

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Mateo Union High School District (SMHUSD)

CDS Code: 41690470000000

School Year: 2025-26

LEA contact information:

Randall Booker

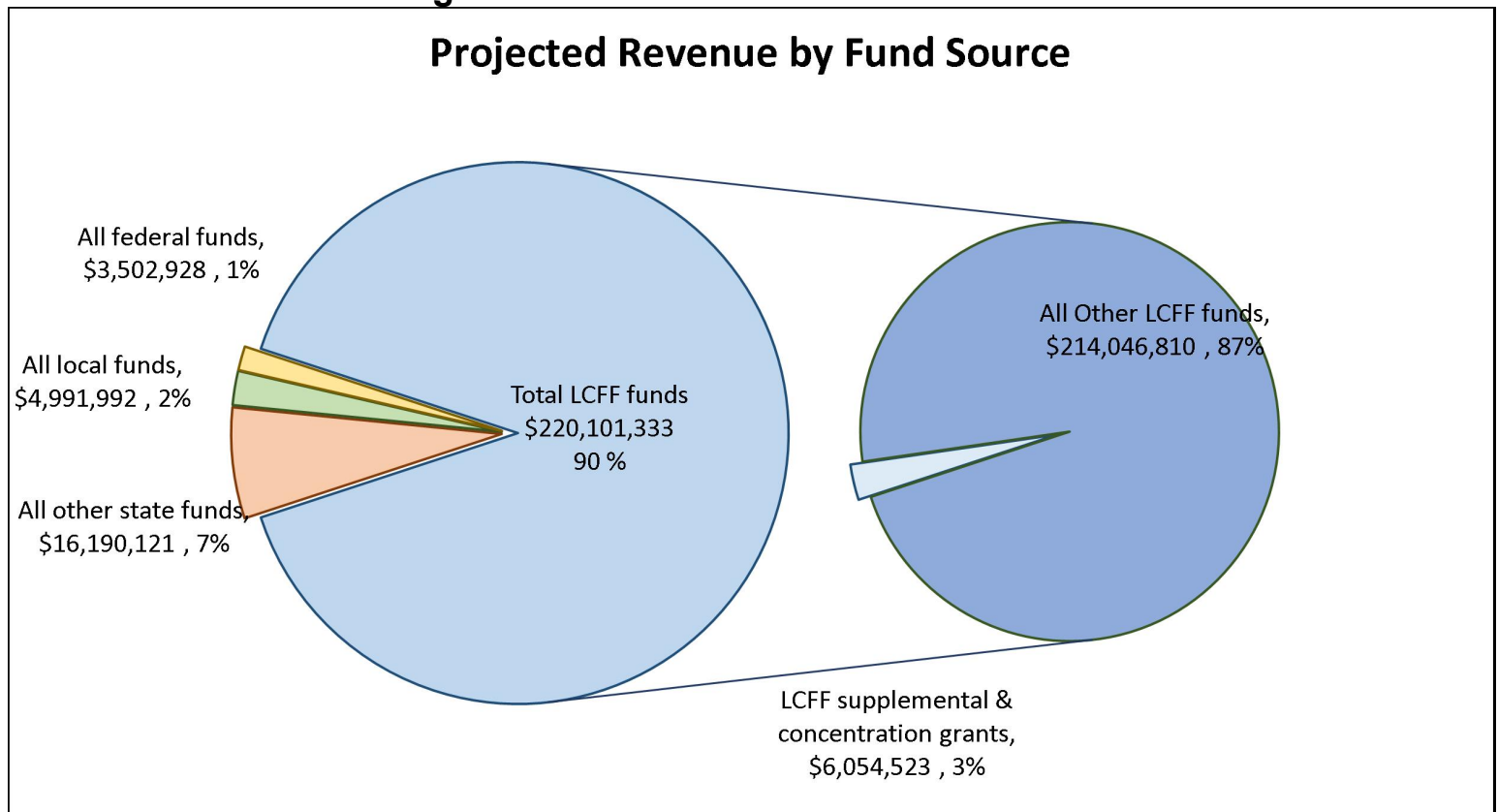
Superintendent

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 2025-26 School Year

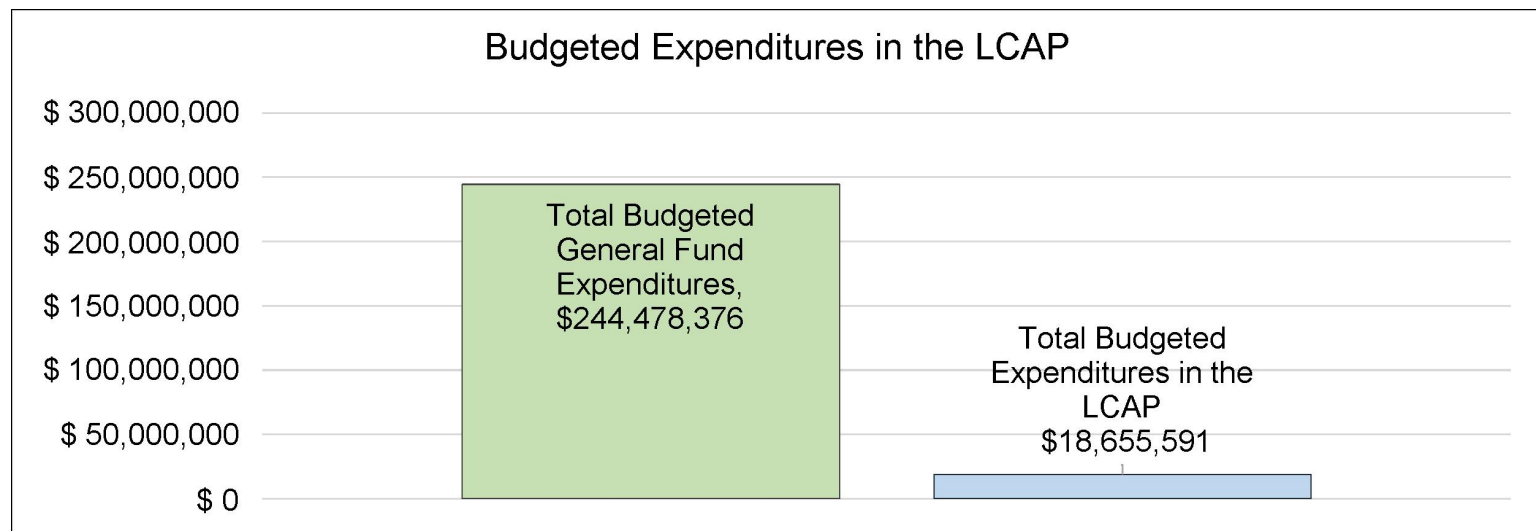


This chart shows the total general purpose revenue San Mateo Union High School District (SMHUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Mateo Union High School District (SMHUSD) is \$244,786,374, of which \$220,101,333 is Local Control Funding Formula (LCFF), \$16,190,121 is other state funds, \$4,991,992 is local funds, and \$3,502,928 is federal funds. Of the \$220,101,333 in LCFF Funds, \$6,054,523 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Mateo Union High School District (SMHUSD) plans to spend \$244,478,376 for the 2025-26 school year. Of that amount, \$18,655,591 is tied to actions/services in the LCAP and \$225,822,785 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Core instructional program (base): Salaries/benefits for general education teachers, counselors, librarians, site administrators, substitutes, and classroom aides not tied to specific LCAP actions.
- Special education base services: Program operations and related transportation beyond any LCAP-identified enhancements.
- Facilities & operations: Utilities, custodial/grounds, Routine Restricted Maintenance (RRMA), repairs, leases, and safety/security.
- Technology infrastructure: Network/wifi, devices on the regular replacement cycle, learning platforms/licenses, and IT support.
- Student transportation: Home-to-school and special education transportation not specified in the LCAP.
- Nutrition services: Food services operations.
- Books, supplies & adoptions: Core textbooks/adoptions, lab and classroom supplies not linked to LCAP actions.
- Athletics & activities: Co-curricular/extra-curricular programs and stipends.
- Central services: Business, HR, payroll, purchasing, legal/audit, risk management, insurance, and county fees.
- Benefits & obligations: STRS/PERS, health/retiree (OPEB) costs, and other required contributions.
- Restricted/federal programs operated outside the LCAP plan: e.g., Title I/II/III, Perkins/CTE, grants that are compliance-driven or program-specific.

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

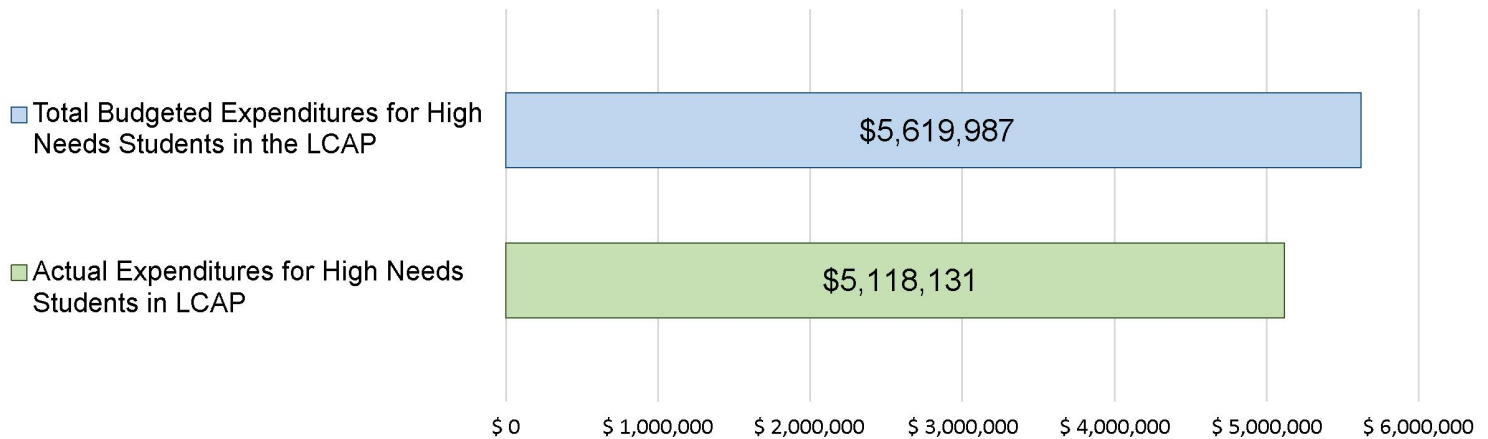
In 2025-26, San Mateo Union High School District (SMHUSD) is projecting it will receive \$60,545,23 based on the enrollment of foster youth, English learner, and low-income students. San Mateo Union High School District (SMHUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. San 2025-26 Local Control and Accountability Plan for San Mateo Union High School District (SMHUSD)

Mateo Union High School District (SMHUSD) plans to spend \$6770591 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2024-25, San Mateo Union High School District (SMHUSD)'s LCAP budgeted \$5,619,987 for planned actions to increase or improve services for high needs students. San Mateo Union High School District (SMHUSD) actually spent \$5,118,131 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$501,856 had the following impact on San Mateo Union High School District (SMHUSD)'s ability to increase or improve services for high needs students:

In 2024-25, SMUHSD budgeted \$5,619,987 and actually spent \$5,118,131 on actions to increase or improve services for high-needs students (English learners, foster youth, and low-income). The resulting \$501,856 underspend did not materially reduce access to core planned supports, but it did modestly reduce scale and/or duration of certain activities due primarily to implementation timing and staffing factors.

Primary contributors to the underspend

- Hiring/position vacancies: Delays in filling tutoring, counseling, and support staff roles led to partial-year salaries and fewer service hours than planned.
- Contract/timing delays: Some vendor services, professional learning, and student programs started later than scheduled, lowering year-one costs.
- Participation variability & unit-cost savings: Actual student participation and per-unit pricing came in below projections for some offerings.
- Cost reclassification: Portions of planned costs were covered by other allowable funds (base/restricted), reducing the LCAP charge without reducing services.

Effect on students

- Core services were maintained at all sites; however, some students may have experienced fewer sessions, shorter program windows, or smaller cohorts in select supports than originally projected.
- No planned action was eliminated; the impact was primarily scale/timing, not cancellation.

Mitigation & next steps

- SMUHSD redirected available funds in-year to highest-need sites and extended select services where feasible.

- Unspent funds are being carried forward to 2025–26 to restore intended scale and strengthen targeted supports (e.g., tutoring/credit recovery time, EL/newcomer supports, family engagement, and college/career advising).
- The district will tighten hiring timelines, pre-approve vendor/start-up steps, and monitor uptake quarterly to align expenditures with planned service levels.

Assurance: SMUHSD maintained increased or improved services for high-needs students in 2024–25 and will use the carryforward to ensure full implementation at the intended scope in 2025–26.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

The 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), as well as our newest school; Bridge Academy which is an alternative Newcomer school of choice for 10th, 11th or 12th grades newcomer Multilingual students, and an adult school. The SMUHSD serves approximately 9,342 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 33.8% Latinx/Hispanic, 25.4% White, 24% Asian, 9.6% of students identify with more than one race or ethnicity, 4.8% Filipino, 1.7% Pacific Islander, and .7% African American. Over 30% of our student body and their families speak at least one second language and 10.6% are currently Multilingual Learners. Approximately 29% of our students are considered socioeconomically disadvantaged. 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.

Source: Dataquest

Reflections: Annual Performance

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

Overview

This summary reflects on SMUHSD's performance using data from the California School Dashboard. It informs updates to our three-year Local Control and Accountability Plan (LCAP) and evaluates how well we are meeting goals in key areas: academics, student engagement, school climate, and college and career readiness. It also focuses on groups needing more support, especially English Learners (EL), Pacific Islander (PI) students, and socioeconomically disadvantaged (SED) students.

District Progress Highlights: There are some improvement in several areas. The district's four-year graduation rate increased to 92.4% (1.1 percentage point increase), and more students are considered "Prepared" for college or career after graduation—65.9%, a 4% increase from the previous year. Despite the overall high readiness rate, there are significant disparities among student groups in college and career preparedness. Several subgroups are underrepresented among "Prepared" students, corresponding to lower Dashboard performance (Orange or Red) on the CCI for those groups. For instance, only 16.9% of English Learners, 22.5% of Pacific Islander students, 22% of Students with Disabilities and 40.9% of socioeconomically disadvantaged students were deemed prepared. These percentages lag far behind the preparedness rates of Asian students (88%), White students (78.3%). In practical terms, EL, PI, and SED students are less likely to complete the UC/CSU A-G coursework or earn state "Seal of Biliteracy"/CTE completions, which impacts their post-secondary options. The 78.1% graduation rate for Students with Disabilities decreased by 2.5 percentage points. This continues to be an area of focus for the district and we will outline later on how a new graduation path for students with disabilities will hopefully support an increase in the percentage of students graduating. Additionally, the percentage of Students with Disabilities who meet or exceed the standards on the CAASPP test also lags behind the district as a whole, with 25.91% meeting or exceeding the ELA standards and just 7.6% meeting or exceeding the Math CAASPP test standards. The district's continued effort at creating more inclusive environments and providing students

with IEPs access to the general education classroom and curriculum.

In the 2023–2024 academic year, San Mateo Union High School District (SMUHSD) observed varied outcomes in student performance across different subjects and student groups, as reflected in the California Assessment of Student Performance and Progress (CAASPP) results. State test results (CAASPP) from 11th grade show a mixed picture. While students scored an average of 29.2 points above the state standard in English Language Arts with a total 70.29% students demonstrating proficiency, math scores declined and averaged 16.8 points below standard and 46% of all students demonstrated proficiency on the math test. Performance gaps are largest for PI, EL, and SED students, particularly in math. To address this, the district will continue to monitor some of the recent interventions put in place. Additionally, the new common assessments will provide teachers with more real-time data to support interventions tailored to students' areas of needs.

Pacific Islander (PI) Students: The district continues to focus on the needs of Pacific Islander students. Although Pacific Islander students graduate at a higher rate of 97.5% than most other student groups in the district, there are other metrics that show that the district is underserving this student group. Specifically, 0% of PI students met or exceeded the math CAASPP test standards and 29.63% met or exceeded the standards by the ELA test.

English Learners (ELs): ELs showed a graduation rate increase of 4.4 percentage points, reaching 74.5%. However, their progress in English language proficiency declined slightly, with only 36.7% maintaining proficiency, a 0.9 percentage point decrease from the previous year. Long-term ELs (LTEs) experienced a more significant decline of 5.8 percentage points, with 35.5% maintaining proficiency. Additionally, English Learners still experience a major gap in their grade level proficiency as demonstrated by the percentage of EL students who meet or exceed the standards on the CAASPP test in Math and ELA. Long-Term English learners do show slightly better outcomes, they still lag significantly behind their peers.

Socioeconomically Disadvantaged (SED) students in San Mateo Union High School are also red on the California Dashboard (2024) with a decline of 12.6 points and performance average that is 61.8 points below standard for the ELA CAASPP test. For the Math CAASPP, SED students were 147.7 points below standard and declined 8.5 points. Additionally, the graduation rate for SED students is below the rest of the student body with 83.9% graduation rate. The suspension rate has improved for SED students with a decrease of .7% to total suspension rate of 6%.

Disparities persist among student groups, with ELs and PI students performing below the district average. Continued emphasis on literacy programs and differentiated instruction is essential to bridge these gaps. The district plans to implement targeted math interventions, including after-school tutoring and curriculum adjustments, to address these challenges.

This year, a new Science indicator was added. The district's average score was 4.2 points below the state standard. Though color ratings were not assigned for science, this baseline signals the need to strengthen lab-based learning and provide language support in science classrooms—especially for English Learners.

Districtwide suspension rates dropped to 3.3%, a promising sign of a safer and more supportive environment. Significant decreases were seen for foster and homeless students. However, Long-Term English Learners (11.9%), Pacific Islander students (12.5%), and Students with Disabilities (7.5%) continue to be suspended at higher rates. SMUHSD will continue investing in restorative practices, mental health services, and staff training to reduce these rates further.

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 2024 California Dashboard.

Aragon High:

Suspension Rate for Students with Disabilities

Burlingame

Math performance on the CAASPP for Socioeconomically Disadvantaged and Latino (Hispanic)

Capuchino

English Learner Progress for both EL students and Long-Term English Learners

ELA performance on the CAASPP for English Learners and Socioeconomically Disadvantaged

Math performance on the CAASPP for English Learners, Latino(Hispanic) and Socioeconomically Disadvantaged

Hillsdale:

English Learner Progress for both EL students and Long-Term English Learners

ELA performance on the CAASPP for English Learners, Students with Disabilities and Socioeconomically Disadvantaged

Math performance on the CAASPP for English Learners, Latino(Hispanic), Students with Disabilities and Socioeconomically Disadvantaged

Mills High:

Suspension Rate for Latino (Hispanic) and Students with Disabilities

Peninsula High

English Learner Progress for EL Students and Long-Term Learners

Suspension Rate for All Students, Long-Term English Learners, and Socioeconomically Disadvantaged

Graduation Rate for All Students, English Learners, Socioeconomically Disadvantaged and Latino (Hispanic) studentsAll

ELA performance on the CAASPP for All Students

Math performance on the CAASPP for All Students, English Learners, Socioeconomically Disadvantaged and Latino (Hispanic)

San Mateo High

ELA performance on the CAASPP for Latino (Hispanic) and Students with Disabilities

Math performance on the CAASPP for Students with Disabilities, English Learners, Socioeconomically Disadvantaged and Latino (Hispanic)

Additionally, the district continues to need to address the following sub-groups of students with the lowest red indicator on the 2023 California Dashboard.

English Learners who were 117.7 points below standard on the ELA CAASPP test.

Additionally, on the Math CAASPP test, several student groups were below standard and either declined or maintained and had the lowest red indicator; English Learners (-185.5 pts), Hispanic students (-135.4), Pacific Islander students (-182.2) and Socioeconomically Disadvantaged students (-139.2)

Aragon High:

English Learner Progress Indicator was in the red for English Learners.

Hillsdale:

Hispanic

-CAASPP for Math

Socioeconomically Disadvantaged

- CAASPP for Math

Mills High School:

English Learner

-Suspension Rates

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

- CAASPP for ELA

San Mateo High School:

English Learners were under-served in the following areas:

-CAASPP for ELA

-CAASPP for Math

-English Learner Progress Indicator

-Graduation Rates

-Suspension Rates

Hispanic

- CAASPP for Math
- CAASPP for ELA
- Pacific Islander
- Suspension Rates
- Socioeconomically Disadvantaged
 - CAASPP for ELA
 - CAASPP for Math
- Suspension Rates
- Students with Disabilities
 - CAASPP for Math
 - Suspension Rates

As a reminder, the 2023 Dashboard's lowest-performing indicator groups (reported in the 2024-27 LCAP) were as follows:

The English Learner (EL) group stands out as the most persistently underperforming subgroup across multiple measures:

- EL Progress Indicator: Only 37.7% of ELs made progress toward English language proficiency—a 12.1% decline from the previous year. This is categorized as Red, the lowest performance level.
- ELA Performance: English Learners were 117.7 points below standard, with performance declining by 6.9 points.
- Math Performance: Even more alarming, ELs were 185.5 points below standard in mathematics, with a continued decline of 6.9 points.
- College/Career Readiness: Only 21.9% of ELs were classified as “Prepared,” placing them in the Low category.
- Graduation Rate: The four-year graduation rate for ELs was 65.4%, and the five-year rate reached 70.1%—the lowest among all reported subgroups

In addition to ELs, several groups are marked Red in Mathematics, indicating urgent academic support needs:

- Hispanic Students: Scored 135.4 points below standard in math and were categorized as Red, though their performance was flat compared to last year.
- Pacific Islander Students: 182.2 points below standard, with a decline of 28.9 points—a steep deterioration over one year.
- Socioeconomically Disadvantaged Students: 139.2 points below standard, also in the Red zone, with no significant improvement

The College/Career Indicator reveals that while the district as a whole performs at a “High” level (61.9% prepared), disparities persist:

- Students with Disabilities: Only 16.4% prepared, categorized as Low.
- English Learners: 21.9% prepared, also Low.
- Pacific Islanders (32%), Homeless (25%), and Socioeconomically Disadvantaged students (38.4%) all fall in the Low to Medium categories

While the district saw a commendable decline in overall suspension rates (from 5.8% in 2022 to 3.3% in 2023), certain groups faced disproportionately high rates of suspension:

- Foster Youth: 15.8% suspension rate (Red), and an increase from the prior year.
- Homeless Students: 9.1% (Red), also with an increase.

- Pacific Islander, African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities all fell in the Yellow or Orange categories, indicating elevated rates of disciplinary action compared to peers

The overall graduation rate is high (91.2%), but some subgroups lag behind:

- English Learners: Only 70.1% graduated within five years, despite a slight improvement.
- Students with Disabilities: 80.6% graduation rate, declining slightly.
- Homeless Youth: 79.2% graduation rate, a 4.2% decline

Many of the student groups that perform poorly in one category often underperform across multiple indicators:

- English Learners struggle across ELA, Math, Graduation, Suspension, and College/Career.
- Socioeconomically Disadvantaged Students are consistently near the bottom in Math, ELA, Graduation, and College/Career.
- Pacific Islander and Homeless Students show distress signals across academic and behavioral data.

This points to an intersectional equity challenge, where socio-economic status, language barriers, disability, and housing insecurity amplify risk factors for poor educational outcomes.

The district will have expended all of the Learning Recovery Emergency Block Grant Funds by June 30, 2025. The district will choose option 2 which means once actual apportionment funds is known, the district may add any LREBG funds apportioned through 25-26 as part of the mid-year update/annual update process, provided that our educational partners are comfortable with the addition of funds; any changes made to funding must be documented in the applicable goal analysis 26-27 LCAP.

Source: California Dashboard

Reflections: Technical Assistance

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

The district is focused on the needs of Pacific Islander students. Although 97.5% of PI students graduate, the district continues to underserve this student group as they continue to be suspended at much higher rates and do not realize academic success as demonstrated by the Math and ELA CAASPP results. The district will continue to develop its restorative practices and consider ways to approach the needs of this student group through more culturally responsive approaches to discipline. Additionally, the district will work with schools to ensure that PI students are provided with rationale on the importance of the CAASPP tests. The district received Technical Support from the San Mateo County Office of Education.

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 accelerate improvement at Peninsula Continuation High School—currently identified for Comprehensive Support and Improvement (CSI)—the District will sustain and expand the targeted supports launched last year while adding an instructional capacity-building component:

- Temporary Full-time school-based social worker (CSI funds, continued). The temporary social worker remains central to addressing chronic absenteeism—the primary barrier to on-time graduation- guided by the comprehensive needs assessment conducted through the Single Plan for Student Improvement. The position provides mental health counseling, crisis intervention, and intensive case management, working with students, families, and staff to develop individualized attendance and wellness plans.
- Site-based Multi-Tiered System of Supports (MTSS) team (CSI funds, continued). The MTSS team coordinates universal, targeted, and intensive academic-behavioral interventions, monitors progress through frequent data reviews, and ensures students receive the right support at the right time. This framework aligns social-emotional, attendance, and instructional strategies into a coherent schoolwide system.
- New Teacher Instructional Coach (District General Fund, new in 2024-25). Recognizing that the majority of Peninsula’s teachers are in their first three years of service, the District is allocating General Fund dollars to fund a full-time on-site Teacher Coach. The coach will:
 - Provide job-embedded coaching cycles—co-planning, co-teaching, observation, and feedback—focused on high-leverage instructional practices and equitable grading.
 - Support (and occasionally facilitate) weekly professional learning communities (PLCs) where teachers analyze student work and assessment data to adjust instruction.
 - Mentor early-career teachers in classroom management, culturally responsive pedagogy, and integration of AI-enabled formative assessment tools.
 - Coordinate with the MTSS team and social worker so instructional adjustments and student support plans are mutually reinforcing.

This integrated package—social-emotional services, tiered intervention infrastructure, and now dedicated instructional coaching—ensures Peninsula teachers have the support needed to deliver high-quality learning experiences while students receive comprehensive academic, behavioral, and wellness supports that remove barriers to graduation.

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 monitor Peninsula Continuation High School's Comprehensive Support and Improvement plan through an integrated, graduation-focused continuous-improvement cycle that combines professional learning, real-time data use, and transparent accountability.

First, the District will sustain intensive professional development for the temporary school-based social worker, the MTSS team, and the newly added on-site Teacher Instructional Coach. Each month these staff members participate in joint learning sessions—anchored in evidence-based attendance interventions, trauma-informed care, and high-leverage instructional practices—that align directly to accelerate credit accrual and on-time graduation. Coaching cycles are observed and debriefed by the Director of Professional Learning to ensure new teachers receive actionable feedback that translates into higher course-pass rates.

Second, Peninsula and District staff will rely on a shared early-warning dashboard that updates every six weeks. The dashboard flags individual students who are off-track in any of three leading indicators that predict graduation: credit-earning pace, course-pass rate, and chronic absenteeism. MTSS meetings use these data to revise student support plans; the social worker and Teacher Coach then collaborate on targeted interventions such as attendance contracts, individualized graduation plans, or co-taught credit-recovery modules.

Formal progress reviews occur at the end of each quarter. During these reviews, the principal, MTSS lead, social worker, and Teacher Coach present a concise data story—graduation-rate trajectory, intervention fidelity checks, and student voice feedback—to District leadership. When trends project that the four-year Adjusted Cohort Graduation Rate will fall short of annual targets, the team must submit a corrective-action addendum identifying mid-year funding shifts, staffing adjustments, or instructional strategy changes.

Parents, students, and community partners remain active participants in the monitoring process. The school hosts monthly School Site Council meetings where staff share graduation-related data in plain language and solicit feedback on proposed interventions. Partnerships with county mental-health agencies and local nonprofits are evaluated twice a year against service-level agreements tied to student engagement and credit recovery outcomes.

Finally, the District reports key outcomes for all schools, including Peninsula, to the Board at regularly scheduled Board meetings, ensuring full transparency. Through this layered approach—professional learning, data-driven problem-solving, stakeholder engagement, and fiscal oversight—the District will rigorously evaluate whether Peninsula's strategies are delivering the intended increase in graduation rates and will make timely adjustments whenever the evidence shows they are needed.

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	The district shared the overview slide with the district's LCAP goals, metrics and actions. The DTA president shared this slide deck with the association's Legislative Council. The association emphasized the importance of supporting the Ed Specialist teachers through continued staffing at low levels. This meeting took place in May 2025. There was not any specific written or verbal input from this engagement.
District's English Language Advisory Committee	The school board held a study session with members of the District's English Language Advisory Committee on April 17th, 2025. They provided an extensive list of recommendations and commendations. This included data from a student survey designed specifically for the ML students.
Student Board Member Committee	The Assistant Superintendent attended the student board members meetings on April 16th, 2025 and collected insights from student representatives from every school campus in the district (including Bridge/Peninsula/Middle College). There was no written feedback provided through this meeting and did not require a response.
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.

Educational Partner(s)	Process for Engagement
Equity Advisory Committee	This stakeholder committee met twice over the course of Spring 2025 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. The Equity Advisory is an open meeting and teachers and classified members attend these meetings.
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 15th, 2025.
SELPA consultation	The district consulted the SELPA on the development of this LCAP through both specific input on May 15, 2025 and through support through the SELPA leadership meetings in March, April and May.

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 will continue to enhance the enrollment process for families. This includes considering increasing the hours that families can access the enrollment office, provide additional tablets for the enrollment process and providing remote session at the partner schools.

Career and Technical Education (CTE) Access: In response to both student survey data and DELAC recommendations, the LCAP expands CTE offerings, provides targeted outreach for MLs, and incorporates real-world learning into the curriculum. This will continue to be a priority for the district. See action

Additionally, in response the district also created and has hired two teachers on special assignment to provide direct support to teachers in enhancing their ability to serve Multilingual students in their classes. These two positions of the Multilingual teacher coaches will be focused in their area of social science and ELA. See action

Additionally, based on the input of the Equity Advisory Committee and the student board members, the district will continue its work to enhance the educational experience of students by ensuring that the school environment is welcoming, provide a sense of belonging and that educators employ instructional strategies to provide student with multiple ways to access the curriculum. Actions were added to support Social-Emotional Learning (SEL), community-building events, and staff-student relationship development to ensure all students feel connected to their school environment. This includes multiple events created based on the input of the Student Equity Council.

Through the input from the principals, the district also continues to provide specific reading intervention courses for ML students as well Special Education students who are reading significant below grade level. The program will continue at San Mateo High School, Hillsdale and Capuchino with a total of 6 sections of the course running.

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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, educators, 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, educators, 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 educators, 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.

The Actions in this goal area are intended to address the following lowest-performing Dashboard indicators from 2023 and 2024:

While the district continues to see a commendable decline in overall suspension rates generally, certain groups continue to face disproportionately high rates of suspension:

- Foster Youth: 15.8% suspension rate (Red), and an increase from the prior year.
- Homeless Students: 9.1% (Red), also with an increase.
- Pacific Islander, African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities all fell in the Yellow or Orange categories, indicating elevated rates of disciplinary action compared to peers

Many of the student groups that perform poorly in one category often underperform across multiple indicators:

- Pacific Islander and Homeless Students show distress signals across academic and behavioral data.

This points to an intersectional equity challenge, where socio-economic status, language barriers, disability, and housing insecurity amplify risk factors for poor educational outcomes. The actions and services in Goal 1, Restorative Practice training, Family engagement, social workers and strategies intended to support students with access to wifi hotspots and other forms of support are all intended to support these student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 Establish additional recruitment and retention strategies to increase the number of non-White/Multiple race certificated staff applicants so that the faculty will more closely reflect the diversity of our communities	% New Teacher Hires in 2023-24: 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%	% New Teacher Hires in 2024-25: Asian 8.97% Black/African Am. 1.72% Filipino 5.17% Hispanic 25.86% Pacific Islander 0.00% White 43.10% Two or More 5.17%		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: Asian: 25% Black/African American: 8% Filipino: 5%	Percentage Point Differences: Asian -6.61% Black/African Am.: -0.61% Filipino: +5.17% Hispanic/Latino: -6.7% Pacific Islander: -2.33% White: +12.87% Two or More: +5.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Latino: 40% Pacific Islander: 2.5% Two or More Races: White: 25%	
1.2	Increase in the percentage of students responding "favorably" to the Panorama survey data related to "Teacher-Student Relationships."	<p>Students responding favorably that they had a positive relationship with an adult on campus.</p> <p>Survey Spring 2024 Favorable Response:</p> <p>Overall: 54% Asian: 56% Filipino: 51% Latino: 50% Pacific Islander: 48% Two or More Races: 56% White: 58%</p> <p>*Confidentiality protected (Black/African American and American Indian or Alaska Native): 50% English Learner: 54% Socio-Econ. Disadvantaged: 50% Students w/ IEPs: 54%</p> <p>*The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.</p>	<p>Students responding favorably that they had a positive relationship with an adult on campus.</p> <p>Survey Spring 2025 Favorable Response:</p> <p>Overall: 57% Asian: 59% Black/African American: 50% Filipino: 57% Latino: 53% Pacific Islander: 49% Two or More Races: 58% White: 62% Multilingual Learner 55% Socioecon. Disadvantaged 55% Students w/ IEPs 56%</p>		<p>Anticipated outcomes for the 2025-26SY - Students responding favorably in that 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>	<p>Difference between 2024 and 2025 Favorable Responses:</p> <p>Overall: +3% Asian: +3% Black/African American: 0% Filipino: +6% Latino: +3% Pacific Islander: +49% Two or More Races: +2% White: +4% Multilingual Learner: +1% Socioecon. Disadvantaged: +5% Students w/ IEPs: +2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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."	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Survey Fall 2023 Favorable Response: Overall: 79% Asian: 82% 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.	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. Survey Fall 2024 Favorable Response: Overall: 71% Asian: 70% Black/African American: 68% Latino: 78% Pacific Islander: 76% Two or More Races: 67% White: 70%		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 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%	Difference between 2024 and 2025 Favorable Responses: Overall: -8% Asian: -12% Black/African American: -11% Latino: -1% Pacific Islander: -8% Two or More Races: NA - not identified in '24 White: -8%
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	2023-24SY: Aragon: Good Bridge (at Adult School): Forthcoming in the 2024-25SY Burlingame: Excellent Capuchino: Excellent	2024-25SY: Aragon: Good Bridge (at Adult School): Good Burlingame: Excellent Capuchino: Good		The District will maintain 100% requirements met for facilities and instructional materials ith these anticipated	Difference between 2024 and 2025: Aragon: SAME Bridge (at Adult School): NA - new school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials inventory. Inspections are conducted annually and monitored via quarterly reports to the Board of Education.	Hillsdale: Excellent Mills: Good Peninsula: Excellent San Mateo: Excellent	Hillsdale: Excellent Mills: Good Peninsula: Excellent San Mateo: Excellent		outcomes for the 2025-26SY: Aragon: "Excellent" Bridge: "Excellent" Burlingame: "Excellent" Capuchino: "Excellent" Hillsdale: "Excellent" Mills: "Excellent" Peninsula: "Excellent" San Mateo: "Excellent"	Burlingame: SAME Capuchino: From Excellent to Good Hillsdale: SAME Mills: SAME Peninsula: SAME San Mateo: SAME
1.5	Reduction in the number of suspensions (of one or more incidents for which the student was suspended) overall and among key subgroups.	2022-23SY Count of Suspensions: *Total Students: 292 *Total Suspensions: 403 -Asian: Total Students: 2065; Total Suspensions: 21 -Black/African American: Total Students: 6; Total Suspensions: 10 -Filipino: Total Students: 458; Total Suspensions: 5 -Latino: Total Students: 183; Total Suspensions: 261 -Pacific Islander: Total Students: 17; Total Suspensions: 22	2023-24SY Count of Suspensions: *Total Students: 298 *Total Suspensions: 413 -Asian: Total Students: 1947; Total Suspensions: 21 -Black/African American: Total Students: 59; Total Suspensions: 7 -Filipino: Total Students: 427; Total Suspensions: 19 -Latino: Total Students: 3016;		The District will decrease the total number of suspensions with these anticipated outcomes for the 2025-26SY, Count of Suspensions: <ul style="list-style-type: none">Total # of Students Suspended: 175Total # of Suspensions: 200 -Asian: 10 -Black/African American: 5 -Filipino: 0 -Latino: Students:	Difference between 2022-23 and 2023-24: *Total Suspensions: +6 -Asian: Total Suspensions: SAME -Black/African Am.: Total Suspensions: +1 -Filipino: Total Suspensions: +14 -Latino: Total Suspensions: +75 -Pacific Islander: Total Suspensions: +12 -Two or More Races: Total Suspensions: +14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Two or More Races: Total Students: 849; Total Suspensions: 17 -White: Total Students: 2253; Total Suspensions: 43 **English Learner (Non-RFEP): Total Students: 32; Total Suspensions: 38 -SED: Total Students: 143; Total Suspensions: 200 -Special Education: Total Students: 77; Total Suspensions: 117 -Foster Youth: Total Students: 2; Total Suspensions: 5 -Homeless: Total Students: 7; Total Suspension: 10 *District Total student count = unduplicated **EL: EL 1-3 and EL in Mainstream	Total Suspensions: 258 -Pacific Islander: Total Students: 151; Total Suspensions: 29 -Two or More Races: Total Students: 735; Total Suspensions: 31 -White: Total Students: 1964; Total Suspensions: 48 English Learner: Total Students: 1032; Total Suspensions: 127 -SED: Total Students: 1917; Total Suspensions: 202 -Special Education: Total Students: 979; Total Suspensions: 128 -Foster Youth: Total Students: 11; Total Suspensions: 4 -Homeless: Total Students: 23; Total Suspension: 8		130 -Pacific Islander: 10 -Two or More Races: 8 -English Learner(Non-RFEP): 19 -SED: 100 -Special Education: 58 -Foster Youth: 2 -Homeless: 5	-White: Total Suspensions: +5 English Learner: Total Suspensions: +89 -SED: Total Suspensions: +59 -Special Education: Total Suspensions: +9 -Foster Youth: Total Suspensions: -1 -Homeless: Total Suspension: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*District Total student count = unduplicated Source: Dataquest Suspension California Dept of Ed Dashboard Enrollment			
1.6	Reduction in the total number of instructional days lost due to suspension overall and among student subgroups.	2022-23SY Instructional Days Lost: -District Instructional Days Lost: 961.07 -Asian Instructional Days Lost: 55.5 -Black/African American Instructional Days Lost: 31 -Filipino Instructional Days Lost: 17 -Latino Instructional Days Lost: 634.97 -Pacific Islander Instructional Days Lost: 52.5 Two or More Races Instructional Days Lost: 42.5 -White Instructional Days Lost: 127.6 -English Learner (Non-RFEP) Instructional Days Lost: 93.79 -SED Instructional Days Lost: 489.22	2023-24SY Instructional Days Lost: -District Instructional Days Lost: 919.5 -Asian Instructional Days Lost: 49.5 -Black/African American Instructional Days Lost: 17 -Filipino Instructional Days Lost: 41 -Latino Instructional Days Lost: 572 -Pacific Islander Instructional Days Lost: 68 Two or More Races Instructional Days Lost: 61.5 -White Instructional Days Lost: 110.5		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	Difference between 2022-23 and 2023-24: -District Instructional Days Lost: -42 -Asian Instructional Days Lost: -6 -Black/African American Instructional Days Lost: -14 -Filipino Instructional Days Lost: 24 -Latino Instructional Days Lost: -63 -Pacific Islander Instructional Days Lost: 16 Two or More Races Instructional Days Lost: 19 -White Instructional Days Lost: -17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Students with IEPs: Instructional Days Lost: 310.05 -Foster Youth Instructional Days Lost: 19 -Homeless Instructional Days Lost: 19 *It should be noted that students can be duplicated in the data above due to them being in multiple subgroups.	-English Learner (Non-RFEP) Instructional Days Lost: 81 -SED Instructional Days Lost: 507 -Students with IEPs: Instructional Days Lost: 289 -Foster Youth Instructional Days Lost: 8.5 -Homeless Instructional Days Lost: 28 *It should be noted that students can be duplicated in the data above due to them being in multiple subgroups. Source: Aeries		Foster Youth: 13 Homeless: 13	-English Learner (Non-RFEP) Instructional Days Lost: -13 -SED Instructional Days Lost: 18 -Students with IEPs: -21 -Foster Youth Instructional Days Lost: -11 -Homeless Instructional Days Lost: 9
1.7	Decrease rates of chronic absenteeism among all and within subgroups of students. * "Chronic absenteeism" defined: a student is chronically absent if they are absent at least 10% of the days enrolled in the district.	2022-23SY Percentage of students who were "chronically absent:" All students: 16.13% (9254) Asian: 6.18% (2070) Black/African American: 28.17% (71) Filipino: 8.46% (461) Latino: 26.17% (3343)	2023-24SY Percentage of students who were "chronically absent:" All students: 13.4% (9011) Asian: 4.1% (2089) Black/African American: 33.3% (63)		The district will reduce the percentage of chronically absent students across all groups. Anticipated outcomes for the 2025-26SY: All students: 8%	Difference between 2022-23 and 2023-24: All students: -2.7% Asian: -2.1% Black/African American: 5.1% Filipino: -0.6% Latino: -3.6% Pacific Islander: -5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	Filipino: 7.9% (453) Latino: 22.6% (3235) Pacific Islander: 31.6% (158) Two or More Races: 10.2% (830) White: 8.8% (2179) English Learner: 32% (1238) SED: 24.7% (2277) Students with IEPs: 24.2% (1084) Foster Youth: 50% (20) Homeless: 57.5% (73) Subgroup: chronic% % (total students) Source: Dataquest Chronic Absenteeism		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%	Two or More Races: -2.8% White: -2.2% English Learner (Non-RFEP): -6.9% SED: -2.1% Students with IEPs: -8.2% Foster Youth: -23.7% Homeless: 9.5%
1.8	Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate	2023-24SY Responses - Percentage of students responding favorably to the question: "When there are instances of hate	"When there are instances of hate speech at my school, I see adults respond in a		The district will increase the percentage of students responding favorably to the	Difference between 2024 and 2025 Favorable Responses: Overall: 4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	speech at my school, I see adults respond in a way that makes me feel safe."	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% Pacific Islander 40% Two or More Races 48% White 52% English Learner 57% Socio-Econ. Disadvantaged 48% Students w/ IEPs 47%	way that makes me feel safe." 2024-25SY Favorable Responses: Overall: 53% Asian: 49% Black/African American: 39% Filipino: 52% Latino: 55% Pacific Islander: 51% Two or More Races: 52% White: 54% Multilingual Learner: 55% Socioecon. Disadvantaged: 54% Students w/ IEPs: 48%		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% 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%	Asian: 0.0% Black/African American: 14.0% Filipino: 3.0% Latino: 7.0% Pacific Islander: 11.0% Two or More Races: 4.0% White: 2.0% Multilingual Learner: -2.0% Socioecon. Disadvantaged: 6.0% Students w/ IEPs: 1.0%
1.9	Maintain/increase participation of students enrolled in the Student Equity Council, ensuring that participants receive training on student	Count of Leadership-for-Equity trained Student Equity Council Members for the 2023-24SY:	Count of Leadership-for-Equity trained Student Equity Council Members for the 2024-25SY:		The District will maintain/increase participation of students enrolled in the Student Equity Council,	Aragon: -1 Bridge: +2 Burlingame: -1 Capuchino: +2 Hillsdale: +15 Mills: +7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	leadership-for-equity every school year.	Aragon: 43 Bridge: Year 2024-25 baseline Burlingame: 36 Capuchino: 18 Hillsdale: 20 Mills: 23 Peninsula: 21 San Mateo: 25 Middle College: 12	Aragon: 42 Bridge: 2 Burlingame: 35 Capuchino: 20 Hillsdale: 35 Mills: 30 Peninsula: 15 San Mateo: 30 Middle College: 15		ensuring that participants receive training on student leadership-for-equity every school year. Anticipated outcomes for the 2025-26SY: Aragon: 43 Bridge: 2 Burlingame: 36 Capuchino: 25 Hillsdale: 25 Mills: 25 Peninsula: 25 San Mateo: 25 Middle College: 20	Peninsula: -6 San Mateo: +5 Middle College: +3
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	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 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	Difference between 2024 and 2025 Favorable Responses: Overall: 2.0% Asian: -1.0% Latino: -1.0% Pacific Islander: -9.0% White: 8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 82% Latino: 91% White: 78% Other: 69% Confidentiality protected: Native American or Pacific Islander: 100%	Fall 2024 Percentage of Favorable Results: Overall: 85% Asian: 81% Black/African American: 100% Latino: 90% Pacific Islander: 91% Two or More Races: 83% White: 86%		school governance." Anticipated outcomes for the 2025-26SY: Overall: 90% Favorable Asian: 90% Black/African American: 90% Filipino: 90% Latino: 90% Other: 90% Pacific Islander: 90% White: 90%	
1.11	Reduce the Suspension Rate for these student groups at San Mateo High: -Black/African American -Pacific Islanders -Socio-Economically Disadvantaged (SED) -Latino -Students w/ IEPs	San Mateo High suspension rates for the 2022-23SY: 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)	San Mateo High suspension rates for the 2023-24SY: Black/African American: 10.5%(19) Pacific Islander: 7.1%(28) English Learners 7.3%(441) SED: 6.1%(636) Students with IEPs 8.8%(205)		The District will reduce the suspension rates of selected student groups (Pacific Islander, SED, Latino and Students with IEPs). Anticipated outcomes for the 2025-26SY: Black/African American: 15.5% Pacific Islander: 8%	Difference between 2022-23 and 2023-24: Black/African American: -20.8% (decrease) Pacific Islander: -9% (decrease) English Learners: -3.9% (decrease) SED: -4% (decrease) Students with IEPs: -2.7% (decrease)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Group: suspension rate (cumulative enrollment) Source: Dataquest Suspension		English Learners: 6.2% SocioEconomically Disadvantaged 5% Students with IEPS. 6.5%	
1.12	Improvement in school attendance rates.	Improvement in school attendance rates. 2022-23SY Outcomes: Aragon: 95.74% Bridge: Year 2024-25 baseline Burlingame: 96.14% Capuchino: 93.12% Hillsdale: 93.85% Mills: 96.16% San Mateo: 92.58% Peninsula (Continuation): 79.17%	School attendance rates. 2023-24SY Outcomes: Aragon: 96.10% Bridge: Year 2024-25 baseline Burlingame: 97.22% Capuchino: 93.36% Hillsdale: 94.50% Mills: 96.51% San Mateo: 93.00% Peninsula (Continuation): 81.89% Source: Aeries		The District will increase/maintain school attendance rates above 90%(Non-Dass/Comprehensive Schools). 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%	Difference between 2022-23 and 2023-24: Aragon: 0.4% #VALUE! Burlingame: 1.1% Capuchino: 0.2% Hillsdale: 0.6% Mills: 0.3% San Mateo: 0.4% Peninsula (Continuation): 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Improvement in student expulsion rates.	<p>Improvement in the number of student expulsions.</p> <p>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) Students w/ IEPs: 2 (1052)</p>	<p>Student expulsion.</p> <p>2023-24SY Outcomes: All Students: 5 (8302) Asian: 0 (1947) Black/African American: 1 (59) Filipino: 0 (427) Latino: 0 (3016) Pacific Islander: 2 (151) Two or More Races: 1 (735) White: 1 (1964) English Learner: 0 (1032) SED: 2 (1917) Students w/ IEPs: 1 (979)</p> <p>Group: Expulsion (Total Enrollment) *District Total student count = unduplicated Source: Dataquest Expulsion California Dept of Ed Dashboard Enrollment</p>		<p>The District will aim to have no expulsions by 2026-27.</p> <p>Anticipated outcomes for the 2026-27SY: All Students: 0 Asian: 0 Black/African American: 0 Filipino: 0 Latino: 0 Pacific Islander: 0 Two or More Races: 0 White: 0 English Learner: 0 SED: 0 Students w/ IEPs: 0</p>	<p>Difference between 2022-23 and 2023-24:</p> <p>All Students: +2 Asian: SAME(0) Black/African American: +1 Filipino: SAME (0) Latino: -3 Pacific Islander: +2 Two or More Races: +1 White: +1 English Learner: SAME (0) SED: +2 Students w/ IEPs: -1</p>

Goal Analysis [2024-25]

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

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

Goal 1: Safe & Connected Community Analysis

In 2024-25 the District advanced nearly every action outlined for Goal 1, deepening our commitment to campuses where students, families, and staff feel emotionally, physically, and socially secure. Implementation largely mirrored the adopted plan, with just one substantive deviation.

1. Restorative Practices (postponed). We had planned to expand site-based restorative-practices training; however, the external partner we selected lost its own funding late in the summer and could not deliver the service. Rather than launch a scaled-down substitute, we paused the strategy, issued a new request for proposals in April, and will bring forward an updated plan and timeline next year.
2. School-based Social Workers (implemented as planned). Every school retained a full-time social worker, and two additional clinicians were assigned to serve Multilingual Learners (MLs). Their presence allowed sites to provide earlier mental-health screening and case-management; anecdotal reports indicate reduced wait-times for services and faster re-engagement of chronically absent students.
3. Student Equity Councils (implemented as planned). Teacher stipends and training funds supported robust councils on each campus. Councils met twice monthly, hosted student-led climate discussions, and produced action proposals that will inform 2025-26 site plans.
4. Family Engagement Coordinators (implemented as planned). Coordinators at all schools organized multilingual workshops, FAFSA clinics, and newcomer family orientations. Attendance at district-hosted family events rose noticeably—particularly at schools serving large ML populations.
5. ParentConnected Online Learning (implemented as planned). Parents continued to access modules on digital safety, mental-health awareness, and college readiness. Embedding registration links in weekly newsletters boosted completion rates, especially in the second semester.
6. ML Communication Specialist (implemented as planned). The specialist streamlined translation workflows, ensuring legally required documents reached families in their home languages more quickly. This efficiency proved critical during spring testing and summer-school enrollment periods.
7. Wi-Fi Hotspots for Socio-economically Disadvantaged Students (implemented as planned). More than 230 hotspots were distributed to students lacking reliable home internet. IT Services is now tracking data-usage patterns to refine renewal quantities for 2025-26.
8. Wellness Therapists (implemented as planned). Thirty-four therapists—one at every site—continued to deliver Tier 2 small-group therapy and crisis response. Counselors report shorter referral queues and stronger collaboration with on-site social workers.
9. Wayfinder SEL Curriculum Pilot (new implementation). The pilot launched successfully in the Self & Social Empowerment Program, Bridge Academy, and Middle College. Early staff surveys cite increased student participation in advisory circles and more cohesive SEL language across classrooms.

Challenges Encountered

- Vendor instability delayed the restorative-practices rollout, underscoring the need for multi-year agreements with providers that have sustainable funding streams.
- Nationwide hotspot backorders slowed first-semester delivery; a regional purchasing consortium resolved the issue by January.
- Recruitment of bilingual Family Engagement Coordinators remained difficult, leading to short-term vacancies at two sites.

Notable Successes

- Integrated mental-health staffing (social workers + wellness therapists) strengthened Tier 2 supports, with several sites reporting declines in repeated crisis referrals.
- Student Equity Councils provided authentic student voice in climate work; one council's proposal to adopt gender-inclusive bathroom signage was approved district-wide.
- Family engagement events saw increased attendance, attributed to improved communication in families' home languages and flexible scheduling options.
- The Wayfinder pilot showed promise as an SEL anchor, with participating programs requesting expansion next year.

Except for the paused restorative-practices component, all other Safe & Connected Community strategies were implemented as intended and are beginning to produce the culture- and climate-enhancing outcomes envisioned in the 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.

Actions 1.1 and 1.2 - Restorative Justice Training: The District had anticipated using LCFF funds (\$60,000 in total) to support training on Restorative Justice Practices training for all staff. Unfortunately, the organization that we had anticipated contracting was unable to provide the training due to their own funding ending, so this strategy has been paused for the next year to evaluate new providers and identify a new way forward.

Action 1.4 - Family Engagement Coordinators: We budgeted \$230,000 for the cost of our Family Engagement Coordinators, but that was an undercount of the total number of Family Engagement Coordinator positions - the actual cost was \$642,590, as reported in our estimated actuals. We have adjusted this cost in our 2025-27 LCAP.

Action 1.8 - Provision of WiFi Hotspots to SED Students: We saw a significant diminution in requests for WiFi hotspots as well as a slightly lower cost of monthly service fees. We budgeted \$30,000 and spent actually \$7842.

Action 1.9 - ML-Focused Social Workers: Given that not all of our social workers were hired at the start of the year, we were not able to expend the full budgeted cost of the ML Social workers (\$350,000) and instead only spent \$151,769. We anticipate this to be the actual amount in future LCAP years.

Action 1.10 - Provision of Mental Health and Wellness Program: While we budgeted \$7,525,000 for our Mental Health and Wellness program, we had a significant turnover in staff as well a number of positions that went unfilled throughout the year. As a consequence, we anticipate total expenditures of \$4,743,657 for 2024-25.

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

The actions under Goal 1—Safe & Connected Community—have begun to shift the day-to-day experience in our schools, though results are uneven and point to several priorities for refinement next year.

Stronger student connection and attendance.

Keeping full-time social workers and wellness therapists at every campus, plus two ML-focused social workers, gave sites capacity to intervene earlier when students disengaged. Chronic absenteeism fell from 16.1 percent to 13.4 percent district-wide, with especially sharp drops for Latino (-3.6 pp) and Pacific Islander students (-5.1 pp). Students also reported feeling closer to adults: favorable ratings on Panorama's "Teacher–Student Relationships" item rose three points, from 54 to 57 percent overall.

Healthier school climate.

Student Equity Councils operated on every campus (membership grew or held steady at all nine sites) and helped shape anti-bias messaging that appears to be resonating. The share of students who said adults respond to hate speech "in a way that makes me feel safe" climbed from 49 to 53 percent district-wide, with Black/African-American students gaining fourteen percentage points (25 to 39 percent).

Family partnerships: more activity, but satisfaction slipped.

Family Engagement Coordinators, ParentConnected courses, and a Multilingual Communication Specialist generated record-high numbers of events and translated messages. Yet Panorama's family survey showed a drop in "opportunities for engagement and effective communication" (79 to 71 percent overall, and down twelve points for Asian families). The volume is there; content, timing, and follow-up now need adjustment.

Access and inclusion supports.

More than 230 hot-spots were issued to students lacking reliable home internet, and a Wayfinder SEL pilot at Bridge, Middle College and the Self & Social Empowerment program drew positive staff feedback about advisory engagement. While early, both actions address equity gaps the pandemic laid bare.

Discipline and restorative work lag.

Because a planned contractor withdrew, restorative-practice training was postponed; suspensions ticked up from 403 to 413 incidents, with notable increases among Latino and Pacific Islander students. Instructional days lost to suspension fell only marginally. Re-securing a provider is critical if we are to bend these numbers.

Physical safety was maintained.

All campuses again met Williams standards, and every site was rated "Good" or "Excellent" on the Facilities Inspection Tool.

Summary.

Eight of nine planned strategies moved forward and produced clear gains in belonging, adult-student relationships, and attendance. However, family-engagement perception and discipline disproportionality signal that simply offering services is not enough; the quality and cultural responsiveness of those services matter. In 2025-26 we will (1) relaunch restorative-practice training, (2) recalibrate family-engagement content and scheduling, and (3) consider scaling successful SEL pilots—while continuing the mental-health and equity-council work that is demonstrably improving students' sense of safety and connection.

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.

1. Restorative Practices Provider Search

The cancellation of our planned restorative-practices training revealed the importance of contracting with a vendor that has stable funding and capacity to serve all sites. Accordingly, 2025-26 will be designated as a procurement and planning year. The District will issue a formal request for proposals, vet prospective partners against clear deliverables (multi-tiered training modules, on-site coaching, culturally responsive content), and bring a recommended provider and timeline to the Board no later than March 2026. Full-scale implementation remains a priority and is scheduled to begin the following school year once a contract is in place.

2. Enhanced Family-Engagement Communications

While the volume of engagement opportunities increased, survey feedback signaled that many families—especially those whose primary language is not English—found existing channels difficult to access. In response, the Communications Office and Family Engagement Coordinators will pilot more accessible tools:

- Multilingual SMS and push-notification platforms that translate messages automatically.
- Creation of more accessible training materials for families, with a focus on Multilingual Learner Families.
- Targeted micro-campaigns co-designed with student equity leaders to ensure content is culturally relevant and timely.

Effectiveness will be monitored through quarterly Panorama pulse checks and participation analytics; refinements will be integrated mid-year as needed.

No other changes to the goal, metrics, or actions are proposed. These focused refinements are intended to safeguard progress already achieved while addressing the two most significant implementation gaps identified during the annual reflection process.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Restorative Practices Training for Certificated staff at SMHS.	Restorative Justice Practice training for staff	\$10,000.00	No
1.2	Provide Restorative Practices Training for site classified staff	Continue to train staff in Restorative Practices	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	across all school sites.			
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.	\$645,000.00	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 the Comcast Internet Essentials Program	Provide internet access to all students who qualify for F/R Lunch to support their internet connectivity needs.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to targeted student groups.			
1.9	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.	\$300,000.00	Yes
1.10	Continue to provide a robust student mental health and wellness program at all school sites.	Provide mental health therapists to all school sites.	\$4,750,000.00	No
1.11	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
1.12	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
1.13	Long-Term Multilingual Learner Staffing Increase (4.8 FTE)	Provide Additional Staffing (4.8 FTE) to school sites to support Long-Term Multilingual Learners.	\$840,000.00	Yes

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.

The actions in Goal 2 are also intended to explicitly address the needs of student subgroups who scored in the lowest areas of the CA Dashboard in 2023 and/or 2024:

The English Learner (EL) group stands out as the most persistently underperforming subgroup across multiple measures:

- EL Progress Indicator: Only 37.7% of ELs made progress toward English language proficiency—a 12.1% decline from the previous year. This is categorized as Red, the lowest performance level.
- ELA Performance: English Learners were 117.7 points below standard, with performance declining by 6.9 points.
- Math Performance: Even more alarming, ELs were 185.5 points below standard in mathematics, with a continued decline of 6.9 points.
- College/Career Readiness: Only 21.9% of ELs were classified as “Prepared,” placing them in the Low category.
- Graduation Rate: The four-year graduation rate for ELs was 65.4%, and the five-year rate reached 70.1%—the lowest among all reported subgroups

In addition to ELs, several groups are marked Red in Mathematics, indicating urgent academic support needs:

- Hispanic Students: Scored 135.4 points below standard in math and were categorized as Red, though their performance was flat compared to last year.
- Pacific Islander Students: 182.2 points below standard, with a decline of 28.9 points—a steep deterioration over one year.
- Socioeconomically Disadvantaged Students: 139.2 points below standard, also in the Red zone, with no significant improvement

The College/Career Indicator reveals that while the district as a whole performs at a “High” level (61.9% prepared), disparities persist:

- Students with Disabilities: Only 16.4% prepared, categorized as Low.
- English Learners: 21.9% prepared, also Low.
- Pacific Islanders (32%), Homeless (25%), and Socioeconomically Disadvantaged students (38.4%) all fall in the Low to Medium categories

The overall graduation rate is high (91.2%), but some subgroups lag behind:

- English Learners: Only 70.1% graduated within five years, despite a slight improvement.
- Students with Disabilities: 80.6% graduation rate, declining slightly.
- Homeless Youth: 79.2% graduation rate, a 4.2% decline

Many of the student groups that perform poorly in one category often underperform across multiple indicators:

- English Learners struggle across ELA, Math, Graduation, Suspension, and College/Career.
- Socioeconomically Disadvantaged Students are consistently near the bottom in Math, ELA, Graduation, and College/Career.
- Pacific Islander and Homeless Students show distress signals across academic and behavioral data.

The actions and services delineated in Goal 2, from the implementation of a new Instructional Framework to the provision of a Multi-Tiered System of support and targeted interventions, are all intended to address these academic achievement issues among the lowest-performing groups of students.

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	Graduation Rates for Class of 2024: All 94.4% (2359) Asian: 97.3% (523) Black/African American: 93.8% (16) Filipino: 97.9% (141) Latino: 83.5% (869) Pacific Islander: 97.5% (40) Two or More Races: 98.2% (228) White: 96.7% (552) Multilingual Learners: 72.0% (429) Socioeconomically Disadvantaged: 83.3% (842) Students with Disabilities: 77.5% (231) Homeless: 57.6% (33)		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%	All Students:: 3.2% Asian: 0.4% Black/African American: -1.2% Filipino: 1.3% Latino: 0.9% Pacific Islander: 3.5% Two or More Races: 2.3% White: 0.8% English Learners: 1.9% Socio-Econ. Disadvantaged: 0.0% Students with IEP: -3.1% Homeless Student: -21.6%
2.2	Increase/maintain percentage of students who are deemed	Percentage "prepared" of students who are "prepared" for	Percentage "prepared" of students who are		Anticipated percentage of students who are	All Students: 4.0% Asian: 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	“prepared” for college/career by meeting one or more elements of California’s College and Career Indicator(CCI) with no rate declines by year 3.	college/career as reported by the CCI, 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) 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	"prepared" for college/career as reported by the CCI, Class of 2024: All: 65.9%(1564) Asian: 88.0%(460) Black/African American: 68.8%(11) Filipino: 78.2%(111) Latino: 41.1%(358) Pacific Islander: 22.5%(9) Two or More Races: 79.8%(182) White: 78.3%(433) English Learner: 16.9%(73) Long Term ML: 21.4%(40) Socioecon. Disadvantaged: 40.9%(345) Students with IEPs: 22.0%(51)		"prepared" for college/career as reported by the CCI, Class of 2023: All Students: 70% Asian: maintain >= 85% Black/African American: 70% Filipino: 75% Latino: 55% Pacific Islander: 55% Two or More Races: >= 73% White: >= 71% English Learners: 35% Socio-Econ. Disadvantaged: 55% Students with IEPs: : 35%	Black/African American: 28.8% Filipino: 7.5% Latino: 1.3% Pacific Islander: -9.5% Two or More Races: 7.0% White: 6.9% English Learners: -5.0% Socio-Econ. Disadvantaged: -17.0% Students with IEPs: 24.5% Homeless Students: -3.0%
2.3	Increased (disaggregated) percentage of 10th graders "On-Track" for Graduation.	2022-23SY Outcome, Increase Percentage of Sophomores On-Track: All Students: 90%(2082/2321) Asian: 97%(505/523)	2023-24SY Outcome, Increase Percentage of Sophomores On-Track:		Anticipated 2025-26SY outcome, Increase Percentage of Sophomores On-Track:	All Students: -0.9% Asian: 0.7% Black/African American: -28.0% Filipino: 1.2% Latino: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 93%(96/103) Black/African American: 88%(15/17) 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)	All Students: 89.1%(1938/2174) Asian: 97.7%(506/518) Black/African American: 60.0%(9/15) Filipino: 94.2%(97/103) Latino: 77.9%(583/748) Pacific Islander: 76.0%(38/50) Two or More Races: 94.3%(182/193) White: 95.6%(523/547) Multilingual Learner: 56.9%(164/288) ML Long Term: 56.4%(53/94) Socioecon. Disadvantaged: 76.7%(455/593) Students with IEPs: 81.3%(182/224)		All Students: 95% Asian: maintain => 97% 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%	Pacific Islander: - 3.0% White: 0.6% Two or More Races: -0.7% English Learners: - 4.1% Long Term: n/a, baseline year Socioecon. Disadvantaged: - 4.3% Students w/ IEPs: 5.3%
2.4	Increase percentage of 11th grade students who meet/exceed the standard in English-Language Arts (ELA) on the CAASPP	2022-23SY Standard Met/Exceeded in ELA: All Students: 72%(2042) Asian: 86%(482) Black/African American: 69% (14)	2023-24SY Standard Met/Exceeded in ELA: All: 70.3%(1930) Asian: 89.4%(499)		Anticipated 2025-26SY outcome, percentage of 11th grade students who meet/exceed the standard in English-Language	All Students -1.7% Asian 3.4% Black/African American -14.5% Filipino 5.4% Latino -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment year over year.	<p>Filipino: 80.3%(128) Latino: 48.4%(686) Pacific Islander: 45.5%(33) Two or More Races: 84.5%(492) White: 84.5%(492) English Learner: 8.93%(168) SED: 46.1%(499) Students w/ IEPs: 29.2%(145)</p> <p>Source: https://caaspp-elpac.ets.org/caaspp</p>	<p>Black/African American: 54.5%(11) Filipino: 85.7%(99) Latino: 45.8%(628) Pacific Islander: 29.6%(27) Two or More Races: 81.2%(181) White: 77.5%(484) Multilingual Learner: 5.3%(154) Socioecon. Disadvantaged: 46.4%(402) Students w/ IEPs: 25.9%(195)</p>		<p>Arts (ELA) on the CAASPP Assessment:</p> <p>All Students: maintain PL and increase to $\geq 75\%$ Asian: maintain PL and increase to $\geq 87\%$ Filipino: maintain PL and increase to $\geq 82\%$ Black/African American: increase PL and rate to $\geq 70\%$ Latino: increase PL and rate to $\geq 70\%$ Pacific Islander: increase PL and rate to $\geq 70\%$ White: maintain PL and increase rate to $\geq 87\%$ English Learner: increase PL and rate to $\geq 29\%$ SED: increase PL and rate to $\geq 65\%$ Students with IEP's: increase PL and rate to $\geq 50\%$</p>	<p>Pacific Islander - 15.9% Two or More Races 81.2% White -7.0% English Learner - 3.6% SED 0.3% Students w/ IEPs - 3.3%</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)	
2.5	Increase percentage of 11th grade students who meet/exceed the standard in Math on the CAASPP Assessment year over year.	2022-23SY Standard Met/Exceeded in Math: 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)	2023-24SY Standard Met/Exceeded in Math: All Students : 45.9%(877/1910) Asian : 79.6%(398/500) Black/African American : *(/*) Filipino : 47.9%(45/94) Latino : 14.1%(88/627) Pacific Islander: 0.0%(0/25) Two or More Races : 56.9%(103/181) White : 51.1%(241/472) English Learners : 4.2%(7/166) SED : 18.4%(73/397)		Anticipated 2025-26SY outcome, percentage of 11th grade students who meet/exceed the standard in Math on the CAASPP Assessment: All Students: maintain or increase PL, >= 70% Asian: maintain and increase PL, >= 80% Black/African American: increase PL, >=60% Filipino: maintain and increase PL to >= 60% Latino: increase PL to >= 37%	All Students -2.3% Asian 3.4% Black/African American * Filipino -0.5% Latino -3.3% Pacific Islander - 9.1% Two or More Races -9.5% White -8.1% English Learners 0.2% SED -0.6% Students with IEPs -4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with IEPs : 7.6%(14/185)		Pacific Islander: PL to >= 30% Two or More Races: maintain and increase PL >= 70% White: maintain and increase PL >= 65% EL: increase PL >= 25% SED: increase PL >= 40% SPED: increase PL 25% PL = California Dashboard Performance Level status and change colors (From lowest to highest - red, orange, yellow, green, blue)	
2.6	*Improve graduated class outcomes of AP/IB/Dual Enrollment Access rates. *This metric previously included 11th graders within the student group. The metric has been adjusted to report 12th graders only.	*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)	*AP/IB/Dual Enrollment Access rates, Class of 2024 All: 63.4% (2235) Asian: 85.8% (559) Black/African American: 62.5% (16)		Anticipated AP/IB/Dual Enrollment Access rates, Class of 2026: All/District 65% Asian maintain >= 86% Black or African American: 66%	All/District 5.1% Asian -0.2% Black/African American 29.2% Filipino 13.5% Latino 3.5% Pacific Islander - 2.9% Two or More Races 8.1% White 9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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>Filipino: 69.3% (137) Latino: 38.3% (766) Pacific Islander: 17.9% (39) Two or More Races: 74.9% (227) White: 75.2% (536) Multilingual Learners: 8.8% (228) SED: 36.6% (487) Students w/ IEPs: 18.4% (158)</p>		<p>Filipino 65% Latino 65% Pacific Islander 65% Two or More Races 70% White 68% Multi-Language Learner 20% SED 60% Special Education 20%</p>	<p>Multi-Language Learner -4.0% SED 0.8% Special Education 8.5%</p>
2.7	Increase percentage of students accessing 7-Period Day - improvement among HUGS students.	<p>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) Socio-Econ. Disadvantaged: 44%SED 44%(1106/2491) Students w/ IEPs 46%(418/918)</p>	<p>Fall 2024 Outcomes, % of Students with a 7+ Day Period Day: Comprehensive Sites: All Students: 61.0% (5090/8348) Black/African American: 50.0% (26/52) Latino: 64.7% (1806/2793) Pacific Islander: 58.0% (76/131) English Learners: 76.3% (571/748)</p>		<p>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%</p>	<p>All Students: 12.0% Black/African American: 16.0% Latino: 19.7% Pacific Islander: 8.0% English Learners: 33.3% SED: 20.1% Students w/ IEPs: 8.8%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Socio-Econ. Disadvantaged: 64.1% (1481/2312) Students w/ IEPs: 54.8% (504/919)</p> <p>Fall 2024 Outcomes, % of Students with a 4+ Day-Period Day: Bridge Academy: 92.9% (53/57) - baseline</p> <p>Fall 2024 Outcomes, % of Students with a 5+ Day-Period Day: Peninsula Continuation: 84.1% (95/113) - baseline without Bridge Academy Student</p>			
2.8	English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC (ELPI)	<p>2022-23SY ELPI Rates (CA School Dashboard: All Students: 38.70% Aragon 42.20% Bridge 2024-25SY baseline Burlingame 38.50% Capuchino 49.60% Hillsdale 40.40% Mills 46.70%</p>	<p>2023-24SY ELPI Rates (CA School Dashboard): All Students: 36.7% Aragon High: 51.9% Bridge 2024-25SY baseline Burlingame High: 50.0%</p>		65% of all English Learners will make at least one year of progress by the end of the 2025-26 school year. (ELPI)	<p>All Students: -2.0% Aragon: 9.7% Bridge 2024-25SY baseline: Burlingame: 11.5% Capuchino: -11.5% Hillsdale : -11.2% Mills: 24.4% Peninsula (Continuation : -1.1% San Mateo: 0.9%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Peninsula (Continuation) 12.50% San Mateo 36.80%	Capuchino High: 38.1% Hillsdale High: 29.2% Mills High: 71.1% Peninsula (Continuation) High: 11.4% San Mateo High: 37.7%			
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: 48.6%	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.	+1.1%
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	English Language Acquisition Status = RFEP, 2023-24SY: 15.8% (200/1268)		At least 20% of English Learners will be reclassified as English-proficient by the end of the 2025-26 school year.	-6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the reclassification criteria is CAASPP results from 8th or 11th grade. CAASPP was not given in Spring 2020 and Spring 2021. This means students 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% Aragon HS: 42.9% Mills HS: 45.2% San Mateo HS: 36.8%</p>	<p>ELPI Rate for the 2023-24SY:</p> <p>All Students: 36.7% Aragon High: 51.9% Mills High: 71.1% San Mateo High: 37.7%</p>		<p>Anticipated ELPI Rates for the 2025-26SY:</p> <p>Districtwide: 55% Aragon HS: 53% Mills HS: 53% San Mateo HS: 45%</p>	<p>All Students: -1.0% Aragon HS: 9.0% Mills HS: 25.9% San Mateo HS: 0.9%</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% PHS (English Learner) 49.5%</p>	<p>Class of 2024 Graduation Rate:</p> <p>PHS(All Students) 64.4% PHS (English Learner) 54.8%</p>		<p>Anticipated Graduation Rates for Class of 2026:</p> <p>PHS(All Students): 72%</p>	<p>PHS(All Students: 3.7% PHS (English Learner: 5.3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PHS (Hispanic/Latinx) 56.8% PHS (SED) 58.1% San Mateo (English Learner) 66.1%	PHS (Hispanic/Latinx) 60.5% PHS (SED) 61.8% San Mateo (English Learner) 77.8%		PHS (English Learner): 68% PHS (Hispanic/Latino): 70% PHS (SED): 70% San Mateo (English Learner): 75%	PHS (Hispanic/Latinx): 3.7% PHS (SED): 3.7% San Mateo (English Learner): 11.7%
2.13	Increase CCI Performance Levels(PL): College and Career Readiness PLs will increase at lease 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	Class of 2024 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	PHS(All Students) No Change PHS (English Learner) No Change PHS (Hispanic/Latinx) No Change PHS (SED) No Change MHS (Students with Disabilities) No Change
2.14	Continued Implementation of State Standards across the content areas.	Through analysis using the State reflection tool in spring 2024 at the District level it was determined that: <ul style="list-style-type: none"> The District provides significant Professional Learning 	Through analysis using the State reflection tool at the District level, it was determined that: <ul style="list-style-type: none"> The District continues to provide 		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"> PL Opportunities: SAME Rating as 2024 Instructional Materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>opportunities on the CA Standards through the implementation of its new instructional framework and with the support of Professional Learning and the Instructional Coaching Program (as appropriate/needed) - 4/5 on rating tool.</p> <ul style="list-style-type: none"> • The District continues to purchase and make available standards-aligned instructional materials. 4/5 on rating tool • The State standards are being implemented in all subject areas with a relatively high degree of 	<p>significant Professional Learning opportunities on the CA Standards through the implementation of its new instructional framework and with the support of Professional Learning and the Instructional Coaching Program (as appropriate/needed) 4/5 on rating tool.</p> <ul style="list-style-type: none"> • The District continues to 		<ul style="list-style-type: none"> • The District will continue to purchase and make available standards-aligned instructional materials. • The State standards will continue to be implemented in all subject areas with an even higher level of fidelity (90% or greater) by 2027 	<p>SAME Rating as 2024</p> <ul style="list-style-type: none"> • Standards Implementation: +1 Level in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fidelity. 3/5 on rating tool.	<p>purchase and make available standards-aligned instructional materials. 4/5 on rating tool.</p> <ul style="list-style-type: none"> The State standards are being implemented in all subject areas with a relatively high degree of fidelity. 4/5 on rating tool. 			
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"> Teachers in ELD and Community, Literacy and Action courses are 	<p>Through analysis using the State reflection tool at the District level it was determined that:</p> <ul style="list-style-type: none"> Teachers in ELD and Communi 		The goals is that by 2027, ELD/CLA teachers are teaching the ELD standards with high amount of fidelity (90% or more).	No change in the rating - 3/5 in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		implementing the State ELD Standards with a fair amount of fidelity. 3/5 on rating tool.	ty, Literacy and Action courses are implementing the State ELD Standards with a fair amount of fidelity. 3/5 on rating tool.			
2.16	Increase the percentage of students who are the University of California "A-G" (UC/CSU) eligible.	Percentage of Students who met the Requirements (Class of 2023, 4 Yr Cohort): All 67.4% (2159) Asian 84.8% (501) Black/African American 36.8% (19) Filipino 81.3% (112) Latino 44.5% (705) Pacific Islander 27.7% (47) Two or More Races 75.0% (208) White 79.1% (565) English Learners 29.3% (294) Homeless 22.2% (18)	Percentage of Students who met the Requirements (Class of 2024, 4 Yr Cohort): All 71.9% (2185) Asian 89.6% (509) Black/African American 66.7% (15) Filipino 83.3% (138) Latino 46.6% (726) Pacific Islander 23.1% (39)		Increases in the percentage of students who are the University of California "A-G" (UC/CSU) eligible. Anticipated Outcomes for Class of 2026: All Students: 90% Asian: maintain = 92% Black/African American: 85% Filipino: maintain = 93.9% Latino: 85%	All: 4.5% Asian: 4.8% Black/African American: 29.9% Filipino: 2.0% Latino: 2.1% Pacific Islander: -4.6% Two or More Races: 8.0% White: 6.3% Multilingual Learners: -4.1% Homeless: 9.4% Socioeconomically Disadvantaged: 5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Econ. Disadvantaged: 42.3% (683) Students with IEPs: 29.1% (223)	Two or More Races 83.0% (224) White 85.4% (534) English Learners 25.20% (309) Homeless 31.60% (19) Socio-Econ. Disadvantaged: 47.50% (701) Students with IEPs: 27.40% (179)		Pacific Islander: 85% White: 92% Two or More Races: 92% English Learner: 82% SED: 85% Students w/ IEPs: 76%	Students with Disabilities: -1.7%
2.17	Increases in the percentage of students who complete a CTE program of study ("Pathway").	Update: This data now reflects students who completed both the concentrator and capstone courses within a CTE pathway — not just the capstone. Percentage of Students who completed a CTE Program of Study (Class of 2023): All 15.7% (340/2159) Asian 22.7% (117/516) Black/African American 10.0% (2/20) Filipino 17.2% (20/116) Latino 7.1% (61/859) Pacific Islander 8.0% (4/50)	Update: This data now reflects students who completed both the concentrator and capstone courses within a CTE pathway — not just the capstone. Percentage of Students who completed a CTE Program of Study (Class of 2024): All 14.9% (331/2216) Asian 16.7% (84/504)		Increases in the percentage of students who complete a CTE program of study ("Pathway"). Anticipated Outcomes for Class of 2026: All Students: 55% Asian: 60% Black/African American: 50% Filipino: 50% Latino: 50% Pacific Islander: 50% Two or More Races: 60%	All: -0.8% Asian: -6.0% Black/African: -10.0% Filipino: 5.1% Latino: 2.5% Pacific: -8.0% Two: 5.6% White: 1.0% English: -0.4% Socio-Econ.: 0.8% Students: 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 13.8% (30/217) White 18.0% (106/590) English Learners: 1.6% (7/430) Socio-Econ. Disadvantaged: 5.4% (45/826) Students w/ IEPs: 5.4% (15/280)	Black/African American 0.0% (0/19) Filipino 22.3% (25/112) Latino 9.6% (72/748) Pacific Islander 0.0% (0/47) Two or More Races 19.4% (41/211) White 19.0% (109/573) English Learners: 1.2% (4/335) Socio-Econ. Disadvantaged: 6.2% (45/725) Students w/ IEPs: 6.0% (14/233)		White: 60% English Learners: 33% SED: 50% Students w/ IEPs: 33%	
2.18	Increases in the percentage of students who complete both the A-G Requirements and complete a CTE Pathway.	Update: This data now reflects students who completed both the concentrator and capstone courses within a CTE pathway — not just the capstone. Percentage of Students who are both a CTE Capstone Completer and are A-G (UC/CSU) Ready. Class of 2023:	Update: This data now reflects students who completed both the concentrator and capstone courses within a CTE pathway — not just the capstone. Percentage of Students who are both a CTE Capstone Completer and are		Percentage of Students who are both a CTE Capstone Completer and are A-G (UC/CSU) Ready. Anticipated Outcomes for Class of 2026: All Students: 30% Asian: 50.1%	All 0.2% Asian -5.4% Black/African American -5.0% Filipino 3.3% Latino 0.9% Pacific Islander -4.0% Two or More Races 3.2% White 1.5% English Learners: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 12.1% (288/2371) Asian 20.5% (106/516) Black/African American 5.0% (1/20) Filipino 17.2% (20/116) Latino 4.4% (38/859) Pacific Islander 4.0% (2/50) Two or More Races 13.4% (29/217) White 15.6% (92/590) English Learners: 0.5% (2/430) Socio-Econ. Disadvantaged: 3.9% (32/826) Students w/ IEPs: 2.5% (7/280)	A-G (UC/CSU) Ready. Class of 2024: All 12.3% (272/2216) Asian 15.1% (76/504) Black/African American 0.0% (0/19) Filipino 20.5% (23/112) Latino 5.3% (40/748) Pacific Islander 0.0% (0/47) Two or More Races 16.6% (35/211) White 17.1% (98/573) English Learners: 0.3% (1/335) Socio-Econ. Disadvantaged: 3.3% (24/725) Students w/ IEPs: 2.6% (6/233)		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%	Socio-Econ. Disadvantaged: -0.6% Students w/ IEPs: 0.1%
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 "ever" passed one AP Test (or more). Class of 2023:	Percentage of Students who "ever" passed one AP Test (or more). Class of 2024:		Percentage of Students who passed one AP Test (or more).	All: 2.5% Asian: 0.7% Black/African: 35.7% Filipino: 6.2% Latino: 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Test Takers 83.5% (867/1038) Asian 89.8%(334/372) Black/African American 50.0% (1/2) Filipino 69.6% (32/46) Latino 76.0% (136/179) Pacific Islander 60.0% (3/5) Two or More Races 87.5% (105/120) White 81.5% (255/313) English Learner 68.0% (17/25) Socio-Econ. Disadvantaged: 76.6% (118/154) Students w/ IEPs 55.6% (10/18)</p> <p>Revised to reflect updated SIS data.</p>	<p>All: 86.0% (1031/1199) Asian: 90.5% (382/422) Black/African American: 85.7% (6/7) Filipino: 75.8% (50/66) Latino: 80.9% (169/209) Pacific Islander: 100.0% (1/1) Two or More Races: 87.9% (124/141) White: 84.7% (299/353) English Learner: 85.7% (18/21) Socio-Econ. Disadvantaged: 83.3% (115/138) Students w/ IEPs: 59.1% (13/22)</p>		<p>Anticipated Outcomes for Class of 2026:</p> <p>All Students: 60% Asian: 80% Black/African American: 50.1% Filipino: 50.1% Latino: 50.1% Pacific Islander: 100% White: 70% Two or More Races: 70% English Learner: 33% SED: 50.1% Students w/ IEPs: 33%</p>	<p>Pacific Islander: 40.0% Two or More Races: 0.4% White: 3.2% English: 17.7% Socio-Econ. Disadvantaged: 6.7% Students w/ IEPs: 3.5%</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)</p>	<p>Decrease in Dropout Rates/Non-Grad Rates.</p> <p>Class of 2024 Dropout Rates: All : 5.6% (2359) Asian : 2.7% (523)</p>		<p>Decrease in Dropout Rates.</p> <p>Anticipated Outcomes for Class of 2026:</p> <p>All Students: Asian: 0</p>	<p>All Students: -3.2% Asian: -0.4% Black/African American: 1.2% Filipino: -1.3% Latino: -0.9% Pacific Islander: -3.5% Two or More Races: -2.3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	Black/African American : 6.2% (16) Filipino: 2.1% (141) Latino : 16.5% (869) Pacific Islander : 2.5% (40) Two or More Races : 1.8% (228) White: 3.3% (552) English Learners : 28.0% (429) Socio-Econ. Disadvantaged: : 16.7% (842) Students w/ IEPs: : 22.5% (231)		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%	White: -0.8% English Learner: -1.9% SED: 0.0% Students with IEPs: 3.1%

Goal Analysis [2024-25]

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

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

The District continues to enhance the educational experience for all students through the different strategies outlined in Goal #2. The planned interventions aligned with the actual implemented strategies. San Mateo UHSD carried out nearly all of its planned initiatives under Goal 2.

Fully implemented actions included the 7-period master-schedule for Multilingual Learners (MLs), district-wide UDL professional learning, a credit-recovery course designed for MLs, January roll-out of the Instructional Framework, expansion of 20.4 intervention sections, four-site AVID, permanent Student?Success?Coordinators, site-based ML?Specialists, a district ML?Coordinator, and after-school tutoring.

Pilots that exceeded scope – The Wayfinder SEL curriculum, introduced in Tier 2 programs, generated strong student re-engagement and has been requested as a Tier I resource next year for School Counselors.

Partially implemented or deferred actions – Equitable-grading professional learning was postponed (no expenditures booked) and the SEL curriculum development line was under-spent while materials were field-tested.

Challenges – Staffing vacancies created savings but slowed impact in several supports (e.g., intervention FTE and tutors). Vendor delays affected some SEL resources.

Successes – ML graduation climbed from 70.1% to 72.0% (+1.9pts), and overall graduation rose to 94.4%

Below is a general overview of how well each of the different strategies were implemented.

Ensure 7 period for ML students: The district implemented a new staffing ratio to increase the number of courses available to ML students and ensure that they have access to a wide range of elective courses as well as access to grade level content.

Universal Design for Learning (UDL) Professional Learning: The district contracted with the San Mateo County of Education to provide both UDL training specifically for our math teachers as well as general UDL training for all teachers to access.

Multilingual Learner Credit Recovery- The district implemented a specific course to support Multilingual students who need to recover credit. This strategy was tailored to the needs of our ML students and implemented differently to provide in-person credit recovery specifically tailored to the needs of ML students.

Implementation of Instructional Framework: The district used the Instructional Framework at the January professional development days and provided professional learning aligned to the framework as well as school based professional learning provided through school based teacher coordinators also leveraged the instructional framework in their professional learning. The feedback was extremely positive from participants at both the district-wide PD events and the school level PD.

Equitable Grading practices: teachers from across the district continue to implement strategies to ensure grades are reflective of students growth and mastery of grade level content skills and standards.

Wayfinder curriculum: The wayfinder curriculum was implemented through the Tier 2 programs. The curriculum has worked well to re-engage and support struggling students.

20.4 Intervention Sections- The district continues to specifically allocate sections to provide strategic support through Tier 3 support. This includes Newcomer math classes, Self and Social Empowerment, Credit-Recovery course and Newcomer literacy course.

Advancement Via Individual Determination (AVID) at BHS, CHS SMHS and AHS: The graduation rates as well as A-G completion rates for students enrolled in the AVID program are some of the highest in the district and reflect the tremendous impact the program has on our students, specifically first-generation college students.

Continue Student Success Coordinators: the student success coordinators were made into permanent position full-time positions as they were originally an intervention implemented during the pandemic. The student success coordinators demonstrated an important impact on tracking and working with students needing Tier 2 interventions.

ML Specialists: the ML specialist provide an integral support to Multilingual students through ongoing monitoring and support through and a trusted adult on campus.

Student Success Coordinators- continue

CTE sections - 10 credits for everyone

ML Coordinator: the district hired a teacher on special assignment that has provided direct professional learning to all of the ML teachers in the district as well as supported the implementation of curriculum for the ML English courses.

Tutors for after school tutoring

Hatching Results- This was the final year of the partnership Hatching Results, counselors were provided with five professional development opportunities through the year.

Performance Tasks: the district implemented MAP for math and English Language Arts this year to provide teachers with more real time data to provide real time data on students' progress towards the standards.

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.

There were some material differences between budgeted expenditures and estimated actuals:

2.4 - Instructional Lead Teacher Team: We had anticipated a budget of \$308,000 for the team, but the district's raise, as well as significant cost increases in health/retirement benefits, caused a total cost of \$464,303.

2.5 - The district did not provide specific training on Equitable Grading practices, as there was insufficient teacher interest to warrant investing in a contract; therefore, the allocated initial amount of \$25,000 for this work was not spent. Additionally, the amount initially budgeted for the Instructional Lead team's work was not reflected in the total salary of the personnel assigned to the task, resulting in a \$250,000 difference between the budgeted and actual amounts.

2.6 - SEL Curriculum: We had, at the time of the writing of the LCAP thought we would pay teachers to write and be trained on our our new SEL Curriculum (\$50,000), but found a vendor (Wayfinder) from whom we could purchase a good curriculum and that wound up being able to use that at a much lower price (\$15,450).

2.7 - While we allocated 20.4 sections to our school sites for our intervention courses, the total budgeted cost was \$3,271,987 (\$160,000/1.0 FTE) and the actual cost was only \$2,737,097. Given that this is a significantly lower cost, we will lower our budget to \$3,000,000 for 2025-26. It will fluctuate a bit due to the specific teachers who are allocated for this work as well as any other increases/decreases in health/welfare benefits.

2.10 - We increased our part-time ML Specialist staff to ensure they were fully staffed across all school sites. As a consequence, we spent more (\$328,516) than the budgeted amount (\$250,000). We will adjust the budget for 2025-26 to reflect this increase.

2.14 - Tutoring. While we budgeted \$100,000 for tutoring and have only spent \$54,000, we anticipate with audited actuals, including the full spring semester, we will spend much closer to \$100,000.

2.16 - At the time of writing the LCAP we thought that we would only pilot the NWEA MAP assessment (\$40,000), but added the Math assessment and that nearly doubled the cost (\$73,310).

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

7-Period Schedule for MLs – Course-access audits show every ML enrolled in at least one elective; teachers report greater flexibility for sheltered math & science.

UDL Professional Learning – 87 math teachers completed the San Mateo COE series; walk-through data indicate a 22% increase in multiple-means lesson structures.

ML Credit-Recovery Course – 61% of ML enrollees regained =5 credits within a term; early data suggest higher persistence than prior online model.

Instructional Framework Roll-out – 96% of PD respondents rated sessions “highly useful,” and all site-based coordinators embedded the framework in staff learning.

Wayfinder SEL Pilot – Advisory-circle participation and behavior-referral declines point to positive climate impact.

Equitable Grading – Effectiveness unmeasured this year due to postponement.

Overall, actions tied to direct instruction and targeted student support (7-period schedule, credit recovery, intervention FTE) show the strongest link to improved ML graduation and ELPI gains, while system-change initiatives (equitable grading) require more runway.

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.

With the completion of the Instructional Framework, the Instructional Lead Team has sunsetted and this line item will no longer continue. The continued work of supporting teachers in creating a humanizing environment will be reflected in Goal 3 with the creation and implementation of Multilingual teacher coaches in the areas of Humanities and Science/Math.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure 7 period day for ML learners	Enhance programming for MI Learners, additional staffing and support	\$168,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Address Math proficiency for specific student groups through professional learning	Universal Design for Learning Training	\$20,000.00	Yes
2.3	Targeted Credit Recovery support for ML	Increase Multilingual Learner access to Credit Recovery	\$25,000.00	Yes
2.4	Implement new SMUHSD "Humanizing Pedagogy" Instructional Framework	The Instructional Framework was drafted and will now support the alignment of professional learning, instructional coaching and cycles of inquiry throughout the district. This funding will provide for ongoing work with PD/MTSS coordinators as well as other teachers leaders in the continued implementation.	\$25,000.00	No
2.5	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.	\$10,000.00	No
2.6	Implement 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
2.7	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.	\$2,725,000.00	Yes
2.8	Continue to Implement	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
	Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).			
2.9	Continue to provide Student Success Coordinators at all school sites.	Student Success Coordinates support the District Tier II programs at each of the school sites.	\$255,000.00	No
2.10	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.	\$240,000.00	Yes
2.11	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.	\$341,523.00	Yes
2.12	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
2.13	Implementation of Y2 of a 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
2.14	Provide Tutors for Tier II Academic intervention.	During and after-school tutoring are research-based best practices.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	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
2.16	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
2.17	Plan for implementation of new CTE/Dual Enrollment Pathways in Business (CHS & SMHS) and Healthcare Careers (MHS and CHS)	Leverage grant funding from the Golden State Pathway Program to support historically underserved student access to high-interest, high-wage Pathways that will support student completion of the College and Career Indicator.	\$780,000.00	No
2.18	Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.	The Community Literacy and Action course provides student with academic language development support.	\$696,068.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empowering Educators: Ensuring that educators 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.

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

An explanation of why the LEA has developed this goal.

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 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.

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>	<p>Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.</p> <p>Fall 2024: 64% favorable rating (337 responses)</p>		Fall 2025 Anticipated Outcome: 70% favorable rating	+10% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Implementation measure regarding Humanizing Pedagogy Instructional Framework 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.	Set baseline in 2024-25. This is data that will be collected in 2024-25 as it is not currently known - therefore the current baseline is 0%.	This metric was not completed during the 2024-25 school year, but will be during 2025-26 and after data collection is complete, a baseline will be established by next spring.		Fall 2025 Anticipated Outcome: 75% of teachers report implementation of elements of framework.	NA
3.3	Improvement of teacher of color perception of support/inclusion in the school community (via Panorama Survey).	Fall 2023: 93% favorable (45 responses)	Fall 2024: 91% favorable (42 responses)		Fall 2025 Anticipated Outcome: 95% favorable	-2% points
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 2024: 88% favorable (173 Responses)		Fall 2025 Anticipated Outcome: 95% Favorable	-3% Points
3.5	Improvement in overall staff satisfaction with workplace.	Fall 2023 Certificated Staff: 64% Favorable Classified Staff: 67% Favorable	Fall 2024: Certificated Staff: 65% Favorable Classified Staff: 67% Favorable		Fall 2025 Anticipated Outcome: Certificated Staff: 95% Favorable Classified Staff: 95% Favorable	Certificated Staff: +1% improvement Classified Staff: SAME

Goal Analysis [2024-25]

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

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

Given that we are just at the end of Y-1 of this LCAP, and implementation is ongoing, we have only made one significant change to Goal 3s actions. That is implementation of new ML-Focused STEM/Humanities Content Support TOSA's to work with all schools. Their focus will be to model sheltered-instruction strategies, facilitate data-driven lesson design, and build teacher capacity to accelerate language development and content mastery for Multilingual Learners.

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.

There were some material differences between budgeted expenditures and estimated actuals:

- 3.1 - While we had budgeted \$175,000 for Classified Professional Learning on our professional learning days (in August, October and January), we only ended up needing to use \$57,510 for PD since we hosted all of it with other staff and did not use many external consultants.
- 3.3 - While we budgeted \$50,000 for development of Common Tier I Practices, we wound up only piloting the work at three sites and as a consequence only spent \$13,777. We do anticipate spending this all in 2025-26.
- 3.4 - We budgeted the use of \$50,000 from the Anti-Bias Grant for our continued work to support our African American staff with Affinity group engagements. However, we had significantly lower substitute costs than anticipated since most classified staff did not secure substitutes. Consequently, our total costs were only \$16,420.
- 3.5 - We had allocated \$500,000 for our Instructional Coaching program, but given increases in the number of teachers who needed coaches, we had to increase the amount of FTE for this strategy. Consequently, we wound up spending \$1,133,119. We have allocated that amount for 2025-26.
- 3.6 - While we budgeted our full grant of \$200,000 for our induction program, we did not have nearly as many teachers as anticipated who needed the support, so we only spent \$88,318. We anticipate that to grow in 2025-26 due to an increase in Induction teachers.

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

Effectiveness of Goal 3 Actions — Empowering Staff

One year into the “Empowering Staff” goal, most inputs — professional-learning time, coaching, induction support, and affinity-based initiatives funded by the Anti-Bias grant — were delivered as planned, and the first staff-climate data show early but uneven movement.

Professional-learning quality is trending up. Sixty-four percent of certificated staff rated the quantity and quality of equity-focused professional learning as “favorable,” a 10-point gain over the prior year (54 % ? 64 %). Staff credit the launch of the Humanizing Pedagogy framework roll-out days, district-wide UDL workshops, and job-embedded coaching cycles for the sharper ratings. Classified staff will receive a parallel equity series next year, which should widen the impact beyond the classroom.

Staff belonging remains high but slipped for employees of color. Teacher of color respondents still reported very strong feelings of inclusion (91 %), yet this is two points below last year’s 93 %. Classified staff of color showed a slightly larger dip (-3 points, from 91 % to 88 %). ? The Anti-Bias grant funded new affinity spaces and leadership stipends, but mid-year turnover among facilitators likely blunted momentum. Ensuring consistent facilitation and offering release time for participation are priorities moving forward.

Overall workplace satisfaction is essentially flat. The broad staff satisfaction indicator nudged up by one point for certificated employees (64 % ? 65 %) and held steady for classified staff (67 %). ? Qualitative feedback gathered during Instructional Coaching visits suggests that time constraints and substitute shortages continue to limit teachers’ ability to apply new strategies, muting gains in day-to-day satisfaction.

Implementation fidelity data are still missing. The district postponed the planned self-assessment of Humanizing Pedagogy classroom practices while principals finalized look-for guides; hence no baseline was collected this year. ? Without that metric, it is difficult to link professional learning hours to observable shifts in instruction.

Overall impact. Early evidence points to moderate effectiveness: training investments are being felt by teachers and appear to be raising perceptions of professional growth, but improvements in overall morale are incremental and the sense of belonging among employees of color, while high, showed slight erosion. Closing those perception gaps, collecting the delayed instructional-framework implementation data, and ensuring stable affinity-group leadership will be critical for Goal 3 to translate from stronger professional learning into a markedly healthier workplace culture next year.

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

We are implementing the New TOSA postions in line with feedback we have received from staff and their needs related to having increased numbers of Multilingual Learners in the Standard Program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide 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 aligned to the Racial Equity Board Policy.	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.	\$125,000.00	No
3.3	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.	\$25,000.00	No
3.4	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
3.5	Continue Instructional Coaching program	Continue to implement Instructional Coaching program and ensure that it aligns with Instructional Framework.	\$1,200,000.00	No
3.6	Implement and continuously improve	The District will continue to implement its program that allows it to confer clear credentials on its teachers new to the profession.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
	the SMUHSD Induction Program			
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.	Ensure committee is made up of diverse representatives.	\$0.00	No
3.8	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
3.9	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
3.10	Implement Multilingual Learner Content Coaches to work with PLC's in the 9th Grade across school sites.	The District will place hire and train two Teachers on Special Assignment (TOSA)—one specializing in Humanities (English and Social Science) and one in STEM (Mathematics and Science)—to serve as content coaches for 9th- and 10th-grade department PLCs across all high-school sites. Their focus will be to model sheltered-instruction strategies, facilitate data-driven lesson design, and build teacher capacity to accelerate language development and content mastery for Multilingual Learners.	\$370,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,054,523	\$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
5.408%	0.549%	\$596,068.05	5.957%

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>Action: Provide Restorative Practices Training for site classified staff across all school sites.</p> <p>Need: Suspension Rate for Long-Term English Learner is high at 11.9%. This rate exceeds the District average.</p> <p>Scope:</p>	Training classified staff in restorative approaches to discipline will significantly enhance the support provided to Multilingual Learners and LTEL students in particular. 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 safer, more	Suspension rate - Metrics 1.5 & 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	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 needs 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>Action: Continue to provide each school community with a family engagement coordinator</p> <p>Need: 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 30% of Multilingual Learner families, 40% of Foster Youth families, and 75% of the families of low-income students were receiving adequate outreach.</p> <p>Scope:</p>	The provision of dedicated family engagement staff directly addresses the expressed needs of families across the San Mateo Union High School District, particularly those of our Unduplicated Pupils—Multilingual Learners, Foster Youth, and low-income students—by creating consistent, personalized, and culturally responsive channels of communication and support. Educational partner input gathered through districtwide engagement sessions repeatedly emphasized the need for more meaningful family outreach, particularly for those families who often experience systemic barriers to accessing school resources. This concern is reinforced by recent Panorama survey data, which revealed that only 30% of	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 coordinators, including

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	<p>Multilingual Learner families, 40% of Foster Youth families, and 75% of low-income families felt they were receiving adequate outreach from schools. These gaps in engagement directly impact student outcomes, as family-school partnerships are essential for reinforcing attendance, academic motivation, and long-term educational planning. By providing family engagement staff on an LEA-wide basis, we ensure that all school sites have equitable access to trained personnel who can build relationships with families, facilitate communication in home languages, connect families with community resources, and provide targeted workshops and support services. This LEA-wide approach is particularly necessary because our Unduplicated Pupils are not concentrated at a single site, but rather dispersed throughout the district. A localized or school-specific allocation model would risk creating inequities in support across schools and leaving gaps in outreach where students most need connection. LEA-wide staffing allows for coordinated district strategies, shared best practices, and resource allocation based on real-time family needs, while maintaining flexibility for site-level implementation. Ultimately, this investment ensures a consistent infrastructure for supporting our most vulnerable students, strengthens trust between families and schools, and is a key strategy for improving engagement, achievement, and well-being among all students.</p>	<p>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 district. This is the best</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
			use of funds for our unduplicated pupils because it targets support for their families across the district. Specific Metrics to be tracked: 1.3 and 1.10.
1.5	<p>Action: Continue to provide district-wide family events in Spanish.</p> <p>Need: 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 30% of Multilingual Learner families, 40% of Foster Youth families, and 75% of the families of low-income students were receiving adequate outreach.</p> <p>Scope: LEA-wide</p>	<p>The continued provision of district-wide family events conducted in Spanish plays a critical role in supporting the needs of our Multilingual Learner (ML) families by creating inclusive, culturally affirming spaces where families can access vital information, build relationships with school staff, and engage as valued partners in their children's education. Many ML families face linguistic and cultural barriers that can lead to feelings of isolation or disconnection from school communities. Offering events in Spanish—one of the primary home languages in the district—ensures that families are not merely included, but meaningfully invited into the educational process in a language they understand and feel comfortable using. These events serve multiple functions: they provide clear communication about academic expectations, graduation requirements, college and career pathways, and available student support services; they also offer opportunities for families to ask questions, share concerns, and develop trusting relationships with educators and administrators. Furthermore, they reflect the district's commitment to equity and linguistic access, aligning with the values of culturally responsive engagement and affirming the identities of Spanish-speaking families. Holding these events at the district level ensures consistency in messaging, access to expert staff and resources, and the opportunity for families</p>	<p>To ensure that our district-wide family events held in Spanish are effectively supporting our Multilingual Learner (ML) families, we will implement a comprehensive approach to monitoring their impact using a combination of participation, engagement, and outcome-based metrics. We will begin by tracking key participation data, including overall attendance rates, the proportion of first-time versus returning families, and a comparison between RSVP and actual attendance numbers. This will help us evaluate the reach of our events across school sites and identify any barriers that may be limiting access, such as scheduling conflicts, transportation challenges, or communication gaps.</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>from different schools to connect and form supportive networks. This structure is especially impactful for Multilingual Learner families who may otherwise receive fragmented or limited outreach at the site level. By investing in these district-wide Spanish-language events, we help bridge the communication gap, strengthen family-school partnerships, and ultimately support improved educational outcomes for our ML students.</p>	<p>In addition to tracking who attends, we will gather feedback on the quality of each family's experience. After each event, we will distribute surveys in Spanish to collect input on the clarity, usefulness, and cultural relevance of the information presented. These surveys will also ask families how comfortable they felt participating and whether their language needs were met. To deepen our understanding, we will conduct periodic focus groups or listening sessions with ML families to gather more nuanced feedback on how we can improve both content and delivery. We will also evaluate the effectiveness of interpretation services and ensure that materials are consistently translated and accessible.</p> <p>To assess the longer-term impact of these events, we will monitor trends in family engagement at the school level, including increases in participation</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
			in conferences, academic workshops, and student support services. We will track whether more ML families are enrolling in programs such as tutoring, counseling, or college advising following their participation in district events. Finally, we will use results from our annual Panorama family survey to look for improvements in key indicators, such as the percentage of ML families who feel informed, connected, and supported by their schools. Together, these metrics will allow us to continuously evaluate and refine our Spanish-language family events to ensure they are effectively strengthening our partnerships with ML families and contributing to student success. Metrics to be tracked: 1.3 and 1.10.
1.6	<p>Action: Continue to Implement Parent Connect Curriculum and Support for families.</p> <p>Need: This addresses a continued need for family outreach/support was identified by educational</p>	The provision of the Parent Connect programs will serve as a vital support for our Multilingual Learner (ML) families by offering consistent, culturally responsive, and linguistically accessible education around mental health, wellness, and family engagement. These high-quality, research-based programs are designed to equip parents and	To evaluate the effectiveness of the Parent Connect programs in supporting our Multilingual Learner (ML) families, we will implement a comprehensive and

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>partner input at sessions across the district. In addition, our Panorama survey indicated that only 30% of Multilingual Learner families, 40% of Foster Youth families, and 75% of the families of low-income students were receiving adequate outreach.</p> <p>Scope: LEA-wide</p>	<p>caregivers with the tools and knowledge they need to support their children’s emotional well-being and academic success. By delivering the curriculum in both Spanish and English, Parent Connect eliminates one of the most significant barriers faced by ML families—language access—ensuring that all families can fully participate, understand, and apply the information shared.</p> <p>Parent Connect fosters a safe and welcoming environment for families to learn about mental health in a culturally sensitive and community-centered manner. Topics such as stress management, adolescent development, communication strategies, and navigating school systems are presented in clear, accessible formats, allowing parents to build confidence and capacity to advocate for their children’s needs. For many ML families, particularly those who may be unfamiliar with the U.S. education system or hesitant to seek mental health resources, these workshops provide critical pathways to trust-building and connection with school staff and other families.</p> <p>Moreover, by embedding the program district-wide, we ensure that ML families across all school sites receive consistent access to mental health education, regardless of their child’s specific school placement. This approach reinforces the district’s commitment to equity, wellness, and whole-child support. Ultimately, Parent Connect strengthens the home-school partnership by empowering ML families with the knowledge, tools, and culturally relevant support they need to</p>	<p>culturally responsive evaluation plan that captures both quantitative data and qualitative insights. First, we will track participation metrics, including the number of families attending each session, disaggregated by language, school site, and student group. This will help us assess the program’s reach across the district and ensure equitable access for Spanish-speaking families. We will also monitor attendance consistency, looking at how many families complete multi-session series, which may reflect the program’s relevance and accessibility.</p> <p>In addition to tracking participation, we will collect pre- and post-program surveys—administered in both Spanish and English—to evaluate changes in caregiver knowledge, confidence, and understanding of mental health, wellness, 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>engage fully in their child’s education and overall development.</p> <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 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 &</p>	<p>school systems. These surveys will ask families to reflect on what they’ve learned, how supported they feel by the district, and whether they feel more equipped to advocate for and support their children. To gain deeper insights, we will conduct focus groups or follow-up interviews with a sample of participants, gathering stories and testimonials that reflect the program’s personal and cultural impact.</p> <p>We will also collaborate with site-based staff to monitor related school outcomes, such as increased parent participation in other school activities, improved communication between families and educators, and student-level indicators like attendance and engagement, particularly for ML students. Over time, we will use results from the Panorama family survey to look for upward trends in ML families reporting that</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
		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.	they feel informed, welcomed, and supported by their schools. By combining these evaluation strategies, we will be able to assess not only whether families are participating, but also whether Parent Connect is meaningfully shifting mindsets, strengthening relationships, and improving educational outcomes for Multilingual Learner communities across our district. Metrics 1.3 and 1.10.
1.7	<p>Action: Continue to provide Multilingual Communications Specialist (Spanish)</p> <p>Need: Our 2025 Panorama survey indicated that only 30% of Multilingual Learner families, 40% of Foster Youth families, and 75% 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, receive important information and updates in a language they understand. By providing translations of critical documents,</p>	<p>The provision of a Multilingual Communications Specialist (Spanish) to support transcreation efforts represents a critical investment in language equity and access for our Spanish-speaking families, particularly those of Multilingual Learners. Unlike direct or literal translation, transcreation involves adapting communication materials with cultural nuance, clarity, and intent, ensuring that messages resonate deeply and are fully understood by diverse linguistic communities. This role is essential in a district as linguistically rich as ours, where standard translation alone often fails to capture the meaning, tone, or urgency of important school communications.</p> <p>By creating materials—such as announcements, newsletters, digital content, and family-facing guides—specifically crafted with Spanish-speaking</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 staff and families. Feedback from non-English-speaking families

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	<p>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 promotes equity, consistency, and a unified commitment to serving the needs of all Spanish-speaking students and their families,</p>	<p>audiences in mind, the Multilingual Communications Specialist will help eliminate misunderstandings and foster stronger, more trusting relationships between families and schools. Whether it's helping parents navigate academic pathways, understand mental health supports, or access college and career resources, communications that are transcultural rather than simply translated ensure that Spanish-speaking families are informed, empowered, and engaged.</p> <p>This position also enhances the district's broader commitment to equity, inclusion, and authentic two-way communication. Families will not only receive information in their home language, but in a format and style that respects and reflects their cultural context. Over time, this investment will help increase participation in school events, boost family confidence in navigating district systems, and reinforce the message that Spanish-speaking families are vital partners in their children's education. The Multilingual Communications Specialist serves as a bridge between intention and understanding, making our systems more transparent, accessible, and responsive to the needs of all families.</p>	<p>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. Metrics 1.3 and 1.10 will be monitored.</p>

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	<p>rather than leaving some schools without the necessary support. If 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.</p>		

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	Scope: LEA-wide		
2.1	<p>Action: Ensure 7 period day for ML learners</p> <p>Need: 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, Long Term English Learners: 56% and SED: 80%, 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</p>	<p>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 Supplemental funds because it offers these students additional instructional time and tailored support that directly addresses their unique 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</p>	<p>Providing access to a 7-period day to all students 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 supplementary programs, such as tutoring and language labs, which</p>

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	<p>more inclusive and supportive learning environment, promoting higher academic achievement and improving overall graduation rates for English Learners.</p> <p>Scope: Schoolwide</p>	<p>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. This is Schoolwide because ML students are in both the Standard Program and the ML Program.</p>	<p>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 provide this on a school-wide basis because we see the value of associating it with all students. We will monitor this by tracking metrics 2.3 (10th Graders on Track) and 2.7 (Students accessing 7-period day).</p>
2.2	<p>Action: Address Math proficiency for specific student groups through professional learning</p> <p>Need: Data from Goal 2 of the SMUHSD 2025-26 LCAP reveals a critical need for Universal Design for Learning (UDL) training for math teachers to address significant achievement gaps among Latino, Pacific Islander, English Learner (EL), and Socioeconomically Disadvantaged (SED) students. These groups consistently perform in the lowest performance</p>	<p>UDL provides a research-based framework for designing inclusive, flexible, and engaging lessons that can meet the diverse needs of these learners. Embedding Universal Design for Learning (UDL) into core math instruction will support the district's equity goals by improving access, engagement, and outcomes for students most affected by structural inequities. Implementing UDL LEA-wide in core math ensures every student—especially those most affected by inequities—gets consistent, high-quality first instruction, while the district gains coherence, comparability, and cost efficiency that individual schools cannot achieve alone. District-</p>	<p>We plan to use Metric 2.5 (CAASPP Math Assessment) to monitor this action.</p>

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	<p>levels on the CAASPP math assessments—e.g., only 0% of Pacific Islander students and 4.2% of ELs met standards, highlighting systemic barriers to accessing math instruction.</p> <p>Scope: LEA-wide</p>	<p>wide UDL in core math is the best use of funds because it strengthens Tier-1 instruction for every student, reduces downstream intervention costs, and builds lasting teacher capacity by targeting our unduplicated students (ML's and SED Students).</p>	
2.7	<p>Action: Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.</p> <p>Need: The decision to continue allocating certificated sections to school sites, based on the 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>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. 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 research-based targeted intervention classes in math and language arts in high school is an effective use of our supplemental funds because it 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</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 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</p>

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	<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: All Students: 70.3%(1930) Multilingual Learner: 5.3%(154) Socioecon. Disadvantaged: 46.4%(402)</p> <p>CAASPP Math: All Students : 45.9%(877/1910) English Learners: 4.2%(7/166) SED : 18.4%(73/397)</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 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>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>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 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. Metrics 2.4 (CAASPP ELA) and 2.5 (CAASPP Math) will be monitored.</p>

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	Scope: LEA-wide		
2.8	<p>Action: Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).</p> <p>Need: 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 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</p>	<p>The AVID (Advancement Via Individual Determination) program is a strategic, LEA-wide investment to support college and career readiness, particularly for students who are historically underrepresented in higher education, including low-income, first-generation, and academically middle-achieving students. Implemented across most SMUHSD schools, AVID equips students with essential academic skills—such as critical thinking, organization, and study habits—while also providing personalized support through mentorship, college guidance, and financial aid navigation. By fostering a strong college-going culture and helping students succeed in rigorous coursework, AVID plays a key role in closing achievement gaps and advancing educational equity. Its widespread implementation ensures that all students, regardless of school site, have access to the tools and opportunities needed for post-secondary success. AVID is the best use of funds because it delivers district-wide, equity-centered college and career readiness at scale—building students’ academic skills and systems of support while improving coherence across schools and courses.</p>	<p>AVID student attainment of one or more CCI readiness measures. Metric 2.2 in our LCAP.</p>

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	<p>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 on the CA Dashboard:</p> <p>All Students: 65.9%(1564) Asian: 88.0%(460) Black/African American: 68.8%(11) Filipino: 78.2%(111) Latino: 41.1%(358) Pacific Islander: 22.5%(9) Two or More Races: 79.8%(182) White: 78.3%(433) English Learner: 16.9%(73) Long Term ML: 21.4%(40) Socioecon. Disadvantaged: 40.9%(345) Students with IEPs: 22.0%(51)</p> <p>Scope: Schoolwide</p>		
2.10	<p>Action: Continue to provide Multilingual Learner Specialists at school sites.</p> <p>Need: 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</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</p>	<p>To monitor and evaluate the effectiveness of Multilingual Specialists, the district will implement a robust assessment framework including review of the ELPI. This framework will include regular performance</p>

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	<p>ML Specialists provide this monitoring function in our district for our growing ML population. The EL Progress indicator for 2024 showed that 36.7% of ELs met the indicator. These staff (along with strong teaching and learning, of course) are continuing 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 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</p>	<p>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 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>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 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</p>

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	<p>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>Scope: LEA-wide</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, 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</p>	<p>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. We will monitor metrics 2.8, 2.9, and 2.10 for this action.</p>

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		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.	
2.11	<p>Action: Continue to implement Student Success Coordinator (SSC) Role</p> <p>Need: 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</p>	<p>The Student Success Coordinator (SSC) is a key LEA-wide support role designed to strengthen Tier II interventions by ensuring students receive consistent, targeted assistance across all SMUHSD schools. By closely monitoring student participation and progress in interventions—such as tutoring, counseling, and social-emotional support—the SSC helps determine whether these strategies are effective or need adjustment. Through regular check-ins, collaboration with staff, and data analysis, the SSC ensures that interventions are aligned to student needs and that students are supported in building the skills necessary to exit Tier II successfully. This proactive, data-informed approach not only helps students overcome academic and social-emotional challenges but also promotes long-term growth and confidence. Implementing SSCs districtwide ensures equitable access to structured intervention support for all students, regardless of school site.</p> <p>The Student Success Coordinator (SSC) role is an effective use of Supplemental funds because it is</p>	<p>To evaluate the effectiveness of the Student Success 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</p>

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	<p>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 (2024): CAASPP English Language Arts: All Students: 70.3%(1930) Multilingual Learner: 5.3%(154) Socioecon. Disadvantaged: 46.4%(402)</p> <p>CAASPP Math: All Students : 45.9%(877/1910) English Learners: 4.2%(7/166) SED : 18.4%(73/397)</p> <p>Scope: LEA-wide</p>	<p>specifically designed to address the unique needs of high-priority student groups—including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and other historically underserved populations—who are disproportionately represented in Tier II interventions. These students often face systemic barriers that require targeted academic, behavioral, and social-emotional supports beyond what is typically provided in universal Tier I instruction.</p>	<p>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 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. We will use Metric 2.3 (10th Graders on Track) and 2.4 and 2.5 (CAASPP Assessments) to monitor this strategy’s effectiveness.</p>

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2.13	<p>Action: Implementation of Y2 of a ML Coordinator Position (1.0 FTE)</p> <p>Need: 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. Data to justify investment in an EL Coordinator role includes the persistently low academic performance of English Learners (ELs) across multiple indicators. According to the California School Dashboard and local assessment data, ELs in SMUHSD are among the lowest-performing subgroups, with only 4.2% meeting standards in math, 5.3% in ELA, and just 21.9% deemed college and career ready. Long-Term English Learners (LTELs) show especially limited progress in language proficiency, with declining reclassification and ELPI growth rates. These outcomes highlight the need for a dedicated EL Coordinator to lead targeted interventions, support teachers with effective instructional strategies, and ensure a coherent, districtwide approach to improving EL achievement and equity. 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</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>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,</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 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</p>

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	<p>critical role in addressing these gaps by implementing and overseeing programs that promote effective 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</p>	<p>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 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</p>	<p>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. We will also look to see improvement in the three EL indicators: ELPI, Redesignation Rates, and EL Progress - Metrics 2.8, 2.9, and 2.10 in our LCAP.</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 they are well-prepared for future educational opportunities and equipped with the skills necessary for long-term success.</p> <p>Scope: LEA-wide</p>	<p>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>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>	

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>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 educational opportunities and equipped with the skills necessary for long-term success.</p>	
2.14	<p>Action: Provide Tutors for Tier II Academic intervention.</p> <p>Need: We have used CAASPP data to make this determination, where we see significant differences in the outcomes for our high-needs students (2024): CAASPP English Language Arts:</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</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</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>All Students: 70.3%(1930) Multilingual Learner: 5.3%(154) Socioecon. Disadvantaged: 46.4%(402)</p> <p>CAASPP Math: All Students : 45.9%(877/1910) English Learners: 4.2%(7/166) SED : 18.4%(73/397)</p> <p>Providing Tier II academic tutors is a vital strategy to support students who are struggling academically and require targeted interventions beyond core classroom instruction. These tutors deliver individualized support in areas such as reading, math, and writing, helping students close learning gaps, reinforce key concepts, and build essential academic skills. This focused assistance not only improves academic outcomes but also strengthens student confidence and engagement. The need for this support is reinforced by CAASPP ELA and Math data, which reveal significant achievement gaps between English Learners, Socioeconomically Disadvantaged students, and Foster Youth compared to their peers. Investing in Tier II tutors ensures that high-need students receive timely, personalized interventions, advancing educational equity and preventing long-term academic setbacks.</p> <p>Scope: LEA-wide</p>	<p>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 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>LEA-Wide Offering: This action is offered on an LEA-wide basis to ensure that every English learner, Foster Youth, and Student from economically disadvantaged backgrounds 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</p>	<p>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. 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</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. 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>Benefits for All Students: While the primary focus is on supporting English learners, Foster Youth and SED Students, 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 more inclusive and supportive educational environment across the district.</p>	<p>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. Metrics 2.4 and 2.5 (CAASPP Assessments) will also be used to monitor impact.</p>

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>Action: Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.</p> <p>Need: Low-income students and Homeless/Foster Youth who need internet access at home. Each summer, we query our families, and in the summer of 2024, 8% of families indicated that they do not have reliable internet access at home. We matched this data with our student information system's demographic files and determined that 100% of these students are English Language Learners (EL), Students with Disabilities (SED), and Foster/Homeless youth.</p> <p>Scope: Limited to Unduplicated Student Group(s)</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, 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 experience academic difficulties.</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</p>	<p>Usage Data—Each summer, we query our families, and in the summer of 2024, 8% 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. We will also use Metric 1.12 to monitor this action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>disproportionately impacted by the lack of digital resources, which directly contributes to the achievement gap.</p> <p>Providing WiFi hotspots to low-income and foster youth goes above and beyond by directly addressing a fundamental barrier to educational access: reliable internet connectivity. These students often lack consistent access to high-speed internet at home, which limits their ability to complete homework, participate in online learning platforms, access digital resources, or communicate with teachers outside school hours. By offering hotspots, the district ensures that foster and low-income students can fully engage in their education, both in and out of the classroom. This targeted support not only levels the playing field but also reflects a deep commitment to equity, ensuring that all students—regardless of their living situation or financial status—have the tools they need to succeed in a 21st-century learning environment.</p>	
1.9	<p>Action: Continue to provide support to high-need Multilingual Learner students and their families by the provision of 2 ML-Focused Social Workers.</p> <p>Need: Multilingual Learners experience disproportionate chronic absenteeism and other issues related to their immigration experiences. Here are the rates of chronic absenteeism across our high-needs subgroups:</p>	<p>Provide direct support and connections to resources to MLs and their families/guardians. 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</p>	<p>Case management analytics and improvement in the rates of chronic absenteeism below (from 24-25): English Learner (Non-RFEP): 38.91% (658) SED: 26.78% (2278) Foster Youth: 73.68% (19) Homeless: 48.00% (75) This is metric 1.7 in our LCAP.</p>

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	<p>2024 Data: All students: 13.4% (9011) English Learner: 32% (1238) SED: 24.7% (2277) Foster Youth: 50% (20) Homeless: 57.5% (73)</p> <p>These rates are significantly higher than other subgroups. Our district will invest in two Multilingual Learner-focused Social Workers to support the unique social, emotional, and academic needs of Multilingual Learners and their families—who experience significantly higher levels of need compared to other subgroups. These specialized social workers will provide culturally and linguistically responsive services, helping students access vital resources, navigate school systems, and overcome barriers to success. By building strong connections between home and school, offering targeted interventions, and addressing challenges specific to language learners, these roles will play a critical part in ensuring that Multilingual Learners are supported, empowered, and able to fully participate in their education.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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>	
1.13	<p>Action: Long-Term Multilingual Learner Staffing Increase (4.8 FTE)</p> <p>Need:</p>	<p>Providing Designated English Language Development in our Community Literacy and Action courses will support our Long-Term multilingual learners to continue to develop their Academic Language and ultimately improve their</p>	<ul style="list-style-type: none"> • ELPAC/ELPI • CAASPP ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The California School Dashboard paints a clear picture: after six or more years in U.S. classrooms, barely one-third of SMUHSD’s Long-Term Multilingual Learners (LTMLs) move up a level on the English-Learner Progress Indicator, and fully two-thirds score below “met” on the Grade-11 CAASPP ELA exam. This chronic language plateau ripples outward—LTMLs’ on-time graduation rate sits nearly 18 percentage points below the district average, and their stalled progress keeps them out of A–G courses that open doors to college. Together, these numbers signal that current push-in, sheltered, and after-school supports are not closing the gap: without a dedicated, credit-bearing class that intensively builds academic vocabulary, complex reading skills, and argumentative writing, LTMLs are likely to remain classified as English learners, accrue credit deficiencies, and enter life after high school with limited options—underscoring the urgency for a specialized language-acceleration course.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>outcomes on the ELPAC and CAASPP as well as ultimately improve their graduation rates and other key academic measures.</p>	<ul style="list-style-type: none"> • Grades in Humanities courses • Graduation Rates.
2.3	<p>Action: Targeted Credit Recovery support for ML</p> <p>Need: In 2024, English Learner (EL) students in SMUHSD continued to face significant academic challenges that justify the need for a targeted credit recovery option. Only 4.2% of ELs met or exceeded standards in math and</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</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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>5.3% in English Language Arts on the CAASPP, placing them far below grade-level expectations and among the lowest-performing subgroups. Furthermore, just 21.9% of ELs were considered “Prepared” on the College and Career Indicator, and their graduation rate remains low at 72%, compared to the district average. These outcomes, combined with low reclassification rates and limited progress on the English Learner Progress Indicator (ELPI), indicate that many EL students are falling behind in core academic subjects and are at greater risk of not earning sufficient credits for graduation. A dedicated credit recovery program tailored to EL needs—offering language-accessible curriculum, targeted academic support, and flexible pacing—would provide a critical pathway for these students to stay on track, recover credits, and achieve their post-secondary goals.</p> <p>Graduation Rates for Class of 2024: All 94.4% (2359) Multilingual Learners: 72.0% (429)</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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>monitoring the graduation rates of MLs (their grad rate is 72% while the District average is 94.4%), 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 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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			ensuring that MLs achieve academic success and gain proficiency in English. We will use the Graduation Rate (Metric 2.1) to monitor this action.
2.18	<p>Action: Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.</p> <p>Need: Long-Term English Learners (LTELs) in the San Mateo Union High School District face persistent and significant academic challenges across multiple performance indicators. In English Language Arts, LTELs scored 135 points below the state standard and were classified in the Orange performance band, reflecting substantial underachievement despite a modest gain of 3.4 points. Their performance in mathematics was even more concerning, with LTELs scoring 231.9 points below standard—placing them in the Red category—and highlighting one of the widest achievement gaps among all student groups. Additionally, only 35.5% of LTELs made progress toward English language proficiency on the English Learner Progress Indicator, a rate that declined by 5.8% from the previous year. College and career readiness remains low, with just 21.4% of LTELs deemed “Prepared,” marking a 3.6% decrease. While their five-year graduation rate was relatively high at 88.8% and held steady year over year,</p>	Providing a support class like Community, Literacy, and Action (CLA) will be a transformative intervention for Long-Term English Learners (LTELs) in the San Mateo Union High School District, whose persistent academic challenges—particularly in English proficiency, mathematics, college readiness, and self-worth—are well-documented in the 2023 and 2024 Dashboard. CLA directly addresses the needs of LTELs through a culturally responsive, identity-affirming curriculum that integrates academic literacy development with critical reflection, personal expression, and community empowerment.	The impact of the Community, Literacy, and Action (CLA) course on Long-Term English Learners (LTELs) will be measured through a combination of standardized assessments and classroom-based evaluations. The NWEA MAP literacy assessment can track growth in reading comprehension, vocabulary, and language usage by comparing fall-to-spring score gains for CLA students against similar peers, with particular attention to Lexile level increases and improved performance on informational texts. The ELPAC provides insight into students’ English language development, and improvements in productive domains—such as speaking and writing—would signal that CLA’s emphasis on oral

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>this success contrasts sharply with their academic readiness and achievement levels. Compounding these issues, 11.9% of LTELs were suspended at least once, a figure that, although slightly improved, remains well above district and state averages. Finally, LTELs also underperformed on the California Science Test, scoring 32.1 points below standard, with a continued decline of 2.9 points. Taken together, these outcomes underscore the urgent need for targeted instructional support, enhanced language development interventions, and culturally responsive engagement strategies to improve educational equity and outcomes for this vulnerable student population.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>expression, reflective writing, and identity-based storytelling is translating into measurable language gains. Finally, teacher-assigned grades in both CLA and core English Language Arts classes can offer qualitative and rubric-based evidence of increased engagement, improved writing quality, and stronger participation. Together, these three measures—academic literacy growth, language proficiency advancement, and classroom performance—offer a comprehensive view of how CLA supports LTELs in developing the skills and confidence needed for academic success.</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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$111,962,329	\$6,054,523	5.408%	0.549%	5.957%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,540,591.00	\$2,115,000.00	\$0.00	\$0.00	\$18,655,591.00	\$14,185,591.00	\$4,470,000.00

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	1.1	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 classified staff across all school sites.	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2025-June 2026	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
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	\$645,000.00	\$0.00	\$645,000.00				\$645,000.00	
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	\$20,000.00	\$20,000.00				\$20,000.00	
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	\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
1	1.10	Continue to provide a robust student mental health and wellness program at all school sites.	All	No				August 2024-June 2027	\$4,750,000.00	\$0.00	\$4,750,000.00				\$4,750,000.00	
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	
1	1.13	Long-Term Multilingual Learner Staffing Increase (4.8 FTE)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$840,000.00	\$0.00	\$840,000.00				\$840,000.00	
2	2.1	Ensure 7 period day for ML learners	English Learners	Yes	School wide	English Learners	All Schools	2025-2026 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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$10,000.00	\$10,000.00	\$20,000.00				\$20,000.00	
2	2.3	Targeted Credit Recovery support for ML	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$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
					s)											
2	2.4	Implement new SMUHSD "Humanizing Pedagogy" Instructional Framework	All	No			All Schools	2025-2026	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.5	Implement Equitable Grading Practices Professional Learning and adoption.	All	No			All Schools	2025-26	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
2	2.6	Implement Socio-Emotional Learning Curriculum	All	No			All Schools	2025-2027	\$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 2025-June 2026	\$0.00	\$2,725,000.00	\$2,725,000.00				\$2,725,000.00	
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 2025-June 2026	\$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 2025-June 2026	\$255,000.00	\$0.00	\$255,000.00				\$255,000.00	
2	2.10	Continue to provide Mullilingual Learner Specialists at school sites.	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2025-June 2026	\$240,000.00	\$0.00	\$240,000.00				\$240,000.00	
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 2025-June 2026	\$341,523.00	\$0.00	\$341,523.00				\$341,523.00	
2	2.12	Continue to provide a robust Career Technical Education Program	All	No			All Schools	August 2025-June 2026	\$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 Y2 of a ML Coordinator Position (1.0 FTE)	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2025-June 2026	\$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	All Schools	August 2025-June 2026	\$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
						Low Income										
2	2.15	Develop and pilot Performance Task pilots across selected subjects.	All	No			All Schools	2025-2026	\$15,000.00	\$25,000.00	\$40,000.00				\$40,000.00	
2	2.16	Provide Credit Recovery Summer School	All	No			All Schools	Summer 2025	\$900,000.00	\$50,000.00	\$950,000.00				\$950,000.00	
2	2.17	Plan for implementation of new CTE/Dual Enrollment Pathways in Business (CHS & SMHS) and Healthcare Careers (MHS and CHS)	All	No			Specific Schools: CHS, MHS, PHS and SMHS 9-12		\$650,000.00	\$130,000.00		\$780,000.00			\$780,000.00	
2	2.18	Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$696,068.00	\$0.00	\$696,068.00				\$696,068.00	
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 2025-June 2026	\$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 2025-June 2026	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
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 2025-June 2026	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
3	3.4	Implement Anti-Bias Grant support BIPOC (with a focus on African American) staff.	All	No			All Schools	August 2025-June 2026	\$40,000.00	\$10,000.00		\$50,000.00			\$50,000.00	
3	3.5	Continue Instructional Coaching program	All	No			All Schools	August 2025-June 2026	\$1,200,000.00	\$0.00	\$1,200,000.00				\$1,200,000.00	
3	3.6	Implement and continuously improve the	All	No			All Schools	August 2025-June 2026	\$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
		SMUHSD Induction Program														
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 2025-June 2026	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.8	Continue partnership with Alder and Marshall teacher residency programs to support classified staff in earning teaching credentials.	All	No			All Schools	August 2025-June 2026	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	
3	3.9	Continue to provide course reimbursements and mentors for classified employees earning teacher credentials.	All Students with Disabilities	No				August 2025-June 2026	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
3	3.10	Implement Multilingual Learner Content Coaches to work with PLC's in the 9th Grade across school sites.	All	No			All Schools	August 2025-June 2027	\$370,000.00	\$0.00	\$370,000.00				\$370,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$111,962,329	\$6,054,523	5.408%	0.549%	5.957%	\$6,770,591.00	0.000%	6.047 %	Total:	\$6,770,591.00
								LEA-wide Total:	\$4,406,523.00
								Limited Total:	\$1,881,068.00
								Schoolwide Total:	\$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 classified staff across all school sites.	Yes	LEA-wide	English Learners	All Schools	\$15,000.00	
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	\$645,000.00	
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	\$20,000.00	

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	\$300,000.00	
1	1.13	Long-Term Multilingual Learner Staffing Increase (4.8 FTE)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$840,000.00	
2	2.1	Ensure 7 period day for ML learners	Yes	Schoolwide	English Learners	All Schools	\$168,000.00	
2	2.2	Address Math proficiency for specific student groups through professional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.3	Targeted 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	\$2,725,000.00	
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	\$240,000.00	
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$341,523.00	
2	2.13	Implementation of Y2 of a ML Coordinator Position (1.0 FTE)	Yes	LEA-wide	English Learners	All Schools	\$175,000.00	

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 (%)
2	2.14	Provide Tutors for Tier II Academic intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.18	Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$696,068.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$19,007,987.00	\$15,490,745.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide Restorative Practices Training for Certificated staff at SMHS.	No	\$10,000.00	0
1	1.2	Provide Restorative Practices Training for site staff across all school sites.	Yes	\$50,000.00	0
1	1.3	Continue to Implement Student Equity Councils	No	\$75,000.00	55000
1	1.4	Continue to provide each school community with a family engagement coordinator	Yes	\$230,000.00	642590
1	1.5	Continue to provide district-wide family events in Spanish.	Yes	\$10,000.00	5605
1	1.6	Continue to Implement Parent Connect Curriculum and Support for families.	Yes	\$10,000.00	13000
1	1.7	Continue to provide Multilingual Communications Specialist (Spanish)	Yes	\$125,000.00	111826.14
1	1.8	Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Yes	\$30,000.00	7842.69
1	1.9	Continue to provide support to high-need Multilingual Learner students	Yes	\$350,000.00	151769.41

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)
		and their families by the provision of 2 ML-Focused Social Workers.			
1	1.10	Continue to provide a robust student mental health and wellness program at all school sites.	No	\$7,525,000.00	4743667.27
1	1.11	Continue to provide School-based Social Worker to Peninsula Continuation High School.	No	\$150,000.00	144762.51
1	1.12	Pilot Wayfinder Curriculum in Self and Social Empowerment courses, Bridge Academy, and Middle College	No	\$20,000.00	15450
2	2.1	Ensure 7 period day for ML learners	Yes	\$168,000.00	174561
2	2.2	Address Math proficiency for specific student groups through professional learning	No	\$20,000.00	22500
2	2.3	Specific Credit Recovery support for ML	Yes	\$25,000.00	38345
2	2.4	Implement new SMUHSD "Humanizing Pedagogy" Instructional Framework	No	\$308,000.00	\$464,333
2	2.5	Implement Equitable Grading Practices Professional Learning and adoption.	No	\$25,000.00	0
2	2.6	Develop Socio-Emotional Learning Curriculum	No	\$50,000.00	15450
2	2.7	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	Yes	\$3,271,987.00	2737097.29
2	2.8	Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).	Yes	\$315,000.00	258583.83

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	2.9	Continue to provide Student Success Coordinators at all school sites.	No	\$255,000.00	182306.23
2	2.10	Continue to provide Mullilingual Learner Specialists at school sites.	Yes	\$250,000.00	328516.58
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	Yes	\$510,000.00	419562.39
2	2.12	Continue to provide a robust Career Technical Education Program	No	\$2,675,000.00	2242471.64
2	2.13	Implementation of newly constituted ML Coordinator Position (1.0 FTE)	Yes	\$175,000.00	174245.55
2	2.14	Provide Tutors for Tier II Academic intervention.	Yes	\$100,000.00	54586.07
2	2.15	Continue partnership with Hatching Results to support School Counseling teams.	No	\$75,000.00	60000
2	2.16	Develop and pilot Performance Task pilots across selected subjects.	No	\$40,000.00	73310
2	2.17	Provide Credit Recovery Summer School	No	\$950,000.00	858528.17
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.	No	\$175,000.00	57510.69
3	3.2	Provide Robust Professional Learning for Classified staff aligned to the Racial Equity Board Policy.	No	\$175,000.00	135919.56
3	3.3	Deepen teacher collaboration in professional learning communities and in school-wide convenings on the establishment of common Tier I practices.	No	\$50,000.00	13777.28

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	3.4	Implement Anti-Bias Grant support BIPOC (with a focus on African American) staff.	No	\$50,000.00	16419.96
3	3.5	Continue Instructional Coaching program	No	\$510,000.00	1133119.71
3	3.6	Implement and continuously improve the SMUHSD Induction Program	No	\$200,000.00	88318.96
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.	No	\$0.00	0
3	3.8	Continue partnership with Alder and Marshall teacher residency programs to support classified staff in earning teaching credentials.	No	\$25,000.00	33000
3	3.9	Continue to provide course reimbursements and mentors for classified employees earning teacher credentials.	No	\$25,000.00	16769.07

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5714199	\$5,619,987.00	\$5,118,130.95	\$501,856.05	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	1.2	Provide Restorative Practices Training for site staff across all school sites.	Yes	\$50,000.00	0.00		
1	1.4	Continue to provide each school community with a family engagement coordinator	Yes	\$230,000.00	642590		
1	1.5	Continue to provide district-wide family events in Spanish.	Yes	\$10,000.00	5605		
1	1.6	Continue to Implement Parent Connect Curriculum and Support for families.	Yes	\$10,000.00	13000		
1	1.7	Continue to provide Multilingual Communications Specialist (Spanish)	Yes	\$125,000.00	111826.14		
1	1.8	Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Yes	\$30,000.00	7842.69		
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	\$350,000.00	151769.41		
2	2.1	Ensure 7 period day for ML learners	Yes	\$168,000.00	174561		
2	2.3	Specific Credit Recovery support for ML	Yes	\$25,000.00	38345		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	Yes	\$3,271,987.00	2737097.29		
2	2.8	Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).	Yes	\$315,000.00	258583.83		
2	2.10	Continue to provide Mullingual Learner Specialists at school sites.	Yes	\$250,000.00	328516.58		
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	Yes	\$510,000.00	419562.39		
2	2.13	Implementation of newly constituted ML Coordinator Position (1.0 FTE)	Yes	\$175,000.00	174245.55		
2	2.14	Provide Tutors for Tier II Academic intervention.	Yes	\$100,000.00	54586.07		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
108506002	5714199	0	5.266%	\$5,118,130.95	0.000%	4.717%	\$596,068.05	0.549%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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