)	2022-23SY ELPI Rates (CA School Dashboard): All Students: 38.70%(289/746) Aragon 42.20%(30/70) Bridge 2024-25SY baseline Burlingame 38.50%(10/27) Capuchino 49.60%(61/123) Hillsdale 40.40%(68/169) Mills 46.70%(14/31) San Mateo 36.80%(96/261)			65% of all English Learners will make at least one year of progress by the end of the 2025-26 school year. (ELPI)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Peninsula (Continuation) 12.50%(10/80)				
2.9	English Learner Measure #2: Increase the percent of English Learners who have been in our schools for a full academic year and who advance to the next level of ELD (Newcomer) program or are transitioned into mainstream (standard program) courses	ELD Advancement Rate, 2023-24SY: District: 49.7% (183)			65% of all English Learners who have been in our schools for a full academic year will be advanced to the next level of ELD (Newcomer) program or are transitioned into mainstream (standard program) courses by the end of the 2025-26 school year.	
2.10	*English Learner Measure #3: Increase the count and rate of English Learner students who are reclassified during each academic year.	*LCAP Baseline for RFEP Rate: 2021-22SY RFEP Rate: 12.9% (159/1237)  *The decrease in 2021-22 RFEP rate followed by an increase in 2022-23 was directly related to the pandemic. One of the reclassification criteria is CAASPP results from 8th or 11th grade. CAASPP was not given in Spring 2020 and Spring 2021. This means students			At least 20% of English Learners will be reclassified as English-proficient by the end of the 2025-26 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>did not have prior 8th grade scores or 11th grade scores to reclassify until 2022-23. Due to the influx, the 2021-22SY baseline will be used.</p> <p>English Language Acquisition Status = RFEP, 2022-23SY: 22.1% (289/1305)</p>				
2.11	English Learner Progress from CA Dashboard Indicator for Aragon, Mills & San Mateo (ELPI, CA School Dashboard)	<p>ELPI Rate for the 2022-23SY:</p> <p>All Students: : 37.7%</p> <p>Aragon HS: 42.9%</p> <p>Mills HS: 45.2%</p> <p>San Mateo HS: 36.8%</p>			<p>Anticipated ELPI Rates for the 2025-26SY:</p> <p>Districtwide: 55%</p> <p>Aragon HS: 53%</p> <p>Mills HS: 53%</p> <p>San Mateo HS: 45%</p>	
2.12	Graduation Rate for Specific Student Groups and Schools PHS- Peninsula SMHS-San Mateo HS	<p>Class of 2023 Graduation Rate:</p> <p>PHS(All Students) 60.7%</p> <p>PHS (English Learner) 49.5%</p> <p>PHS (Hispanic/Latinx) 56.8%</p> <p>PHS (SED) 58.1%</p> <p>San Mateo (English Learner) 66.1%</p>			<p>Anticipated Graduation Rates for Class of 2026:</p> <p>PHS(All Students): 72%</p> <p>PHS (English Learner): 68%</p> <p>PHS (Hispanic/Latino): 70%</p> <p>PHS (SED): 70%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					San Mateo (English Learner): 75%	
2.13	Increase CCI Performance Levels(PL): College and Career Readiness PLs will increase at least one level each school year beyond "maintained" for specific schools and selected student groups until at least "medium" performance is attained. PHS- Peninsula MHS- Mills	Class of 2023 CCI Performance Levels: PHS(All Students) Very Low PHS (English Learner) Very Low PHS (Hispanic/Latinx) Very Low PHS (SED) Very Low MHS (Students with Disabilities) Very Low			Anticipated CCI performance levels for Class of 2026:  PHS(All Students): Medium PHS (English Learner): Medium PHS (Hispanic/Latino): Medium PHS (SED): Medium MHS (Students with Disabilities): Medium	
2.14	Continued Implementation of State Standards across the content areas.	Through analysis using the State reflection tool at the District level it was determined that: <ul style="list-style-type: none"> <li>The District provides significant Professional Learning opportunities on the CA Standards through the implementation of its new instructional</li> </ul>			The goal is that the District will see significant (85% of more) implementation of its new instructional framework by 2027. <ul style="list-style-type: none"> <li>The District will continue to purchase and make</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>framework and with the support of Professional Learning and the Instructional Coaching Program (as appropriate/needed)</p> <ul style="list-style-type: none"> <li>• The District continues to purchase and make available standards-aligned instructional materials.</li> <li>• The State standards are being implemented in all subject areas with a relatively high degree of fidelity</li> </ul>			<p>available standards-aligned instructional materials.</p> <ul style="list-style-type: none"> <li>• The State standards will continue to be implemented in all subject areas with an even higher level of fidelity (90% or greater) by 2027</li> </ul>	
2.15	Ensure access to CA Standards, including the ELD Standards.	<p>Through analysis using the State reflection tool at the District level it was determined that:</p> <ul style="list-style-type: none"> <li>• Teachers in ELD and Community, Literacy and</li> </ul>			<p>The goal is that by 2027, ELD/CLA teachers are teaching the ELD standards with high amount of fidelity (90% or more).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Action courses are implementing the State ELD Standards with a fair amount of fidelity.				
2.16	Increase the percentage of students who are the University of California "A-G" (UC/CSU) eligible.	<p>Percentage of Students who met the Requirements (Class of 2023):</p> <p>All Students: 87.4%(1,282)  Asian: 92.0%(403)  Black/African American: 62.5%(5)  Filipino: 93.9%(77)  Latino: 77.5%(265)  Pacific Islander: 56.3%(9)  White: 89.8%(378)  Two or More Races: 90.5%(143)  English Learner: 74.5%(70)  SED: 78.5%(249)  Students w/ IEPs: 69.6%(32)</p>			<p>Increases in the percentage of students who are the University of California "A-G" (UC/CSU) eligible.</p> <p>Anticipated Outcomes for Class of 2026:  All Students: 90%  Asian: maintain = 92%  Black/African American: 85%  Filipino: maintain = 93.9%  Latino: 85%  Pacific Islander: 85%  White: 92%  Two or More Races: 92%  English Learner: 82%  SED: 85%  Students w/ IEPs: 76%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Increases in the percentage of students who complete a CTE program of study ("Pathway").	<p>Percentage of Students who completed a CTE Program of Study (Class of 2023):</p> <p>All Students: 25.4%(603/2371) Asian: 43.6%(225/516) Black/African American: 10.0%(2/20) Filipino: 25.0%(29/116) Latino: 13.6%(117/859) Pacific Islander: 12.0%(6/50) Two or More Races: 28.6%(62/217) White: 27.5%(162/590) English Learners: 4.4%(19/430) SED: 13.7%(113/826) Students w/ IEPs: 10.0%(28/280)</p>			<p>Increases in the percentage of students who complete a CTE program of study ("Pathway").</p> <p>Anticipated Outcomes for Class of 2026:</p> <p>All Students: 55% Asian: 60% Black/African American: 50% Filipino: 50% Latino: 50% Pacific Islander: 50% Two or More Races: 60% White: 60% English Learners: 33% SED: 50% Students w/ IEPs: 33%</p>	
2.18	Increases in the percentage of students who complete both the A-G Requirements and complete a CTE Pathway.	<p>Percentage of Students who are both a CTE Capstone Completer and are A-G (UC/CSU) Ready.</p> <p>Class of 2023:</p>			<p>Percentage of Students who are both a CTE Capstone Completer and are A-G (UC/CSU) Ready.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 20.4% (484/2371) Asian: 40.1% (207/516) Black/African American: 5.0% (1/20) Filipino: 23.3% (27/116) Latino: 6.8% (58/859) Pacific Islander: 6.0% (3/50) Two or More Races: 24.4% (53/217) White: 22.9% (135/590) English Learners: 0.7% (3/430) SED: 6.7% (55/826) Students w/ IEPs: 3.2% (9/280)			Anticipated Outcomes for Class of 2026:  All Students: 30% Asian: 50.1% Black/African American: 50.1% Filipino: 50.1% Latino: 30% Pacific Islander: 50.1% Two or More Races: 50.1% White: 50.1% English Learners: 33% SED: 50.1% Students w/ IEPs: 33%	
2.19	Increase the percentage of students who have passed an Advanced Placement examination with a score of 3 or higher.	Percentage of Students who passed one AP Test (or more).  Class of 2023: All Students: 48.6%(347/713) Asian: 71.2%(222/312) Black/African American: 12.5%(0/1) Filipino: 29.3%(7/24) Latino: 19.0%(12/65) Pacific Islander: 12.5%(0/2) White: 52.0%(114/219)			Percentage of Students who passed one AP Test (or more).  Anticipated Outcomes for Class of 2026:  All Students: 60% Asian: 80% Black/African American: 50.1% Filipino: 50.1% Latino: 50.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races: 57.0%(51/90)  English Learner: 21.3%(4/20)  SED: 24.3%(19/77)  Students w/ IEPs: 10.9%(1/5)</p>			<p>Pacific Islander: 100%  White: 70%  Two or More Races: 70%  English Learner: 33%  SED: 50.1%  Students w/ IEPs: 33%</p>	
2.20	Decreases in Drop-out/Non-Grad Rates.	<p>Decrease in Dropout Rates/Non-Grad Rates.</p> <p>Class of 2023 Dropout Rates:  All Students: 8.8% (211/2395)  Asian: 3.1% (16/516)  Black/African American: 5.0% (1/20)  Filipino: 3.4% (4/117)  Latino: 17.4% (153/881)  Pacific Islander: 6.0% (3/50)  Two or More Races: 4.1% (9/217)  White: 4.1% (24/591)  English Learner: 29.9% (135/451)  SED: 16.7% (141/845)  Students with IEPs: 19.4% (55/283)</p>			<p>Decrease in Dropout Rates.</p> <p>Anticipated Outcomes for Class of 2026:  All Students:  Asian: 0  Black/African American: 0  Filipino: 0  Latino: 9%  Pacific Islander: 0  White: 0  Two or More Races: 0  English Learner: 9%  SED: 9%  Students w/ IEPs: 9%</p>	

# Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure 7 period day for ML learners	Enhance programming for MI Learners, additional staffing and support	\$168,000.00	Yes
2.2	Address Math proficiency for specific student groups through professional learning	Universal Design for Learning Training	\$20,000.00	No
2.3	Specific Credit Recovery support for ML	Increase Multilingual Learner access to Credit Recovery	\$25,000.00	Yes
2.4	Implement new SMUHSD "Humanizing Pedagogy"	An instructional framework is a coherent set of shared expectations that guide our vision for curriculum, instruction, learning climate, and feedback and appraisal. The purpose of a common instructional framework is coherence in instructional programs, professional development, and	\$308,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Instructional Framework	allocation of resources across the district. As a result of this coherence and shared vision, the framework will support our district's goal to eliminate disproportionality in student achievement outcomes for our BIPOC and other historically oppressed groups of students. The costs associated with this include the personnel costs of the Instructional Lead Teacher Team (3.8 FTE) and the PD that will be associated with the Framework's implementation during the 2024-25 school year. This program is being funded by the Instructional Materials Block Grant provided by the CDE in 2022.		
<b>2.5</b>	Implement Equitable Grading Practices Professional Learning and adoption.	Equitable Grading practices continue to be an area of growth and interest among teachers. We will implement Professional Learning in this area, aligned to the relevant elements of the Instructional Framework.	\$25,000.00	No
<b>2.6</b>	Develop Socio-Emotional Learning Curriculum	Leveraging the learning from the Wayfinder pilot (Goal 1, Action 11) and the ongoing Tier I common assurances, we will develop a common Tier I Socio-emotional learning curriculum.	\$50,000.00	No
<b>2.7</b>	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	The District will continue to allocate certificated sections to school sites (using a formula based on the percentage of the overall population of HUGS at each school site) to support the Tier III intervention needs of students. These include courses like On-site Credit Recovery, Guided Studies and Math Support Classes. In some instances, school sites use the sections to lower class sizes in the 9th grade so as to provide targeted support.	\$3,271,987.00	Yes
<b>2.8</b>	Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS,	AVID is a research-based initiative that has proven to help first-generation students successfully gain access to four-year colleges.	\$315,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
	BHS, CHS and SMHS).			
<b>2.9</b>	Continue to provide Student Success Coordinators at all school sites.		\$255,000.00	No
<b>2.10</b>	Continue to provide Mullilingual Learner Specialists at school sites.	The District will continue to provide ML Specialists at all school sites to support and monitor the academic needs/progress of English Learners. This also includes the implementation of the ELPAC assessment of Multilingual Learners.	\$250,000.00	Yes
<b>2.11</b>	Continue to implement Student Success Coordinator (SSC) Role	This role monitors and manages students who have been identified for Tier II intervention at each school site.	\$510,000.00	Yes
<b>2.12</b>	Continue to provide a robust Career Technical Education Program	All students must take at least on (10 credit) Career Technical Education Program. Upon completion of these courses, they are then strongly encouraged to take a second (or third, capstone) course to complete a CTE Pathway and become eligible to meet this measure of the College and Career Indicator.	\$2,675,000.00	No
<b>2.13</b>	Implementation of newly constituted ML Coordinator Position (1.0 FTE)	This role will support implementation of Instructional programs/best practices that effectively support English Learners, but especially Long-Term English Learners.	\$175,000.00	Yes
<b>2.14</b>	Provide Tutors for Tier II Academic intervention.	During and after-school tutoring are research-based best practices.	\$100,000.00	Yes
<b>2.15</b>	Continue partnership with Hatching Results to support School Counseling teams.	This partnership is intended to support School Counselor professional learning and to support a more coordinated and research-based school counseling program across our school sites.	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.16</b>	Develop and pilot Performance Task pilots across selected subjects.	Development and implementation of set of common performance tasks (and aligned curriculum) in key subject areas - to be determined in the 2024-25 school year.	\$40,000.00	No
<b>2.17</b>	Provide Credit Recovery Summer School	The District will implement a robust Summer School Credit Recovery Program to assist historically underserved students either make up credits they have missed and/or get ahead on courses that they have yet to take if they have not been able to take a full set of courses due to ELD or interventions courses supplanting their core course-taking.	\$950,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Empowering Staff: Ensuring that staff have and utilize the tools, resources, training and professional learning that promotes a culture of well-being and learning among students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
---

An explanation of why the LEA has developed this goal.

<p>One of the most important factors for student success and continued learning are the educators who work with students. This goal focuses on ensuring that teachers and educators are provided with the tools, resources and training. Our capacity and collective efficacy as a team ensures our students are served at the highest level.</p>
---

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)	<p>Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.</p> <p>Fall 2023: 54% favorable rating (345 responses)</p>			Fall 2025 Anticipated Outcome: 70% favorable rating	
3.2	Implementation measure regarding Humanizing Pedagogy Instructional Framework	Set baseline in 2024-25. This is data that will be collected in 2024-25 as it is not currently			Fall 2025 Anticipated Outcome:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	implementation (% of teachers self-reporting and/or observed implementing practice[s]) - create measure and set a baseline in 2024-25 and then improvement target for subsequent years.	known - therefore the current baseline is 0%.			75% of teachers report implementation of elements of framework.	
3.3	Improvement of teacher of color perception of support/inclusion in the school community (via Panorama Survey).	Fall 2023: 93% favorable (345 responses)			Fall 2025 Anticipated Outcome: 95% favorable	
3.4	Improvement of classified staff of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2024-25 and then improvement target for subsequent years.	Fall 2023: 91% favorable (186 responses)			Fall 2025 Anticipated Outcome: 95% Favorable	
3.5	Improvement in overall staff satisfaction with workplace.	Fall 2023 Certificated Staff: 84% Favorable Classified Staff: 88% Favorable			Fall 2025 Anticipated Outcome: Certificated Staff: 95% Favorable Classified Staff: 95% Favorable	

# Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide robust professional learning for Certificated staff that is aligned with the new instructional framework and focused on supporting the needs of multilingual learners.	The District's professional learning focus for the next 2-3 years will be on supporting certificated staff (teachers and administrators) with learning about and implementation support of the new instructional framework and effectively supporting Multilingual learners across the content areas.	\$175,000.00	No
3.2	Provide Robust Professional Learning for Classified staff	The District's professional learning focus for the next 2-3 years will be on supporting classified staff with deepening their practice related to anti-racism and continuing to support them with relevant job-alike Professional Learning.	\$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
	aligned to the Racial Equity Board Policy.			
<b>3.3</b>	Deepen teacher collaboration in professional learning communities and in school-wide convenings on the establishment of common Tier I practices.	Professional practice is best supported in strong teams.	\$50,000.00	No
<b>3.4</b>	Implement Anti-Bias Grant support BIPOC (with a focus on African American) staff.	The three-year Anti-Bias Grant provides \$200,000 over three years to support affinity-based support of BIPOC Staff (both Classified and Certificated).	\$50,000.00	No
<b>3.5</b>	Continue Instructional Coaching program	Continue to implement Instructional Coaching program and ensure that it aligns with Instructional Framework.	\$510,000.00	No
<b>3.6</b>	Implement and continuously improve the SMUHSD Induction Program	The District will begin to implement a newly-authorized program that will allow it to confer clear credentials on its teachers new to the profession.	\$200,000.00	No
<b>3.7</b>	Monitor and revise (as needed) newly revised (during 2021-22) interview committee practices to follow inclusive practices so as to yield an ever-more representative faculty that reflects the diversity of our student body.	Ensure committee is made up of diverse representatives.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.8</b>	Continue partnership with Alder and Marshall teacher residency programs to support classified staff in earning teaching credentials.	Develops, trains and mentors classified employees towards becoming teachers. Program includes a year-long apprenticeship.	\$25,000.00	No
<b>3.9</b>	Continue to provide course reimbursements and mentors for classified employees earning teacher credentials.	To increase the diversity of SMUHSD certificated staff, the district is providing our classified staff with incentives to access teaching credentials.	\$25,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5609987	\$0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.163%	0.000%	\$0.00	5.163%

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
1.2	<p><b>Action:</b> Provide Restorative Practices Training for site staff across all school sites.</p> <p><b>Need:</b> Suspension Rate for English Learner is high at 17.6%. This rate exceeds the District average.</p> <p><b>Scope:</b></p>	<p>Training administrators in restorative approaches to discipline, as well as implementing alternatives to suspension, will significantly enhance the support provided to Multilingual Learners. These strategies promote a more inclusive and understanding school environment, which is crucial for students who may face additional challenges due to language barriers. By focusing on restorative practices, administrators can help build stronger relationships between students and staff, foster a sense of community, and create a</p>	Suspension rate



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	safer, more supportive atmosphere. This approach not only addresses disciplinary issues more effectively but also ensures that Multilingual Learners feel heard, respected, and valued, ultimately leading to improved academic and social outcomes for these students. We are implementing this LEA-wide because this student group is in need of support across every school in the district and all students will benefit from the restorative cultures that will be fostered through the implementation of these practices. Investing LCFF Supplemental resources in training staff on restorative approaches to discipline and alternatives to suspension will maximize support for Multilingual Learners by fostering an inclusive and supportive school environment. This investment is expected to lead to improved academic achievement and stronger social-emotional outcomes for these students by addressing their unique needs and ensuring they feel valued and understood within the school community.	
1.4	<p><b>Action:</b> Continue to provide each school community with a family engagement coordinator</p> <p><b>Need:</b> This addresses a continued need for family outreach/support was identified by educational partner input at sessions across the district. In addition, our Panorama survey indicated that only 25% of Multilingual Learner families, 50% of Foster Youth families, and 64% of the families of low-income students were receiving adequate outreach.</p>	Providing each high school community with a family engagement coordinator goes above and beyond to address the outreach and support needs identified by data (above), particularly for English learners, foster youth, and low-income students. These coordinators prioritize direct support for these groups by facilitating communication between families and schools, ensuring that parents and guardians are actively involved in their children's education. This focused approach helps to bridge gaps in engagement and access, leading to better academic and social outcomes for students who are often underserved. To monitor the effectiveness of our Family	As indicated above, to monitor the effectiveness of our Family Engagement Coordinators, we plan to track several key metrics. These include the number of contacts made with families, such as phone calls, emails, and home visits, ensuring comprehensive outreach. Additionally, the frequency and attendance of meetings convened by

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
	<p><b>Scope:</b> LEA-wide</p>	<p>Engagement Coordinators, we plan to track several key metrics. These include the number of contacts made with families, such as phone calls, emails, and home visits, ensuring comprehensive outreach. Additionally, the frequency and attendance of meetings convened by coordinators, including parent-teacher conferences, workshops, and community events, can be measured to assess engagement levels. Surveys or feedback forms from families can provide qualitative data on their satisfaction and perceived value of the engagement efforts. Furthermore, tracking the participation rates in school activities and the number of families utilizing offered resources and services can provide insight into the coordinators' impact. Analyzing these metrics over time will help the district understand trends, identify areas for improvement, and ultimately enhance family-school partnerships. Finally, we will continue to seek family/caregiver input/feedback about the efficacy of our approaches. We are implementing this LEA-wide because this student group is in need of support across every school in the district. This is the best use of funds for our unduplicated pupils because it targets support for their families across the district.</p>	<p>coordinators, including parent-teacher conferences, workshops, and community events, can be measured to assess engagement levels. Surveys or feedback forms from families can provide qualitative data on their satisfaction and perceived value of the engagement efforts. Furthermore, tracking the participation rates in school activities and the number of families utilizing offered resources and services can provide insight into the coordinators' impact. Analyzing these metrics over time will help the district understand trends, identify areas for improvement, and ultimately enhance family-school partnerships. Finally, we will continue to seek family/caregiver input/feedback about the efficacy of our approaches. We are implementing this LEA-wide because this student group needs support across every school in the</p>

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
			district. This is the best use of funds for our unduplicated pupils because it targets support for their families across the district.
1.5	<p><b>Action:</b> Continue to provide district-wide family events in Spanish.</p> <p><b>Need:</b> This addresses a continued need for family outreach/support was identified by educational partner input at sessions across the district. Our Panorama survey indicated that only 25% of Multilingual Learner families, 50% of Foster Youth families, and 64% of the families of low-income students were receiving adequate outreach.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These activities are principally directed at the needs of EL and low-income families. Continuing to provide district-wide family events in Spanish is essential for fostering inclusivity and ensuring that all families feel welcomed and valued within the school community. Spanish-speaking families, who may face language barriers, will greatly benefit from these events, as they provide accessible opportunities for meaningful engagement and communication. By offering information, resources, and activities in Spanish, the district demonstrates a commitment to cultural responsiveness and equity. This approach helps bridge gaps, builds stronger relationships between the school and families, and encourages active participation in their children's education. Ultimately, these efforts contribute to a supportive and cohesive community, where every family has the chance to be involved and informed, leading to better educational outcomes for all students. These events ensure that families who may face language barriers can fully participate in their children's education, fostering a stronger connection between home and school. By prioritizing these communities, the district is actively removing barriers to engagement, leading to improved academic support and a more inclusive school environment for these underserved student groups. This is being done on an LEA-wide basis because we have Spanish-</p>	<p>To monitor the effectiveness of district-wide family events in Spanish, the school district will employ a variety of metrics and feedback mechanisms. Attendance records will be maintained to track participation levels and identify trends over time. Surveys and feedback forms, available in Spanish, will be distributed to attendees to gather qualitative data on their experiences, satisfaction, and suggestions for improvement. The district will also analyze engagement levels by tracking follow-up interactions and participation in subsequent school activities by Spanish-speaking families. Additionally, focus groups and informal conversations will be conducted to gain deeper insights into the</p>

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
		<p>speaking families across the district at every school. Continuing to provide district-wide family events in Spanish goes above and beyond by directly addressing the needs identified for English learners, foster youth, and low-income students, particularly those from Spanish-speaking households, and we have Spanish-speaking families across the achievement spectrum.</p> <p>As a result of this action, we hope that English learners and low-income students will achieve greater academic success and feel more connected to their school community. By facilitating family engagement in a language they understand, we aim to enhance parental involvement, which is closely linked to better educational outcomes. Additionally, we hope these students will experience a stronger sense of belonging and support, leading to increased motivation, higher attendance rates, and overall improved social-emotional well-being.</p>	<p>impact of these events on community relationships and family involvement in the educational process. By evaluating this comprehensive data, the district can assess the success of these events, make data-driven decisions, and continuously enhance the inclusivity and effectiveness of their family engagement efforts.</p>
1.6	<p><b>Action:</b> Continue to Implement Parent Connect Curriculum and Support for families.</p> <p><b>Need:</b> This addresses a continued need for family outreach/support was identified by educational partner input at sessions across the district. In addition, our Panorama survey indicated that only 25% of Multilingual Learner families, 50% of Foster Youth families, and 64% of the families of low-income students were receiving adequate outreach.</p>	<p>Mental Health Support:</p> <ul style="list-style-type: none"> <li>• <b>Multilingual Learners:</b> These students often face additional stressors related to language barriers, cultural adjustment, and academic challenges. Mental health programs can provide culturally and linguistically appropriate counseling and support, helping them navigate these challenges more effectively and improving their overall well-being and academic performance.</li> <li>• <b>Low-Income Students:</b> Students from low-income backgrounds are more likely to experience stress and trauma due to</li> </ul>	<p>To monitor the effectiveness of these Parent Connect events, the school district will employ a variety of metrics and feedback mechanisms. Attendance records will be maintained to track participation levels and identify trends over time. Surveys and feedback forms, available in Spanish, will be distributed to attendees to</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>economic instability. Access to mental health services can mitigate the negative impact of these experiences, fostering resilience, improving their ability to focus in school, and enhancing their overall educational outcomes.</p> <ul style="list-style-type: none"> <li>Foster/Homeless Youth: This group is particularly vulnerable to mental health challenges due to the instability and trauma associated with their living situations. Providing consistent, high-quality mental health services helps these students build coping skills, process their experiences, and maintain their emotional and psychological health, which is crucial for their success in school.</li> </ul> <p>Parent Connect Programs:</p> <ul style="list-style-type: none"> <li>Multilingual Learners: These programs equip parents and caregivers of Multilingual Learners with the tools and knowledge to support their children’s education. By providing resources in multiple languages and offering culturally responsive training, these programs ensure that parents can effectively advocate for their children and support their academic progress.</li> <li>Low-Income Families: Parent Venture programs help bridge the gap between home and school by empowering parents with the skills needed to engage in their children’s education, regardless of their socioeconomic status. These programs often include workshops on navigating the school system, understanding academic expectations, and providing at-</li> </ul>	<p>gather qualitative data on their experiences, satisfaction, and suggestions for improvement. The district will also analyze engagement levels by tracking follow-up interactions and participation in subsequent school activities by Spanish-speaking families. Additionally, focus groups and informal conversations will be conducted to gain deeper insights into the impact of these events on community relationships and family involvement in the educational process. By evaluating this comprehensive data, the district can assess the success of these events, make data-driven decisions, and continuously enhance the inclusivity and effectiveness of their family engagement efforts.</p>

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
		<p>home support, which is particularly beneficial for parents who may not have had similar educational experiences.</p> <ul style="list-style-type: none"> <li>• Foster/Homeless Families: For caregivers of foster and homeless youth, these programs offer vital support in understanding and addressing the unique educational and emotional needs of these students. They provide strategies for creating stable, supportive environments that can help mitigate the effects of instability and ensure these students remain engaged in their education.</li> </ul> <p>These services are being provided on an LEA-wide basis to ensure that all families, regardless of their specific school or neighborhood, have equitable access to vital support services that address their emotional, social, and academic needs. Offering these services district-wide ensures that all students, particularly those from historically underserved groups such as Multilingual Learners, low-income students, and foster/homeless youth, have consistent access to high-quality mental health resources and family engagement programs. This uniform approach helps to mitigate disparities in support that might otherwise exist between different schools or communities within the district. Moreover, providing these services across the district fosters a sense of unity and shared responsibility for the well-being of all students. It allows for the development of a cohesive support network that includes educators, mental health professionals, and families, working together to create an inclusive environment where every student feels</p>	

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
		<p>supported and valued. Finally, Implementing these programs district-wide allows for the efficient allocation of resources and expertise, enabling the district to scale up successful initiatives and ensure they reach the maximum number of students and families. This approach also facilitates the collection of comprehensive data to assess the effectiveness of the programs, enabling continuous improvement and adaptation to meet the diverse needs of the district’s student population. In summary, providing Mental Health &amp; Parent Venture programs on a district-wide basis allows the district to promote equity, build a strong community, ensure consistency in service delivery, and efficiently address the diverse needs of all students and families. This approach demonstrates the district’s commitment to supporting the holistic development of every student, ensuring that all students can succeed academically and personally.</p>	
<p><b>1.7</b></p>	<p><b>Action:</b> Continue to provide Multilingual Communications Specialist (Spanish)</p> <p><b>Need:</b> Our Panorama survey indicated that only 25% of Multilingual Learner families, 50% of Foster Youth families, and 64% of the families of low-income students were receiving adequate outreach. The district plans to continue to invest in a multilingual communications specialist to bridge language barriers and enhance communication with its diverse community. This specialist will ensure that all families, regardless of their primary language,</p>	<p>These staff will principally support ML families on a LEA-wide basis since we have multilingual families at every school and grade level in the district. Continuing to invest in this resource on an LEA-wide basis will ensure a consistent and common approach to communications with multilingual families. This specialist will ensure that all families, regardless of their primary language, receive important information and updates in a language they understand. By providing translations of critical documents, newsletters, and announcements, and facilitating effective communication between the school and non-English-speaking families, the district can promote greater inclusivity and engagement. This</p>	<p>To evaluate the effectiveness of the multilingual communications specialist role, we will implement a multi-faceted assessment strategy. Key metrics will include the volume and accuracy of translated materials, the number of multilingual communications distributed, and the responsiveness to translation requests from</p>

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
	<p>receive important information and updates in a language they understand. By providing translations of critical documents, newsletters, and announcements, and facilitating effective communication between the school and non-English-speaking families, the district can promote greater inclusivity and engagement. This investment underscores the district's commitment to equity, helping to create a welcoming environment where all families can actively participate in their children's education. Ultimately, a multilingual communications specialist will help build stronger connections, foster trust, and ensure that every family feels valued and informed, contributing to better educational outcomes for students. This role is crucial for translating important information, facilitating engagement, and ensuring that all families have access to the resources and support they need to fully participate in their children's education. By maintaining this position, we prioritize inclusivity and equity, ensuring that Spanish-speaking students and their families feel connected, informed, and empowered within the school community. Focusing on just one or two schools would limit the reach and effectiveness of the support provided to Spanish-speaking families across the district. Language barriers and communication needs are present in every school, and by providing a Multilingual Communications Specialist district-wide, we ensure that all families, regardless of which school their child attends, have equal access to critical information and resources. This comprehensive approach</p>	<p>investment underscores the district's commitment to equity, helping to create a welcoming environment where all families can actively participate in their children's education. Ultimately, a multilingual communications specialist will help build stronger connections, foster trust, and ensure that every family feels valued and informed, contributing to better educational outcomes for students. This position is being implemented on an LEA-wide basis because a multilingual communications specialist will help build stronger connections, foster trust, and ensure that every family feels valued and informed, contributing to better educational outcomes for students. This role is crucial for translating important information, facilitating engagement, and ensuring that all families have access to the resources and support they need to fully participate in their children's education. By maintaining this position, we prioritize inclusivity and equity, ensuring that Spanish-speaking students and their families feel connected, informed, and empowered within the school community. Focusing on just one or two schools would limit the reach and effectiveness of the support provided to Spanish-speaking families across the district. Language barriers and communication needs are present in every school, and by providing a Multilingual Communications Specialist district-wide, we ensure that all families, regardless of which school their child attends, have equal access to critical information and resources. This comprehensive approach promotes equity, consistency, and a unified commitment to serving the needs of all Spanish-speaking students and their families, rather than leaving some schools without the necessary</p>	<p>staff and families. Feedback from non-English-speaking families will be gathered through surveys and focus groups to gauge satisfaction and perceived improvements in communication. The district will also monitor engagement metrics, such as increased participation in school events and activities among multilingual families. Additionally, the specialist's impact on reducing language-related misunderstandings and enhancing overall family engagement will be assessed through qualitative reports from teachers and administrators. By analyzing these data points, the district can determine the success of the role and identify areas for further improvement, ensuring that the investment continues to meet the needs of its diverse community.</p>



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
	<p>promotes equity, consistency, and a unified commitment to serving the needs of all Spanish-speaking students and their families, rather than leaving some schools without the necessary support. It students benefit from having a Multilingual Communications Specialist because it fosters a more inclusive and equitable school environment. When communication barriers are reduced, it leads to greater family engagement across the district, which enhances the overall school culture and community. This inclusivity promotes understanding and respect among students from diverse backgrounds, contributing to a more supportive and harmonious school atmosphere. Additionally, when families are more engaged and informed, students are more likely to receive the guidance and encouragement they need at home, leading to improved academic outcomes and a stronger sense of belonging for all students. Investing LCFF funds in a Multilingual Communications Specialist is the best use of resources because it directly addresses the needs of English learners, particularly Spanish-speaking students, who are a significant and often underserved population in our district. By ensuring that these students and their families can fully participate in the educational process, we are promoting equity and closing achievement gaps. This investment not only supports the academic success of English learners but also enhances overall community engagement, which benefits all students. By using LCFF funds in this way, we are prioritizing actions</p>	<p>support. It students benefit from having a Multilingual Communications Specialist because it fosters a more inclusive and equitable school environment. When communication barriers are reduced, it leads to greater family engagement across the district, which enhances the overall school culture and community. This inclusivity promotes understanding and respect among students from diverse backgrounds, contributing to a more supportive and harmonious school atmosphere. Additionally, when families are more engaged and informed, students are more likely to receive the guidance and encouragement they need at home, leading to improved academic outcomes and a stronger sense of belonging for all students. Investing LCFF funds in a Multilingual Communications Specialist is the best use of resources because it directly addresses the needs of English learners, particularly Spanish-speaking students, who are a significant and often underserved population in our district. By ensuring that these students and their families can fully participate in the educational process, we are promoting equity and closing achievement gaps. This investment not only supports the academic success of English learners but also enhances overall community engagement, which benefits all students. By using LCFF funds in this way, we are prioritizing actions that have a broad and meaningful impact on student outcomes and the overall effectiveness of our schools. As a result of this action, we hope that English learners will achieve improved academic performance, increased engagement in their school community, and a stronger sense of belonging. By ensuring that communication with their families is clear and</p>	

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
	<p>that have a broad and meaningful impact on student outcomes and the overall effectiveness of our schools.</p> <p><b>Scope:</b> LEA-wide</p>	<p>accessible, we aim to empower parents to be more involved in their children's education, which is crucial for student success. Additionally, we hope that this action will lead to better attendance, higher graduation rates, and enhanced social-emotional well-being for English learners, as they and their families feel more supported and connected to the school community.</p>	
<p><b>2.1</b></p>	<p><b>Action:</b> Ensure 7 period day for ML learners</p> <p><b>Need:</b> Ensuring access to a 7-period day in high school will significantly benefit English Learners (ELs) and help improve their graduation rates by providing additional time for targeted support and enrichment opportunities. Given the disproportionate outcomes of our 10th Graders on Track data, English Learners: 61%(184/302) and SED: 81%(523/648), there is a need to ensure that those student groups have enough space in their schedules to secure all of the credits they need to be on track for graduation and college/career readiness. With an extra period in the school day, ELs can receive more focused instruction in English language development, allowing them to build critical language skills while keeping up with core academic subjects. This additional period also enables students to take elective courses, such as career and technical education or arts, which can enhance their engagement and connection to the school community. Moreover, a 7-period day allows for more flexible scheduling of intervention programs</p>	<p>Given the disproportionate outcomes of our 10th Graders on Track data, English Learners: 61%(184/302) and SED: 81%(523/648), there is a need to ensure that those student groups have enough space in their schedules to secure all of the credits they need to be on track for graduation and college/career readiness. With an extra period in the school day, ELs can receive more focused instruction in English language development, allowing them to build critical language skills while keeping up with core academic subjects. This additional period also enables students to take elective courses, such as career and technical education or arts, which can enhance their engagement and connection to the school community. Moreover, a 7-period day allows for more flexible scheduling of intervention programs and tutoring sessions, ensuring that ELs receive the necessary support to address academic challenges and stay on track for graduation. Ultimately, this structure fosters a more inclusive and supportive learning environment, promoting higher academic achievement and improving overall graduation rates for English Learners. Providing English Learners with a 7-period day is the best use of LCFF funds because it offers these students additional instructional time and tailored support that directly addresses their unique</p>	<p>Providing access to a 7-period day will significantly improve key metrics for English Learners (ELs), such as the EL Progress Indicator and the percentage of EL students making one year's growth in language development. With an extended school day, ELs have more opportunities to engage in dedicated English language development (ELD) classes, ensuring consistent and focused instruction tailored to their specific needs. This increased instructional time allows for more personalized and intensive support, helping students to make substantial progress in their language acquisition. Additionally, the flexibility of a 7-period schedule enables the integration of</p>

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
	<p>and tutoring sessions, ensuring that ELs receive the necessary support to address academic challenges and stay on track for graduation. Ultimately, this structure fosters a more inclusive and supportive learning environment, promoting higher academic achievement and improving overall graduation rates for English Learners.</p> <p><b>Scope:</b> Schoolwide</p>	<p>learning needs. This extended schedule allows for more focused language development, access to academic interventions, and opportunities to participate in elective courses that can enhance their overall educational experience. By investing LCFF funds in a 7-period day, we are prioritizing the academic growth and success of English Learners, giving them the time and resources they need to fully engage with the curriculum and close any achievement gaps. This strategic use of funds ensures that these students are better prepared for graduation and future opportunities. As a result of the 7-period day, students will be able to achieve improved language proficiency, stronger academic performance, and a more well-rounded education. The additional instructional time will allow them to receive targeted support in language development and core academic subjects, helping them to better understand and engage with the curriculum. Furthermore, by having access to elective courses, students can explore interests and develop skills that contribute to their overall growth and readiness for college or careers. Ultimately, this approach aims to increase graduation rates, enhance college and career readiness, and ensure that English Learners are equipped with the knowledge and skills necessary for long-term success.</p>	<p>supplementary programs, such as tutoring and language labs, which reinforce classroom learning and address individual challenges. By creating a more supportive and resource-rich environment, EL students are better equipped to achieve the growth benchmarks outlined in the EL Progress Indicator, ultimately leading to higher rates of language development and academic success. We will also continue to track our "10th graders on track" metric to see improvements among ELs (from 61% being on track now).</p>
2.7	<p><b>Action:</b> Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.</p> <p><b>Need:</b> The decision to continue allocating certificated sections to school sites, based on the</p>	<p>This action supports the specific needs of unduplicated pupils by providing targeted interventions in critical areas such as On-site Credit Recovery, Guided Studies, and Math Support Classes. Recognizing that these students are present across all school sites, the district has adopted an LEA-wide approach to ensure that resources and support are equitably distributed.</p>	<p>To evaluate and monitor the effectiveness of these targeted intervention classes, the district will implement a comprehensive assessment strategy. This will include tracking</p>

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
	<p>percentage of High-Needs, Underserved, and Growing Students (HUGS) at each site, is driven by a variety of student needs that require Tier III intervention support. Many students face significant academic challenges and may struggle with credit deficiencies, putting them at risk of not graduating on time. These students need access to On-site Credit Recovery programs to retake and pass essential courses. Additionally, students often require more personalized and focused academic assistance, which can be provided through Guided Studies and Math Support Classes. These courses offer targeted instruction and remediation, helping students to grasp critical concepts and improve their academic skills. This came from our analysis of Dashboard results as well as local measures.</p> <p>We have used CAASPP data to make this determination - where we see significant differences in the outcomes for our high-needs students:</p> <p>CAASPP English Language Arts:  English Learner: 8.93%(168)  SED: 46.1%(499)</p> <p>CAASPP Math:  English Learners: 4% (202)  SED: 19% (519)</p> <p>In addition, feedback from students and teachers show that 9th-grade students in particular benefit from smaller class sizes, which allow for more individualized attention</p>	<p>By implementing these interventions universally, the district addresses the unique challenges faced by unduplicated pupils, offering them the necessary academic assistance to succeed. This comprehensive strategy ensures that all students, regardless of their school site, have access to the specialized support they need to thrive academically and achieve their educational goals. Providing targeted intervention classes in math and language arts in high school will improve student test scores by addressing specific learning gaps and offering personalized instruction that directly meets students' needs. These intervention classes allow for focused, small-group instruction where teachers can adapt lessons to reinforce foundational skills, clarify difficult concepts, and provide additional practice. By receiving this tailored support, students are more likely to understand and retain critical material, leading to improved performance on standardized tests and other assessments. Additionally, these classes can boost students' confidence in their abilities, further contributing to better test outcomes.</p>	<p>student progress through regular performance data, such as grades, test scores, and credit accumulation, to measure academic improvement and course completion rates. Additionally, attendance and participation rates in On-site Credit Recovery, Guided Studies, and Math Support Classes will be closely monitored to ensure consistent engagement. The district will also gather feedback from students, teachers, and parents through surveys and focus groups to gain insights into the perceived impact and areas for enhancement. Regular reviews and analyses of this data will be conducted to identify trends, successes, and areas needing improvement. Furthermore, the district will compare the outcomes of students enrolled in these interventions with those who are not, to determine the relative effectiveness of the</p>

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
	<p>and support during this pivotal transition year. This approach can address the diverse learning needs of incoming high school students, setting a strong foundation for their academic journey. By allocating certificated sections based on the population of HUGS, the district ensures that resources are directed where they are most needed, providing equitable support and enhancing the overall educational experience for all students. This targeted allocation helps to address the specific needs of students who require the most intensive interventions, promoting their academic success and long-term achievement.</p> <p><b>Scope:</b> LEA-wide</p>		<p>support provided. By employing these methods, the district can ensure that the interventions are meeting the intended goals and make data-driven adjustments to optimize student support and academic success.</p>
<p><b>2.8</b></p>	<p><b>Action:</b> Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).</p> <p><b>Need:</b> Implementing the AVID (Advancement Via Individual Determination) program in our school district addresses the critical need to support low-income, first-generation college students who are disproportionately not deemed “ready” for post-secondary options by the College and Career Indicator (CCI). These students often face unique challenges, such as limited access to college preparatory</p>	<p>Using funds to implement the AVID (Advancement Via Individual Determination) program is the best use of resources to support college and career readiness for our students. AVID is a proven, research-based program specifically designed to address the needs of students who are often underrepresented in higher education, including low-income and first-generation college aspirants. By focusing on essential skills such as critical thinking, organization, and effective study habits, AVID helps students meet and exceed academic standards. The program also provides crucial support in navigating the college application process, from researching institutions to securing financial aid. By fostering a college-going culture and offering continuous mentorship, AVID equips</p>	<p>AVID student attainment of one or more CCI readiness measures.</p>

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
	<p>resources and a lack of familial experience with higher education pathways. The AVID program is designed to provide targeted academic support, skill development, and college readiness strategies to bridge these gaps. By focusing on rigorous curriculum, organizational skills, and critical thinking, AVID equips students with the tools they need to succeed in high school and beyond. Additionally, AVID fosters a college-going culture, offering mentorship and guidance to help students navigate the complexities of the college application process. By implementing AVID, the district aims to level the playing field, ensuring that all students, regardless of their socioeconomic background, have the opportunity to achieve their post-secondary goals and thrive in their academic and professional pursuits. We use the differentials in College and Career Readiness as indicated by the College and Career indicator. Here are our current differentiated outcomes across subgroups:</p> <p>Percentage "prepared" of students who are "prepared" for college/career as reported by the CCI,</p> <p>Class of 2023:  All Students: 61.9%(2371)  Asian: 84.9%(516)  Black/African American: 40.0%(20)  Filipino: 70.7%(116)  Latino: 39.8%(859)  Pacific Islander: 32.0%(50)  Two or More Races: 72.8%(217)  White: 71.4%(590)</p>	<p>students with the confidence and competencies required for post-secondary success. Investing in AVID ensures that our funds directly contribute to closing the achievement gap, enhancing educational equity, and preparing all students for future academic and career opportunities. This strategic allocation of funds not only benefits individual students but also strengthens our community by cultivating a well-prepared, college-ready workforce. This is being implemented across the majority of our schools in an LEA-Wide approach because these high-needs students are present in all school sites. Furthermore, the AVID (Advancement Via Individual Determination) program implementation in high schools improves college and career readiness outcomes by providing students with the skills, resources, and support needed to succeed in rigorous academic courses and prepare for post-secondary education. AVID focuses on teaching critical thinking, organization, and study skills, as well as fostering a college-going culture through mentorship, college visits, and guidance on college applications and financial aid. The program particularly targets students in the academic middle and first-gen college students who might not otherwise be on a college-bound track, helping them to close achievement gaps and increase their opportunities for higher education and career success. By equipping students with these essential tools and fostering a supportive learning environment, AVID significantly enhances their readiness for college and future careers.</p>	

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
	<p>English Learners: 21.9%(430)  Socio-Econ. Disadvantaged: 38.4%(826)  Homeless/Foster Youth Students: 25.0%(24)  As you can see, there is a significant discrepancy between our EL, SED, Foster Youth) and their counterparts in other subgroups.</p> <p><b>Scope:</b>  Schoolwide</p>		
<p><b>2.10</b></p>	<p><b>Action:</b>  Continue to provide Multilingual Learner Specialists at school sites.</p> <p><b>Need:</b>  One key research-based best practice for Multilingual Learner success is having staff regularly monitor student progress in class and in the development of English proficiency. The ML Specialists provide this monitoring function in our district for our growing ML population. The EL Progress indicator for 2023 showed that 49.7% (183) of EL's met the indicator. These staff (along with strong teaching and learning, of course) are being continued to address this need.</p> <p>This initiative is offered on an LEA-wide basis to ensure that every student across the district, regardless of which school they attend, has equitable access to the support they need to succeed. By implementing Student Success Coordinators in every school, the district is committed to providing consistent and</p>	<p>Implementing Multilingual Specialists to monitor English Learner (EL) student progress in coursework and English Language Development (ELD) will significantly support students by providing tailored and continuous academic assistance. These specialists will track individual student performance, identify specific language and academic challenges, and offer targeted interventions to address these needs. By closely monitoring progress, Multilingual Specialists can ensure that EL students receive the appropriate support to advance their English proficiency, ultimately leading to timely reclassification. This dedicated attention helps students stay on track with their coursework, reducing the risk of falling behind due to language barriers. Additionally, specialists can collaborate with teachers to integrate effective ELD strategies across the curriculum, creating a more inclusive and supportive learning environment. This comprehensive approach not only enhances academic achievement and language development for EL students but also boosts their confidence and engagement, ensuring they are</p>	<p>To monitor and evaluate the effectiveness of Multilingual Specialists, the district will implement a robust assessment framework including regular performance evaluations based on key indicators such as the progress of English Learner (EL) students in both coursework and English Language Development (ELD). Metrics such as student reclassification rates, academic grades, and standardized test scores will be analyzed to gauge the impact of the specialists' support. Additionally, the district will</p>

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
	<p>comprehensive support for all students identified for Tier II intervention. This LEA-wide approach ensures that the benefits of targeted interventions are not limited to specific schools or regions but are available to all students who need them, fostering a district-wide culture of academic excellence and support.</p> <p>This action benefits all students by enhancing the overall school environment and ensuring that those who might otherwise struggle are given the tools and resources to stay on track. When at-risk students receive the support they need to overcome academic and social-emotional challenges, it contributes to a more positive, focused, and engaged school community. As a result, classrooms become more conducive to learning, peer interactions improve, and the overall academic performance of the school can rise. Furthermore, the presence of Student Success Coordinators can help identify and address issues early, preventing them from escalating and impacting the broader student body. This proactive approach ultimately creates a more supportive and successful educational environment for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>well-prepared for future educational opportunities and success. Offering Multilingual Specialists across every school in the district ensures that all English Learner (EL) students, regardless of which school they attend, receive consistent and equitable support tailored to their specific needs. By implementing this service district-wide, the school district can standardize the monitoring of EL progress in both coursework and English Language Development (ELD), ensuring that no student falls through the cracks. This approach allows for the early identification of challenges and the provision of targeted interventions, which are crucial for advancing language proficiency and academic success. Additionally, by embedding this support in every school, the district fosters a culture of inclusivity and continuous improvement, benefiting not only EL students but also enhancing the overall quality of education for all students.</p> <p>This initiative can benefit all students by fostering a more inclusive and culturally responsive school environment, where diversity is valued and all students are exposed to varied perspectives. When Multilingual Specialists collaborate with teachers to integrate effective English Language Development (ELD) strategies across the curriculum, it can lead to improved instructional practices that benefit everyone. Additionally, as EL students receive the support they need to succeed academically, the overall classroom dynamics improve, with more students actively engaged and participating. This can lead to a more positive, collaborative learning environment that enhances the educational experience for all students,</p>	<p>collect qualitative data through surveys and feedback from students, parents, and teachers to assess the specialists' effectiveness in addressing student needs and fostering a supportive learning environment. Professional development records will also be reviewed to ensure that specialists are continuously improving their skills and staying updated with best practices in ELD. Periodic observations and meetings with school administrators will provide further insights into their daily interactions and strategies. By employing this comprehensive monitoring and evaluation system, the district can ensure that Multilingual Specialists are effectively contributing to the academic and language development of EL students, making necessary adjustments to enhance their performance and impact.</p>



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
		<p>encouraging empathy, cross-cultural understanding, and academic excellence.</p> <p>This action is the best use of LCFF Supplemental funds because it directly targets the needs of English learners, low-income, and foster youth students—groups that the data consistently shows require additional support to achieve academic success. By funding Student Success Coordinators with these resources, the district ensures that these students receive the tailored interventions and ongoing monitoring they need to overcome barriers and stay on track academically. This strategic investment aligns perfectly with the intent of LCFF Supplemental funds, which are designed to close achievement gaps and promote equity by providing additional resources to the students who need them most.</p> <p>As a result of this action, we hope English learners, low-income, and foster youth students will achieve significant improvements in their academic performance, leading to higher graduation rates and increased readiness for college and careers. We also aim for these students to experience enhanced engagement and participation in school, better attendance, and improved social-emotional well-being. By addressing their unique challenges through targeted support, we expect these students to feel more confident, supported, and empowered to succeed in their educational journey.</p>	
2.11	<b>Action:</b> Continue to implement Student Success Coordinator (SSC) Role	The Student Success Coordinator (SSC) plays a pivotal role in ensuring that students effectively “graduate” from Tier II interventions through	To evaluate the effectiveness of the Student Success

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
	<p><b>Need:</b> The need for a Student Success Coordinator (SSC) role arises from the critical requirement to provide targeted support for students identified for Tier II interventions, many of whom are disproportionately unduplicated pupils, including low-income students, English Learners, and Foster Youth. These students often face unique challenges that impede their academic progress and social-emotional well-being. They may struggle with consistent attendance, exhibit behavioral issues, or show signs of academic underperformance. Additionally, these students frequently lack access to the resources and support systems necessary to address their individual needs. The SSC's role is essential in coordinating and monitoring the implementation of personalized intervention plans, ensuring that these students receive the appropriate academic or social-emotional support. By working closely with teachers, counselors, and other key staff, the SSC ensures that interventions are effectively administered and adjusted as needed, fostering an environment where all students have the opportunity to succeed. This focused attention helps bridge achievement gaps and promotes equity within the school district, enabling every student to thrive academically and emotionally.</p> <p>We have used CAASPP data to make this determination - where we see significant differences in the outcomes for our high-needs students:</p>	<p>meticulous monitoring, a key best practice in educational support. By continuously tracking student progress, the SSC identifies whether the interventions are meeting their intended goals and if adjustments are necessary. This involves regular check-ins with students, reviewing academic performance data, and collaborating with teachers and counselors to gather comprehensive insights into each student's development. The SSC ensures that students are actively participating in their assigned interventions, such as tutoring sessions, counseling, or social-emotional programs. Through detailed progress reports and data analysis, the SSC can pinpoint areas of improvement and success, making informed decisions about the continuation, modification, or conclusion of interventions. This consistent and proactive approach not only supports students in overcoming their challenges but also helps in building their confidence and independence, ultimately leading to their successful transition out of Tier II interventions and fostering long-term academic and social-emotional growth. is being implemented LEA-Wide because these needs exist across all schools in the District.</p>	<p>Coordinator (SSC), our school district will employ a comprehensive assessment strategy focusing on key indicators such as improvement in grades, attendance, and behavior among students identified for Tier II intervention. Regular analysis of academic performance data will be conducted to track changes in students' grades, ensuring that the SSC's support is translating into tangible academic progress. Attendance records will be closely monitored to identify increases in consistent school participation, reflecting the SSC's role in addressing and mitigating barriers to regular attendance. Behavioral data, including the frequency and severity of disciplinary incidents, will be reviewed to assess improvements in student conduct and social-emotional well-being. Additionally, feedback from teachers, counselors, and students will be</p>

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
	<p>CAASPP English Language Arts: English Learner: 8.93%(168) SED: 46.1%(499)</p> <p>CAASPP Math: English Learners: 4% (202) SED: 19% (519)</p> <p><b>Scope:</b> LEA-wide</p>		<p>gathered to provide qualitative insights into the SSC's impact. By combining these quantitative and qualitative measures, the district can comprehensively evaluate the SSC's effectiveness, make informed adjustments to their approach, and ensure that the role continues to foster positive outcomes for students in need of Tier II interventions.</p>
<p><b>2.13</b></p>	<p><b>Action:</b> Implementation of newly constituted ML Coordinator Position (1.0 FTE)</p> <p><b>Need:</b> The creation of a new English Learner (EL) Coordinator position in our school district is driven by the pressing need to enhance the academic support and success of English Learners (ELs), particularly Long-Term English Learners (LTELs). These students often face persistent language acquisition challenges and struggle to meet academic benchmarks, resulting in gaps in their educational outcomes. Despite existing support, there is a significant demand for more specialized and focused instructional programs and best practices tailored to their unique needs. The EL Coordinator will play a critical role in addressing these gaps by implementing and overseeing programs that promote effective</p>	<p>This role will support implementation of Instructional programs/best practices that effectively support English Learners, but especially Long-Term English Learners. Since we have EL's at every school site, this role will be implemented at an LEA-wide level.</p> <p>The implementation of a newly constituted Multilingual (ML) Coordinator position goes above and beyond to address the needs identified by data by providing specialized, focused support for English learners, particularly Long-Term English Learners (LTELs). This role is crucial because it prioritizes the development and implementation of instructional programs and best practices tailored specifically to the unique challenges faced by these students. LTELs often struggle with prolonged language acquisition and may fall behind in both language proficiency and academic achievement if not given targeted support.</p>	<p>To evaluate the effectiveness of the new English Learner (EL) Coordinator role, our school district will implement a comprehensive assessment framework focusing on key performance indicators. This will include tracking improvements in language proficiency scores, academic achievement, and reclassification rates of English Learners, particularly Long-Term English Learners (LTELs). Regular classroom observations and teacher feedback will be</p>

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
	<p>language development and academic achievement. This position will ensure that teachers are equipped with the necessary strategies and resources to support ELs, fostering an inclusive and supportive learning environment. By prioritizing the needs of LTELs and providing targeted interventions, the EL Coordinator will help bridge the achievement gap, ensuring that all EL students have the opportunity to succeed and reach their full potential.</p> <p>As a result of this action, we hope that English learners will achieve significant gains in their English language proficiency, enabling them to better access and engage with the academic curriculum. We also aim for these students, particularly Long-Term English Learners (LTELs), to close any existing achievement gaps and improve their overall academic performance. By providing targeted support and implementing best practices tailored to their needs, we expect English learners to develop stronger literacy and communication skills, leading to increased confidence and participation in the classroom.</p> <p>Additionally, we hope that English learners will experience greater success in meeting grade-level standards, ultimately leading to higher rates of reclassification and successful progression through the educational system. This action is intended to empower English learners to reach their full potential, ensuring that they are well-prepared for future</p>	<p>The ML Coordinator will work closely with teachers and administrators to ensure that instructional strategies are evidence-based and aligned with the specific needs of English learners. By doing so, the coordinator can help bridge learning gaps, enhance language development, and ensure that these students are not only learning English but also mastering content in other academic areas. Additionally, this role includes ongoing professional development for teachers, equipping them with the tools and knowledge needed to support English learners more effectively.</p> <p>This focused attention on LTELs, who are often at risk of becoming disengaged or falling behind, ensures that they receive the sustained, intensive support necessary to achieve academic success and language proficiency. The ML Coordinator's efforts will result in more personalized, effective instruction that accelerates learning for English learners, ultimately leading to improved outcomes and greater opportunities for these students to succeed academically and beyond.</p> <p>This action is offered on an LEA-wide basis to ensure that all English learners across the district, regardless of the school they attend, have access to high-quality instructional support tailored to their unique needs. By implementing the Multilingual Coordinator position district-wide, the school district guarantees consistency and equity in the delivery of effective programs and best practices that support English learners, including Long-Term English Learners (LTELs). This comprehensive approach ensures that no student is left behind, and all schools have the resources and expertise</p>	<p>conducted to assess the implementation and impact of instructional programs and best practices introduced by the EL Coordinator. Additionally, student attendance and engagement metrics will be monitored to ensure that ELs are actively participating and benefiting from the support provided. Surveys and focus groups with students, parents, and teachers will offer qualitative insights into the perceived effectiveness of the coordinator's initiatives. By analyzing this combination of quantitative data and qualitative feedback, the district can determine the success of the EL Coordinator in enhancing instructional support, improving educational outcomes, and fostering an inclusive learning environment for English Learners. Adjustments and enhancements to the role can then be made based on these findings to continually improve support for EL students.</p>

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
	<p>educational opportunities and equipped with the skills necessary for long-term success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>needed to address the challenges faced by English learners.</p> <p>This action will benefit all students by fostering a more inclusive and effective learning environment across the district. When English learners receive the support they need to succeed, it enhances the overall classroom experience for everyone. Teachers will be better equipped with strategies to differentiate instruction, which can lead to more effective teaching practices that benefit all students, not just English learners. Additionally, by addressing the needs of English learners more effectively, the school community becomes more culturally responsive and inclusive, promoting cross-cultural understanding and respect among all students. This enriched learning environment contributes to a more engaged, motivated, and successful student body district-wide.</p> <p>This action is the best use of LCFF Supplemental funds because it directly targets the specific needs of English learners, particularly Long-Term English Learners (LTELs), who require focused and sustained support to achieve academic success. The LCFF Supplemental funds are designed to provide additional resources to student groups that face significant challenges, and the creation of the Multilingual Coordinator position is a strategic investment that aligns with this goal. By using these funds to implement a role dedicated to enhancing instructional programs and best practices for English learners, the district ensures that these students receive the specialized attention and resources they need to overcome language barriers and thrive academically.</p>	<p>We will also look to see improvement in the three EL indicators: ELPI, Redesignation Rates and EL Progress.</p>

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
		<p>This targeted approach maximizes the impact of LCFF Supplemental funds by addressing a critical area of need within the district, helping to close achievement gaps and promote equity. The Multilingual Coordinator’s work will lead to more effective teaching strategies, improved language acquisition, and better academic outcomes for English learners, ultimately contributing to the overall success of the district’s educational goals. This use of funds not only supports English learners but also strengthens the entire educational system, ensuring that all students benefit from a more inclusive and effective learning environment.</p> <p>As a result of this action, we hope that English learners will achieve significant gains in their English language proficiency, enabling them to better access and engage with the academic curriculum. We also aim for these students, particularly Long-Term English Learners (LTELs), to close any existing achievement gaps and improve their overall academic performance. By providing targeted support and implementing best practices tailored to their needs, we expect English learners to develop stronger literacy and communication skills, leading to increased confidence and participation in the classroom.</p> <p>Additionally, we hope that English learners will experience greater success in meeting grade-level standards, ultimately leading to higher rates of reclassification and successful progression through the educational system. This action is intended to empower English learners to reach</p>	

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
		<p>their full potential, ensuring that they are well-prepared for future educational opportunities and equipped with the skills necessary for long-term success.</p>	
<p><b>2.14</b></p>	<p><b>Action:</b> Provide Tutors for Tier II Academic intervention.</p> <p><b>Need:</b> We have used CAASPP data to make this determination - where we see significant differences in the outcomes for our high-needs students: CAASPP English Language Arts: English Learner: 8.93%(168) SED: 46.1%(499) Students w/ IEPs: 29.2%(145)</p> <p>CAASPP Math: English Learners: 4% (202) SED: 19% (519) Students with IEPs: 12% (143)</p> <p>Providing Tier II academic tutors is crucial in our school district to support struggling learners who need additional assistance beyond regular classroom instruction. These students often face academic challenges that require targeted intervention to help them catch up with their peers and build foundational skills. Tier II academic tutors offer personalized support, focusing on specific areas where students struggle, such as reading, math, or writing. By working closely with these students, tutors can identify and</p>	<p>This support is provided to all schools and is open to all students, but it is principally directed toward Unduplicated Pupils, including low-income students, English Learners, and foster youth. These students often face additional challenges that require targeted academic intervention to ensure their academic success. By offering this support on an LEA-wide basis, the district ensures that resources are equitably distributed, acknowledging that Unduplicated Pupils are present in every school. This comprehensive approach guarantees that all students, regardless of their individual school, have access to the necessary resources and support systems to thrive academically and overcome any barriers to their education.</p> <p>Investing \$100,000 in providing Tier II academic tutors goes above and beyond by offering targeted, intensive support specifically designed to address the academic needs identified in the data, particularly for English learners. Tier II interventions are critical for students who require additional assistance beyond what is provided in the general classroom setting. By focusing on small-group or one-on-one tutoring, these academic tutors can address specific learning gaps and provide personalized instruction that is tailored to the unique challenges faced by English learners. This ensures that English learners receive the focused attention they need to improve</p>	<p>To evaluate the effectiveness of Tier II academic tutors in our school district, we will employ a multi-faceted assessment strategy. Key metrics will include tracking improvements in students' academic performance through standardized test scores, grades, and progress reports in targeted subjects such as reading, math, and writing. Attendance records and participation rates in tutoring sessions will be monitored to ensure consistent engagement and utilization of the tutoring resources. Additionally, we will gather qualitative data through feedback surveys and interviews with students, parents, and teachers to gain insights into the perceived impact and satisfaction with the tutoring program.</p>

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
	<p>address learning gaps, reinforce classroom content, and develop effective study habits. This individualized attention not only boosts academic performance but also enhances students' confidence and motivation to succeed. The presence of Tier II tutors ensures that struggling learners receive the timely and tailored support they need, preventing further academic decline and promoting overall educational equity within the district. This tied to our CAASPP ELA and Math data which shows significant differentials in outcomes between our EL, SED and Foster Youth - and their counterparts in other groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>their language proficiency and academic performance, helping to close achievement gaps and advance their progress in both core subjects and English language development.</p> <p><b>LEA-Wide Offering:</b> This action is offered on an LEA-wide basis to ensure that every English learner across the district, regardless of which school they attend, has equitable access to these critical academic supports. Providing Tier II academic tutors district-wide ensures consistency in the quality of interventions and allows for a uniform approach to addressing the needs of English learners. By making this support available in every school, the district can systematically tackle learning challenges and ensure that all English learners, not just those in specific schools, benefit from these resources.</p> <p><b>Benefits for All Students:</b> While the primary focus is on supporting English learners, the presence of Tier II academic tutors benefits all students by contributing to a more effective and responsive learning environment. When English learners receive the support they need, the overall classroom dynamics improve, allowing teachers to focus more effectively on instruction for all students. Additionally, the strategies and practices developed through the Tier II interventions can be applied more broadly, enhancing teaching practices across the board. This can lead to improved academic outcomes for all students, as those who might need occasional or ongoing support have access to it, fostering a</p>	<p>Observations of tutoring sessions and regular meetings with tutors will provide further context on the implementation and effectiveness of instructional strategies. By analyzing both quantitative data and qualitative feedback, specifically CAASPP (as indicated above), the district can determine the success of the Tier II academic tutoring program, make informed decisions on necessary adjustments, and ensure that struggling learners receive the support they need to achieve academic success. We ultimately hope to see Grade improvement and credit accumulation among students.</p>



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
		more inclusive and supportive educational environment across the district.	

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p><b>Action:</b> Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.</p> <p><b>Need:</b> Low-income students and Homeless/Foster Youth who need internet access at home. Each summer we query our families and in the summer of 2023, 9% of families indicated that they do not have reliable internet access at home. We matched this data with our student information system demographic files and determined that 100% of these students are EL, SED and Foster/Homeless youth.</p> <p>There is a significant Impact on Academic Performance when students don't have reliable internet access: Studies have shown a correlation between internet access and academic performance. Students without reliable internet access are more likely to struggle with completing assignments,</p>	Provision of Internet Access at home to low-income/Foster Youth.	Usage Data - Each summer we query our families and in the summer of 2023, 9% of families indicated that they do not have reliable internet access at home. We matched this data with our student information system demographic files and determined that 100% of these students are EL, SED and Foster/Homeless youth. We look to address this need.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>accessing online resources, and staying engaged with their coursework, leading to lower grades and academic achievement. For example, data collected during the COVID-19 pandemic revealed that students in households without adequate internet access were more likely to fall behind academically.</p> <p>Foster Youth Vulnerability: Foster youth are particularly vulnerable in this regard. Research indicates that foster youth are more likely to experience frequent moves and unstable living conditions, making consistent access to the internet even more challenging. The National Foster Youth Institute has noted that many foster youth struggle with digital access, which exacerbates their already existing educational challenges.</p> <p>Equity Concerns: Addressing the digital divide is an equity issue. The California Department of Education (CDE) has highlighted the importance of ensuring all students have access to the necessary tools for learning, including reliable internet access. Data from the CDE shows that low-income students and foster youth are disproportionately impacted by the lack of digital resources, which directly contributes to the achievement gap.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
1.9	<b>Action:</b>	Provide direct support and connections to resources to MLs and their families/guardians.	Case management analytics and improvement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Continue to provide support to high-need Multilingual Learner students and their families by the provision of 2 ML-Focused Social Workers.</p> <p><b>Need:</b> Multilingual Learners experience disproportionate chronic absenteeism and other issues related to their immigration experiences. Here are the rates of chronic absenteeism across subgroups our high-needs subgroups: English Learner (Non-RFEP): 38.91% (658) SED: 26.78% (2278) Foster Youth: 73.68% (19) Homeless: 48.00% (75)</p> <p>These rates are significantly higher than other subgroups. Our district will provide two Multilingual Learner-focused Social Workers to work with Multilingual Learners and their families to address the unique social, emotional, and academic challenges these students often face. These specialized social workers will offer culturally and linguistically responsive support, ensuring that students and their families have access to the resources and guidance they need to thrive in the school environment. By focusing specifically on the needs of Multilingual Learners, these social workers will help bridge gaps in communication, provide targeted interventions, and foster stronger connections between home and school. This dedicated support is crucial for promoting the well-being and academic success of Multilingual</p>	<p>These Multilingual Learner-focused Social Workers will provide direct support and connections to resources for MLs and their families/guardians by acting as liaisons between the school and the community. They will assist families in navigating the educational system, ensuring they understand and can access the services available to them. This includes connecting families with language support services, mental health resources, academic tutoring, and community-based organizations that offer additional assistance.</p> <p>Furthermore, these social workers will work closely with students to address social-emotional challenges, such as adjusting to a new cultural environment, dealing with trauma, or managing the stress associated with language acquisition and academic pressures. By providing tailored interventions and ongoing support, they will help remove barriers to learning, enhance student well-being, and empower families to become active partners in their children's education. This holistic approach ensures that Multilingual Learners receive the comprehensive support they need to succeed both academically and personally.</p>	<p>in the rates of chronic absenteeism below: English Learner (Non-RFEP): 38.91% (658) SED: 26.78% (2278) Foster Youth: 73.68% (19) Homeless: 48.00% (75)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Learners, empowering them to fully engage in their education and achieve their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
2.3	<p><b>Action:</b> Specific Credit Recovery support for ML</p> <p><b>Need:</b> English Learners (ELs) need access to viable credit recovery options to ensure they can stay on track and meet graduation requirements despite any academic setbacks. These students often face unique challenges, such as language barriers and adjustments to a new educational system, which can impact their ability to pass courses on the first attempt. By providing robust and flexible credit recovery programs tailored to their needs, we can offer EL students the opportunity to retake and master essential coursework without falling behind. Effective credit recovery options, including summer school, online courses, and after-school programs, allow EL students to receive targeted instruction and support in a manner that accommodates their learning styles and schedules. These programs should be designed to address the specific language and academic needs of EL students, incorporating bilingual educators and culturally responsive materials. Access to such resources not only helps EL students recover lost credits but also reinforces their</p>	<p>To address the specific needs of English Learners (ELs), our district will provide direct support exclusively to English Learners (ELs) related to Credit Recovery. This initiative includes special school-day and summer options tailored to help ELs make up for missed credits or gain new ones. During the regular school day, dedicated Credit Recovery classes will offer personalized instruction and targeted assistance, allowing students to focus on mastering course content and improving their academic skills. Additionally, summer programs will provide an intensive and immersive learning environment where MLs can accelerate their credit accumulation without the pressure of a full course load. These actions ensure that MLs have multiple, flexible opportunities to stay on track for graduation, overcoming any academic setbacks they may face due to language barriers or other challenges. By offering these tailored Credit Recovery options, we aim to enhance the academic achievement and graduation rates of our English Learners, supporting their success in both school and future endeavors.</p>	<p>To evaluate the effectiveness of these targeted Credit Recovery strategies for Multilingual Learners (MLs), our school district will employ a comprehensive assessment approach. Key metrics will include monitoring the graduation rates of MLs (their grad rate is 70.1% while the District average is 91.2%), with a specific focus on identifying any increases attributable to the Credit Recovery programs. Additionally, we will track students' progress in English language acquisition through standardized language proficiency assessments and classroom performance data. Surveys and feedback from students, teachers, and parents will provide</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>understanding of key concepts, boosting their confidence and academic performance. Ultimately, ensuring that EL students have access to viable credit recovery options is crucial for their academic success and timely graduation.</p> <p>We will use our graduation rate (and its improvement) as the metric to monitor this action:  English Learners: 70.1%(451)  Socio-Econ. Disadvantaged: 83.3%(845)  Homeless Students: 79.2%(24)  Foster Youth: Not Reported, cohort too small</p> <p>We will additionally use our 10th graders on track data as an early-warning metric and will continue to look to improve this:  English Learners: 61%(184/302)  SED: 81%(523/648)</p> <p><b>Scope:</b>  Limited to Unduplicated Student Group(s)</p>		<p>qualitative insights into the perceived impact and effectiveness of these programs. Regular analysis of attendance and participation rates in both school-day and summer Credit Recovery options will help ensure that the support is being utilized effectively. By combining these quantitative and qualitative measures, the district can make data-driven decisions to refine and enhance the support provided, ultimately ensuring that MLs achieve academic success and gain proficiency in English. Additionally, by providing robust and flexible credit recovery programs tailored to their needs, we can offer EL students the opportunity to retake and master essential coursework without falling behind. Effective credit recovery options, including summer school, online courses, and after-school programs, allow EL students to receive targeted instruction and support in a manner that</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>accommodates their learning styles and schedules. These programs should be designed to address the specific language and academic needs of EL students, incorporating bilingual educators and culturally responsive materials. Access to such resources not only helps EL students recover lost credits but also reinforces their understanding of key concepts, boosting their confidence and academic performance. Ultimately, ensuring that EL students have access to viable credit recovery options is crucial for their academic success and timely graduation.</p>

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

Not Applicable.

### **Additional Concentration Grant Funding**

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

Not applicable to the SMUHSD

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total 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	108657516	5609987	5.163%	0.000%	5.163%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$17,174,987.00	\$1,833,000.00	\$0.00	\$0.00	\$19,007,987.00	\$13,736,000.00	\$5,271,987.00

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	Provide Restorative Practices Training for Certificated staff at SMHS.	Pacific Islander Students, English Learners, Socioeconomically Disadvantaged, Homeless/Foster Youth and Students with Disabilities	No			Specific Schools: San Mateo High School	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.2	Provide Restorative Practices Training for site staff across all school sites.	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.3	Continue to Implement Student Equity Councils	All	No			All Schools	August 2024-June 2025	\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	
1	1.4	Continue to provide each school community with a family engagement coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$230,000.00	\$0.00	\$230,000.00				\$230,000.00	
1	1.5	Continue to provide district-wide family events in Spanish.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.6	Continue to Implement Parent Connect Curriculum and Support for families.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.7	Continue to provide Multilingual Communications Specialist (Spanish)	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$125,000.00	\$0.00	\$125,000.00				\$125,000.00	



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	Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.9	Continue to provide support to high-need Multilingual Learner students and their families by the provision of 2 ML-Focused Social Workers.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	August 2024-June 2025	\$350,000.00	\$0.00	\$350,000.00				\$350,000.00	
1	1.10	Continue to provide a robust student mental health and wellness program at all school sites.	All	No				August 2024-June 2027	\$7,525,000.00	\$0.00	\$7,525,000.00				\$7,525,000.00	
1	1.11	Continue to provide School-based Social Worker to Peninsula Continuation High School.	All	No			Specific Schools: Peninsula High School 10-12	August 2024-June 2025	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	
1	1.12	Pilot Wayfinder Curriculum in Self and Social Empowerment courses, Bridge Academy, and Middle College	All	No			All Schools	August 2024-June 2025	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Ensure 7 period day for ML learners	English Learners	Yes	School wide	English Learners	All Schools	2024-2025 School Year	\$168,000.00	\$0.00	\$168,000.00				\$168,000.00	
2	2.2	Address Math proficiency for specific student groups through professional learning	Latino, Pacific Islander students, Socioeconomically Disadvantaged and English Learners	No			All Schools	2024-2025	\$10,000.00	\$10,000.00	\$20,000.00				\$20,000.00	
2	2.3	Specific Credit Recovery support for ML	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$10,000.00	\$15,000.00	\$25,000.00				\$25,000.00	

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	2.4	Implement new SMUHSD "Humanizing Pedagogy" Instructional Framework	All	No			All Schools	2024-2025	\$133,000.00	\$175,000.00		\$308,000.00			\$308,000.00	
2	2.5	Implement Equitable Grading Practices Professional Learning and adoption.	All	No			All Schools	2024-25	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
2	2.6	Develop Socio-Emotional Learning Curriculum	All	No			All Schools	2024-2027	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.7	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$3,271,987.00	\$3,271,987.00				\$3,271,987.00	
2	2.8	Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Aragon HS, Burlingame HS, Capuchino HS, Sam Mateo HS Grades 9-12	August 2024-June 2025	\$215,000.00	\$100,000.00	\$315,000.00				\$315,000.00	
2	2.9	Continue to provide Student Success Coordinators at all school sites.	All	No			All Schools	August 2024-June 2025	\$255,000.00	\$0.00	\$255,000.00				\$255,000.00	
2	2.10	Continue to provide Multilingual Learner Specialists at school sites.	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$250,000.00	\$0.00	\$250,000.00				\$250,000.00	
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$510,000.00	\$0.00	\$510,000.00				\$510,000.00	
2	2.12	Continue to provide a robust Career Technical Education Program	All	No			All Schools	August 2024-June 2025	\$1,675,000.00	\$1,000,000.00	\$1,675,000.00	\$1,000,000.00			\$2,675,000.00	
2	2.13	Implementation of newly constituted ML Coordinator Position (1.0 FTE)	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024-June 2025	\$175,000.00	\$0.00	\$175,000.00				\$175,000.00	
2	2.14	Provide Tutors for Tier II Academic intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-June 2025	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	

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	2.15	Continue partnership with Hatching Results to support School Counseling teams.	All	No			All Schools	August 2024-June 2025	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
2	2.16	Develop and pilot Performance Task pilots across selected subjects.	All	No			All Schools		\$15,000.00	\$25,000.00	\$40,000.00				\$40,000.00	
2	2.17	Provide Credit Recovery Summer School	All	No			All Schools		\$900,000.00	\$50,000.00	\$950,000.00				\$950,000.00	
3	3.1	Provide robust professional learning for Certificated staff that is aligned with the new instructional framework and focused on supporting the needs of multilingual learners.	All	No			All Schools	August 2024-June 2025	\$150,000.00	\$25,000.00	\$175,000.00				\$175,000.00	
3	3.2	Provide Robust Professional Learning for Classified staff aligned to the Racial Equity Board Policy.	All	No			All Schools	August 2024-June 2025	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
3	3.3	Deepen teacher collaboration in professional learning communities and in school-wide convenings on the establishment of common Tier I practices.	All	No			All Schools	August 2024-June 2025	\$25,000.00	\$25,000.00	\$50,000.00				\$50,000.00	
3	3.4	Implement Anti-Bias Grant support BIPOC (with a focus on African American) staff.	All	No			All Schools	August 2024-June 2025	\$40,000.00	\$10,000.00		\$50,000.00			\$50,000.00	
3	3.5	Continue Instructional Coaching program	All	No			All Schools	August 2024-June 2025	\$500,000.00	\$10,000.00	\$510,000.00				\$510,000.00	
3	3.6	Implement and continuously improve the SMUHSD Induction Program	All	No			All Schools	August 2024-June 2025	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	
3	3.7	Monitor and revise (as needed) newly revised (during 2021-22) interview committee practices to follow inclusive practices so as to yield an ever-more representative faculty that reflects the diversity of our student body.	All	No			All Schools	August 2024-June 2025	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.8	Continue partnership with Alder and Marshall teacher residency	All	No			All Schools	August 2024-June 2025	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	

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
		programs to support classified staff in earning teaching credentials.														
3	3.9	Continue to provide course reimbursements and mentors for classified employees earning teacher credentials.	All Students with Disabilities	No					\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	

# 2024-25 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
108657516	5609987	5.163%	0.000%	5.163%	\$5,619,987.00	0.000%	5.172 %	<b>Total:</b>	\$5,619,987.00
								<b>LEA-wide Total:</b>	\$4,731,987.00
								<b>Limited Total:</b>	\$405,000.00
								<b>Schoolwide Total:</b>	\$483,000.00

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	1.2	Provide Restorative Practices Training for site staff across all school sites.	Yes	LEA-wide	English Learners	All Schools	\$50,000.00	
1	1.4	Continue to provide each school community with a family engagement coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	
1	1.5	Continue to provide district-wide family events in Spanish.	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
1	1.6	Continue to Implement Parent Connect Curriculum and Support for families.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.7	Continue to provide Multilingual Communications Specialist (Spanish)	Yes	LEA-wide	English Learners	All Schools	\$125,000.00	
1	1.8	Continue to provide Wifi hotspots and/or the Comcast Internet Essentials	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$30,000.00	

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 (%)
		Program to targeted student groups.						
1	1.9	Continue to provide support to high-need Multilingual Learner students and their families by the provision of 2 ML-Focused Social Workers.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$350,000.00	
2	2.1	Ensure 7 period day for ML learners	Yes	Schoolwide	English Learners	All Schools	\$168,000.00	
2	2.3	Specific Credit Recovery support for ML	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	
2	2.7	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,271,987.00	
2	2.8	Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aragon HS, Burlingame HS, Capuchino HS, Sam Mateo HS Grades 9-12	\$315,000.00	
2	2.10	Continue to provide Multilingual Learner Specialists at school sites.	Yes	LEA-wide	English Learners	All Schools	\$250,000.00	
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$510,000.00	
2	2.13	Implementation of newly constituted ML Coordinator Position (1.0 FTE)	Yes	LEA-wide	English Learners	All Schools	\$175,000.00	
2	2.14	Provide Tutors for Tier II Academic intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,517,640.00	\$10,197,477.43

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	Continue partnership with Diversity Consultant	No	\$30,000.00	\$28,745.00
1	1.2	Continue to increase connections to Historically Black Colleges and Universities	No	\$0.00	\$0.00
1	1.3	Continue partnership with Alder and Marshall teacher residency programs to support classified staff in earning teaching credentials.	No	\$0.00	\$0.00
1	1.4	Monitor and revise (as needed) newly revised (during 2021-22) interview committee practices to follow inclusive practices	No	\$0.00	\$0.00
1	1.5	Continue to provide course reimbursements and mentors for classified employees earning teacher credentials.	No	\$40,000.00	\$23,977.00
1	1.6	Continue adult mentor program for students in Tier II and III interventions.	No	\$100,000.00	\$115,425.00
1	1.7	Continue to recruit student athlete leaders to participate in Student Equity Councils.	No	\$0.00	\$0.00
1	1.8	Continue to deploy District EL Social Worker	No	\$125,000.00	\$109,112
1	1.9	Continue to provide each school community with a family engagement coordinator	Yes	\$685,000.00	\$644,732.79

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	1.10	Continue to provide district-wide family events in Spanish	Yes	\$10,000.00	\$10,000.00
1	1.11	Continue to Implement "Families Helping Families" Program	Yes	\$5,000.00	\$5,000.00
1	1.12	Offer at least two family education events in languages that are popular but not dominant (i.e Chinese, Arabic, Portuguese).	Yes	\$5,000.00	\$5,000.00
1	1.13	Continue Family Education Series and promote involvement.	No	\$0.00	\$0.00
1	1.14	Hire and initiate a Multilingual Communications Specialist position.	Yes	\$150,000.00	\$149,143
2	2.1	Implement newly written (in 2021-22) family engagement plan with leadership structures to monitor progress	No	\$0.00	\$0.00
2	2.2	Implement and support dissemination/outreach on the new Family Handbook	Yes	\$5,000.00	\$5,000.00
2	2.3	Work with students in Student Equity Councils (at all school sites) to disrupt hate speech and provide support to the Tier 1 teams in reviewing Street data	No	\$150,000.00	\$238,047
2	2.4	Implement Year 2 of family education series (with Parent Venture & PHCD)	No	\$10,000.00	\$8,500
2	2.5	Continue to implement Restorative Practices at all sites	No	\$30,000.00	\$18,500
2	2.6	Implement anew cognitive assessment measure (Mindprint) to all 9th and 10th grade students & Social-Emotional survey with all students (Panorama)	No	\$50,000.00	\$0.00
2	2.7	Continue to Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Yes	\$215,000.00	\$215,000.00



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	2.8	Conduct a data-integrity audit of the District's Suspension/Expulsion data.	No	\$0.00	\$0.00
3	3.1	Continue to build and implement a strong Multi-Tiered System of Support (MTSS) anchored in culturally relevant and responsive pedagogy, curriculum and assessment	No	\$665,000.00	\$592,128.62
3	3.2	Develop and pilot Performance Task pilots across selected subjects.	No	\$50,000.00	\$0.00
3	3.3	Initiate 4-year Graduate scope and sequence development tied to new instructional framework.	No	\$9,000.00	\$0.00
3	3.4	Continue to implement AVID at four school sites	Yes	\$680,000.00	\$712,123.00
3	3.5	Continue to implement standardized assessments as needed to support student reading/math intervention	No	\$50,000.00	\$32,370.74
3	3.6	MTSS Consulting - support for Tier II program implementation	Yes	\$25,000.00	\$40,572.00
3	3.7	Provide Credit Recovery Summer School	No	\$418,000.00	\$555,657.16
3	3.8	Continue to provide English Learner Specialists at all comprehensive school sites	Yes	\$374,007.00	\$385,657.16
3	3.9	Continue to implement Student Success Coordinator Role	Yes	\$100,000.00	\$120,000.00
3	3.10	Continued Implementation of LCAP Intervention Sections across school sites (20.4 FTE)	Yes	\$3,561,633.00	\$3,622,053.75
3	3.11	Continued implementation of seven District Instructional Lead (TOSA) roles (along side preexisting Instructional Technology and Professional Development TOSA positions) - 4.2 FTE.	No	\$510,000.00	\$525,569.93

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)
3	3.12	Implementation of newly constituted EL Coordinator Position (0.4 FTE)	Yes	\$60,000.00	\$71,156.54
3	3.13	Continue to provide a robust set of Dual Enrollment, Advanced Placement and International Baccalaureate courses to students at all school sites- with particular attention to College Counseling Classes to 10th-12th grade students that provide students with opportunities to explore their college/career options and plans for Dual Enrollment and/or CTE Pathway completion.	No	\$150,000.00	\$174,469.58
3	3.14	Provide Tutors for Tier II Academic intervention.	Yes	\$125,000.00	\$120,481.16
3	3.15	Continue partnership with Hatching Results on School Counseling PD	No	60000	\$74,900.00
4	4.1	Continue to contract with external support provider to train all staff on & implementing Anti-racist/Culturally Responsive practices.	No	\$50,000.00	\$76,000.00
4	4.2	Continue teacher training/inquiry into equitable grading practices, common performance tasks and/or other innovative approaches to addressing issues of equity in the classroom.	No	\$35,000.00	28,8750.00
4	4.3	Train site administrators on common practices related to implementation of Tier I common assurances across all school sites	No	\$25,000.00	\$0.00
4	4.4	Continue Instructional Coaching program	No	\$750,000.00	\$1,026,141.00
4	4.5	Implement and continuously improve the new SMUHSD Induction Program	No	\$200,000.00	\$194,765.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Implement support strategies (affinity groups and affinity-based PD) for SMUHSD faculty of color	No	\$10,000.00	\$8,500.00

# 2023-24 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)
5609987	\$6,000,640.00	\$6,110,437.70	(\$109,797.70)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Continue to provide each school community with a family engagement coordinator	Yes	\$685,000.00	\$644,732.79		
1	1.10	Continue to provide district-wide family events in Spanish	Yes	\$10,000.00	\$10,000.00		
1	1.11	Continue to Implement "Families Helping Families" Program	Yes	\$5,000.00	\$5,000.00		
1	1.12	Offer at least two family education events in languages that are popular but not dominant (i.e Chinese, Arabic, Portuguese).	Yes	\$5,000.00	\$5,000.00		
1	1.14	Hire and initiate a Multilingual Communications Specialist position.	Yes	\$150,000.00	\$149,143.00		
2	2.2	Implement and support dissemination/outreach on the new Family Handbook	Yes	\$5,000.00	\$5,000.00		
2	2.7	Continue to Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Yes	\$215,000.00	\$215,000.00		
3	3.4	Continue to implement AVID at four school sites	Yes	\$680,000.00	\$712,123.00		
3	3.6	MTSS Consulting - support for Tier II program implementation	Yes	\$25,000.00	\$40,572.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Continue to provide English Learner Specialists at all comprehensive school sites	Yes	\$374,007.00	\$385,657.16		
3	3.9	Continue to implement Student Success Coordinator Role	Yes	\$100,000.00	120,000.00		
3	3.10	Continued Implementation of LCAP Intervention Sections across school sites (20.4 FTE)	Yes	\$3,561,633.00	\$3,622,053.75		
3	3.12	Implementation of newly constituted EL Coordinator Position (0.4 FTE)	Yes	\$60,000.00	\$71,156.00		
3	3.14	Provide Tutors for Tier II Academic intervention.	Yes	\$125,000.00	\$125,000		

# 2023-24 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)
109137822	5609987		5.140%	\$6,110,437.70	0.000%	5.599%	\$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](mailto: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.

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.

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.
- 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.

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of 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).