SAN MATEO COUNTY OFFICE OF EDUCATION

Program Team Review: SMCOE 2026-27 LCAP Clarification Table

District: San Mateo Union High School District

On or Before August 18th:
The following items need clarification in your 2026-27 LCAP. If the response you submit is determined to be sufficient, you will be notified, and a copy of this clarification table will be posted with your LCAP on the SMCOE website.

The components of the LCAP for the 2026-27 LCAP year must be posted as one document assembled in the following order:

1. The 2026-27 Budget Overview for Parents
2. The 2026-27 LCAP
3. The Action Tables for the 2026-27 LCAP
4. The Instructions for the LCAP Template

SELPA				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
Page 15 Engaging Educational Partners	Parental involvement and family engagement of individuals with exceptional needs EC 52060 (d)(3)(A) ● Explicitly state parents/guardians of SWDs were engaged (if they were), or list the type of meeting used to engage these families	SMUHSD will revise the Engaging Educational Partners section to explicitly state that parents/guardians of students with disabilities were included in the LCAP engagement process. Parents/guardians of students with disabilities were engaged through the district's Equity Advisory Committee, which serves as the LCAP Parent Advisory Committee and includes parents/guardians and educational partners representing the district's diverse student populations, including students with disabilities. The draft LCAP was presented to the Equity Advisory Committee for review and comment during the April 9, 2026 meeting. In addition, the district consulted with SELPA representatives through their participation in Equity Advisory meetings and through Administrator Council meetings on February 27, March 27, and April 24, 2026. Feedback from these consultation	No further clarification required.	

SELPA				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
		processes informed the district's continued focus on inclusive learning environments, special education staffing and support, access to the general education curriculum, co-teaching and intervention models, graduation readiness, and college/career readiness for students with disabilities.		

Plan Summary				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**

Pages 5-10 Reflections: Annual Performance	Clearly identify all required 2023 CA Dashboard lowest performing indicators, including: ● any school within the LEA that received the lowest performance level on one or more state indicators; ● any student group within the LEA that received the lowest performance level on one or more state indicators; and ● any student group within a school within the LEA that received the lowest performance level on one or more state indicators.	SMUHSD will revise the Reflections: Annual Performance section to explicitly identify the required 2023 California School Dashboard lowest-performing indicators that remain applicable for the 2024-27 LCAP cycle. The revised language will clearly state the following: Based on the 2023 California School Dashboard, SMUHSD identified the following lowest-performing indicators for the 2024-27 LCAP cycle: 1. **Student groups within the LEA receiving the lowest performance level on one or more state indicators:**	No further clarification required.	

		○ **English Learners** received the lowest performance level on the English Learner Progress Indicator, with 37.7% of English Learners making progress toward English language proficiency. ○ **Hispanic students** received the lowest performance level in Mathematics. ○ **Pacific Islander students** received the lowest performance level in Mathematics. ○ **Socioeconomically Disadvantaged students** received the lowest performance level in Mathematics.		

		○ **Foster Youth** received the lowest performance level in Suspension Rate. ○ **Homeless students** received the lowest performance level in Suspension Rate. 2. **Additional student groups with low outcomes requiring continued attention:** ○ English Learners also demonstrated significant need in ELA, mathematics, graduation rate, and college/career readiness. ○ Students with Disabilities demonstrated low outcomes in college/career readiness and graduation rate.		

		○ Pacific Islander, Homeless, and Socioeconomically Disadvantaged students demonstrated continued need across academic, engagement, and school climate indicators.		

		3. **Student groups within schools receiving the lowest performance level on one or more state indicators:** SMUHSD will include the complete school-by-student-group 2023 Dashboard list in the revised LCAP. The district will review the 2023 Dashboard Additional Reports and add the specific school-level student group indicators to ensure that every 2023 Red indicator is named and addressed by one or more LCAP actions. These indicators will remain identified for the full three-year LCAP cycle, consistent with LCAP instructions.		

		The district will also retain the 2025 Dashboard reflection already included in the adopted LCAP to describe current progress and current areas of need, while clarifying that the required 2023 Red indicators are the indicators that remain fixed for the three-year cycle.		

Engagement with Educational Partners				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
	No further clarification required.			

Goals and Actions				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**

Page 61 Action 2.16 LREBG Requirements	The action is funded, in part, with LREBG funds, revise the action description to include LREBG requirements: ● an explanation of how research supports the selection of this action ● The metrics used to monitor the impact of LREBG funds for the action	SMUHSD will revise Action 2.16 to include the required LREBG language. The revised action description will state that Action 2.16, Provide Credit Recovery Summer School, is supported in part by $264,930 in Learning Recovery Emergency Block Grant funds and is therefore an LREBG action. The revised description will include the following:	No further clarification required.	

		Action 2.16 provides credit recovery summer school to students who need additional time, instruction, and support to recover credits, complete graduation requirements, and remain on track for graduation. This action is aligned with allowable LREBG uses because it provides learning recovery, credit recovery, and academic intervention for students who experienced interrupted learning and who continue to need additional academic support. The action responds to the district's needs assessment and local data showing that students needing targeted academic support, including English Learners, Long-Term English Learners, low-income students, foster youth, students experiencing homelessness, and students with disabilities, are more likely to need additional opportunities for credit completion and on-time graduation support.		

Goals and Actions				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
		Research and district experience support this action because extended learning time, targeted small-group instruction, credit recovery, progress monitoring, and timely intervention are evidence-based strategies for improving course completion, credit accrual, and graduation outcomes. The district will monitor the impact of the LREBG-supported portion of this action using Metric 2.16, the percentage of students who complete credit recovery courses and remain on track for graduation, along with related local indicators including credits recovered, course completion, 10th-grade on-track data, graduation rate, and disaggregated outcomes for English Learners, Long-Term English Learners, low-income students, foster youth, homeless students, and students with disabilities.		

Goals and Actions				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
Pages 114 and Planned Expenditure Table	The Planned Expenditure Table must reflect the planned expenditure allocation of LREBG funds in the “Other State Funds” column.	SMUHSD will revise the Planned Expenditure Table for Action 2.16 to show the $264,930 LREBG allocation in the “Other State Funds” column. The total planned expenditure for Action 2.16 will remain $950,000. The expenditure table will show $264,930 as Other State Funds/LREBG and the remaining $685,070 as the district’s non-LREBG contribution to the credit recovery summer school program. This revision will align the action description, LREBG narrative, and expenditure table.	No further clarification required, please update.	

Pages 69 Goal 4: State Priorities address by this goal	Identify the state priority areas (1-8) this goal intends to address.	SMUHSD will revise Goal 4 to identify the state priorities addressed by the Equity Multiplier Focus Goal for Bridge Academy. The revised section will mark the following priorities: ● Priority 2: State Standards ● Priority 4: Pupil Achievement ● Priority 5: Pupil Engagement ● Priority 6: School Climate ● Priority 7: Course Access ● Priority 8: Other Pupil Outcomes These priorities align with the purpose of Goal 4, which is to increase academic success, credit attainment, graduation readiness, English language development, student engagement, school belonging, and postsecondary preparation for newcomer Multilingual Learner/English Learner students at Bridge Academy. _____	No further clarification required.	

Page 72 Action 4.2	Provide a description of the action.	SMUHSD will revise Action 4.2 to include the following action description: Action 4.2 will provide high-dosage tutoring to students at Bridge Academy. Equity Multiplier funds will be used to provide targeted tutoring for Bridge Academy newcomer Multilingual Learner/English Learner students in literacy, numeracy, English language development, course completion, credit recovery, and college/career readiness. Tutoring will be coordinated with teachers, counselors, and the site MTSS process so students receive targeted support aligned to current coursework, student work, formative assessment data, credit needs, and language-development goals. This action is intended to supplement the core Bridge Academy program by providing additional individualized and small-group academic support that accelerates English language development, credit completion, graduation readiness, and postsecondary preparation.	No further clarification required.	

Various Pages Actions 4.1 and 4.2	Adjust the “Contributing” status to appropriately match the use of Equity Multiplier Funding. Revise the “Required Descriptions” portion of the “Increased or Improved Services” to match the “Contributing” status of the actions. Revise the planned expenditures tables to reflect the appropriate categories of funding for the use of Equity Multiplier Funds directed toward these actions.	SMUHSD will revise Actions 4.1 and 4.2 so that they are not identified as contributing to the LCFF increased or improved services requirement. These actions are funded with Equity Multiplier funds, not LCFF Supplemental and Concentration funds. Therefore, they should not be included in the Contributing Actions Table and should not be included in the Increased or Improved Services required descriptions. The district will revise the LCAP as follows: ● Action 4.1, Evidence-based Professional Development on Culturally Responsive Pedagogy, will be marked “Contributing: No.” ● Action 4.2, Provide High-Dosage Tutoring to Students at Bridge Academy, will be marked “Contributing: No.” ● Actions 4.1 and 4.2 will be removed from the Increased or Improved Services required descriptions.	No further clarification required, please update.	

Goals and Actions				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
		• The descriptions of Actions 4.1 and 4.2 will remain in Goal 4 as Equity Multiplier-funded actions. • The Planned Expenditure Tables will show the $93,000 in Equity Multiplier funding in the appropriate non-LCFF fund category, with $50,000 for Action 4.1 and $43,000 for Action 4.2.		

Increased or Improved Services				
Page # in the	**Clarification Needed**	**District Response**	**COE Response**	**Additional District**

Increased or Improved Services				
LCAP and Item description			**to District**	**Response (if Needed)**
Pages 76-78 Required Descriptions Action 1.5	Provide a clear description of how this action aligns with the best use of funds to meet the needs of English learners, foster youth, and/or low-income students.	SMUHSD will revise the required description for Action 1.5 to clarify that districtwide Spanish-language family events are principally directed toward English Learners and low-income families whose primary home language is Spanish and who may face barriers to accessing school and district information. The revised description will state that the action is aligned with the best use of funds because English Learner and low-income families are more likely to experience barriers related to language access, unfamiliarity with high school graduation and college/career systems, and limited access to information about tutoring, attendance supports, mental health resources, reclassification, credit completion, and postsecondary planning. The action addresses these needs by providing family events in	No further clarification required.	

Increased or Improved Services				
		Spanish that make key information accessible, culturally responsive, and actionable. These events help families understand academic expectations, graduation and college/career requirements, attendance expectations, student wellness supports, and how to partner with schools to support student success. The action is provided LEA-wide because Spanish-speaking English Learner and low-income families are enrolled across multiple school sites, and districtwide events allow SMUHSD to provide consistent information, equitable access, and opportunities for families across the district to engage with staff in a language they understand.		
Various Pages Required Descriptions Actions: 1.4, 1.5, 1.6, 2.13, 1.8, 1.9	Update the unique identified needs to reflect the most currently available context.	SMUHSD will revise the unique identified needs for Actions 1.4, 1.5, 1.6, 1.8, 1.9, and 2.13 to reflect the most current 2025 Dashboard and local data context. The revised descriptions will reference current needs including:	No further clarification required.	

Increased or Improved Services				
		• English Learners remain below district averages in graduation rate, College/Career Indicator preparedness, ELA, mathematics, and English Learner Progress. • Long-Term English Learners continue to need targeted support in academic language, ELA, math, credit completion, and college/career readiness. • Socioeconomically disadvantaged students continue to demonstrate need in mathematics, college/career readiness, and access to rigorous coursework and supports. • Students experiencing housing instability and foster youth need coordinated outreach, attendance support, and connection to academic and social-emotional services. • English Learners and		

Increased or Improved Services				
		low-income families continue to need multilingual communication, culturally responsive family engagement, access to information about academic progress and graduation requirements, and support navigating school systems. ● Students without reliable home internet access need technology access to participate fully in digital learning, complete assignments, communicate with staff, and access intervention and college/career tools. ● Newcomer and high-need multilingual learner students need culturally and linguistically responsive social work support, resource navigation, attendance support, and connection to academic and wellness services. The district will update each action's identified need section so		

Increased or Improved Services				
		that the needs are current, specific to the unduplicated student group or groups being served, and aligned with the corresponding action.		
Various pages Required Descriptions Actions 1.6, 2.2, 2.7	Provide a description for how the action is designed to meet the identified need(s) of English learners, foster youth, and/or low-income students.	SMUHSD will revise the required descriptions for Actions 1.6, 2.2, and 2.7 to more clearly explain how each action is designed to meet the identified needs of unduplicated student groups. **Action 1.6 — Parent Connect Curriculum and Support for Families:** This action is designed to meet the needs of English Learners, foster youth, and low-income students by strengthening families' ability to understand school systems, support student wellness, monitor academic progress, and access school and community resources. Parent Connect provides family/caregiver education in accessible language, including Spanish and English, and supports families in understanding mental	No further clarification required.	

Increased or Improved Services				
		health and wellness, attendance, graduation requirements, school supports, and ways to partner with educators. Targeted outreach through family engagement coordinators, counselors, MTSS teams, and attendance teams will prioritize families of English Learners, foster youth, and low-income students who may face barriers to full participation in school systems. **Action 2.2 — Address Math Proficiency for Specific Student Groups Through Professional Learning:** This action is designed to meet the academic needs of English Learners, foster youth, and low-income students by improving teachers' ability to provide rigorous, accessible, and responsive mathematics instruction. Professional learning will focus on instructional practices such as scaffolding, formative assessment, academic language development, culturally responsive pedagogy, collaborative learning,		

Increased or Improved Services				
		and use of student work/data to identify and respond to learning gaps. Because 2025 Dashboard and local data continue to show mathematics gaps for English Learners and socioeconomically disadvantaged students, this action supports teachers in designing instruction that helps students access grade-level standards while receiving the targeted supports needed to accelerate learning. **Action 2.7 — Continue to Implement Additional Staffing to Each Site to Support Intervention with Unduplicated Pupils:** This action is designed to meet the needs of English Learners, foster youth, and low-income students by increasing site capacity to provide targeted academic intervention, monitor progress, and respond when students are off track. Additional staffing allows sites to identify students needing support through course grades, credit accrual, attendance, assessment data, and teacher referrals; provide		

Increased or Improved Services				
		intervention and follow-up; and coordinate supports through counseling, MTSS, tutoring, and student success systems. This action is provided LEA-wide because unduplicated students attend all schools, but it is principally directed toward English Learners, foster youth, and low-income students because these students are more likely to need targeted support to remain on track for graduation, access rigorous coursework, and improve academic outcomes.		
Pages 89-91 Required Descriptions Action 2.8	Correct reference that this is an LEA wide action within the "How the Action Addresses Need" column. This action's scope is identified as a Schoolwide action.	SMUHSD will revise the "How the Action Addresses Need" column for Action 2.8 to remove the reference to the action being LEA-wide. The action will be described consistently as a schoolwide action at the schools identified for AVID implementation. The revised description will state that Action 2.8 is schoolwide at the participating schools because AVID is implemented through schoolwide	No further clarification required.	

Increased or Improved Services				
		systems, counseling, academic supports, college-going culture, and instructional strategies that are intended to increase college readiness and academic success at those school sites, while principally supporting low-income students and other historically underserved students.		
Pages 91-92 Required Descriptions Action 2.10	Clarify if this service is an LEA-wide action providing services to all students or a limited action providing services to only the unduplicated student groups identified. If the action is LEA-wide, revise the description to include ● a rationale for why the service is provided to all students ● the anticipated benefit to all students ● a determination for how this action aligns with the best use of funds to meet the needs of	SMUHSD will revise Action 2.10 to clarify that this is a limited action provided to English Learners. Action 2.10 funds Multilingual Learner Specialists at school sites. These staff members provide targeted support to English Learner students by monitoring English language development, supporting ELPAC and reclassification processes, coordinating services for English Learners, supporting teachers with student-specific data and language-development needs, and helping ensure that English Learners receive appropriate designated and integrated ELD	No further clarification required.	

Increased or Improved Services				
	English learners, foster youth, and/or low-income students	supports. Because the action is designed to directly serve English Learners, the district will revise the scope in the Increased or Improved Services section and in the expenditure tables to identify the action as “Limited to Unduplicated Student Group(s): English Learners,” rather than LEA-wide. This revision will align the action description, scope, student group, and funding table.		

Contributing Action Table				
Page # in the LCAP and Item description	**Clarification Needed**	**District Response**	**COE Response to District**	**Additional District Response (if Needed)**
Pages 114, 118 Action 2.10	Ensure the scope of the action in the expenditure tables matches any revisions made in the required descriptions portion of the Increased or Improved Services section.	SMUHSD will revise the expenditure tables for Action 2.10 to match the revised required description. Action 2.10 will be listed as a limited action for English Learners, with location identified as all schools where Multilingual Learner Specialist services are provided. This will ensure that the action title, description, scope, student group, and expenditure table are consistent.	No further clarification required.	
Pages 114 Contributing Actions Table	The Contributing Actions Table must reflect only LCFF funding. Revise Action 2.16 to reflect only LCFF funds.	SMUHSD will revise the Contributing Actions Table so that it reflects only LCFF-funded contributing actions and does not include LREBG or other non-LCFF funds. For Action 2.16, the district will ensure that the $264,930 in LREBG funds is shown only in the Planned Expenditure Table under Other State Funds. The Contributing Actions Table will not include the LREBG-funded portion of Action 2.16. If Action 2.16 remains listed in the Contributing Actions Table, the table will reflect only	No further clarification required.	

Contributing Action Table				
		the LCFF-funded portion of the action and will exclude the LREBG/Other State Funds amount. This will align the Contributing Actions Table with the requirement that it reflect only LCFF funds.		
Other	For further clarifications see the Business Clarification Table			

[Back to the Top]