

LCFF Budget Overview for Parents

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

CDS Code: 41690470000000

School Year: 2026-27

LEA contact information:

Randall Booker

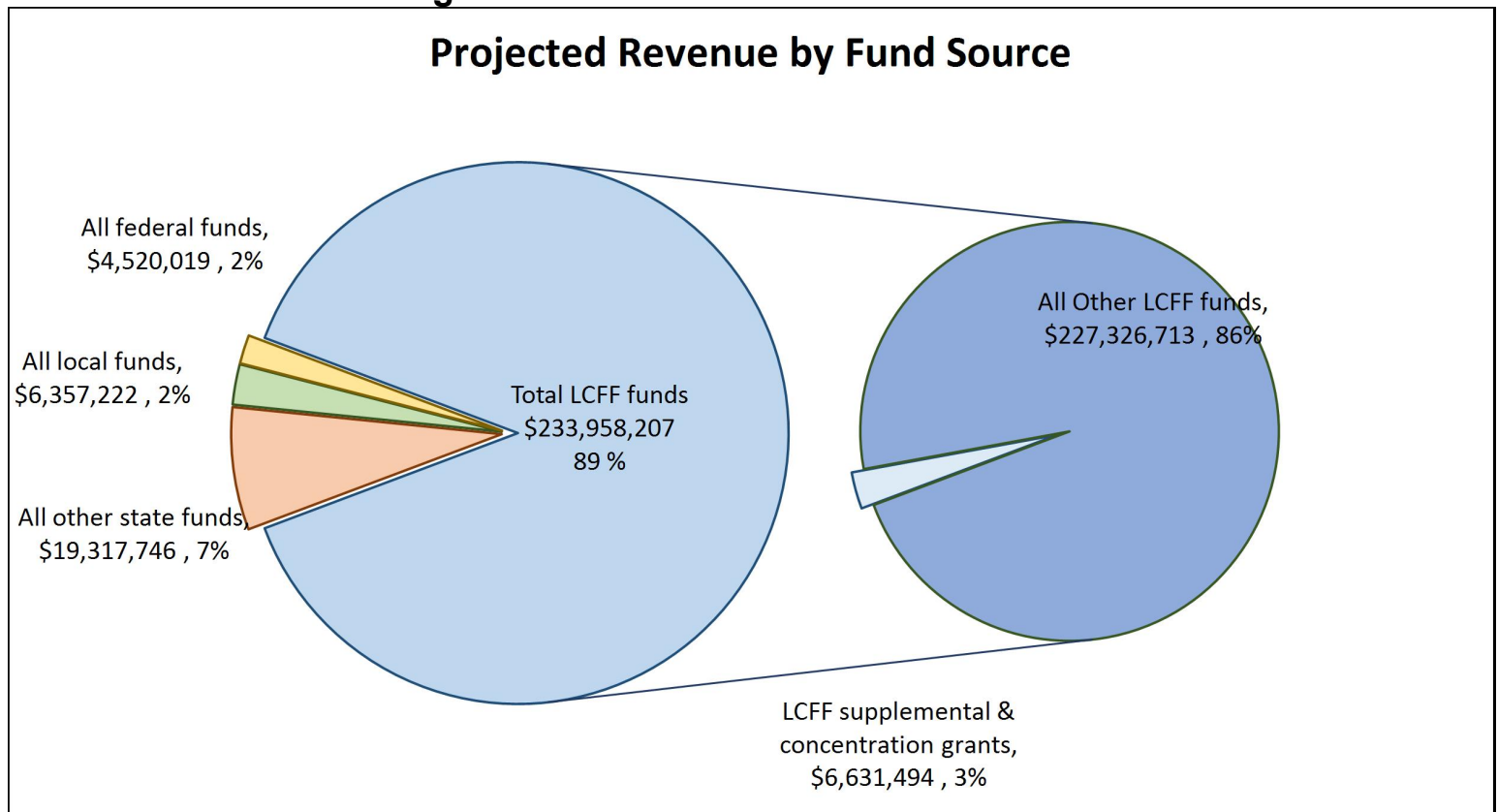
Superintendent

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 2026-27 School Year

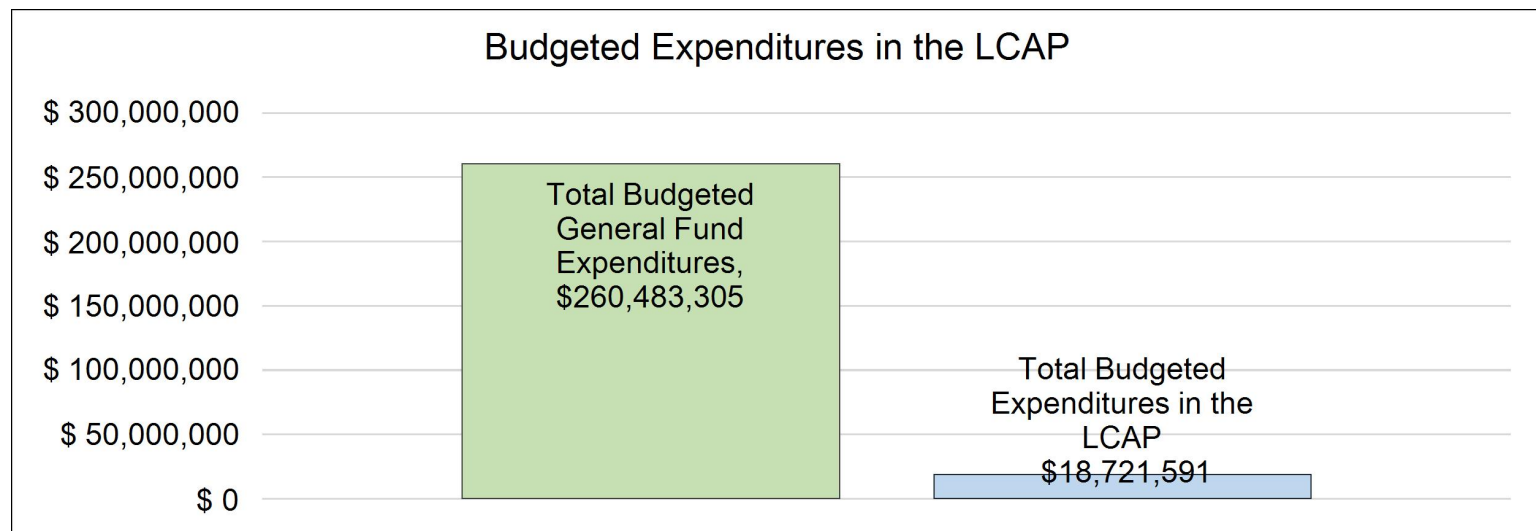


This chart shows the total general purpose revenue San Mateo Union High School District (SMHUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Mateo Union High School District (SMHUSD) is \$264,153,194, of which \$233,958,207 is Local Control Funding Formula (LCFF), \$19,317,746 is other state funds, \$6,357,222 is local funds, and \$4,520,019 is federal funds. Of the \$233,958,207 in LCFF Funds, \$6,631,494 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Mateo Union High School District (SMHUSD). plans to spend \$260,483,305 for the 2026-27 school year. Of that amount, \$18,721,591 is tied to actions/services in the LCAP and \$241,761,714 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These expenditures support the district's core instructional and operational program, including base certificated and classified salaries and benefits; general education classroom instruction; site and district administration; special education base services and related supports; facilities, maintenance, custodial services, utilities, and operations; technology infrastructure and support; student transportation; nutrition services; core instructional materials and supplies; athletics and co-curricular activities; business, human resources, payroll, purchasing, legal, audit, insurance, and other central services; employee benefits and statutory obligations; and restricted state, federal, and local programs that are accounted for outside of the LCAP actions.

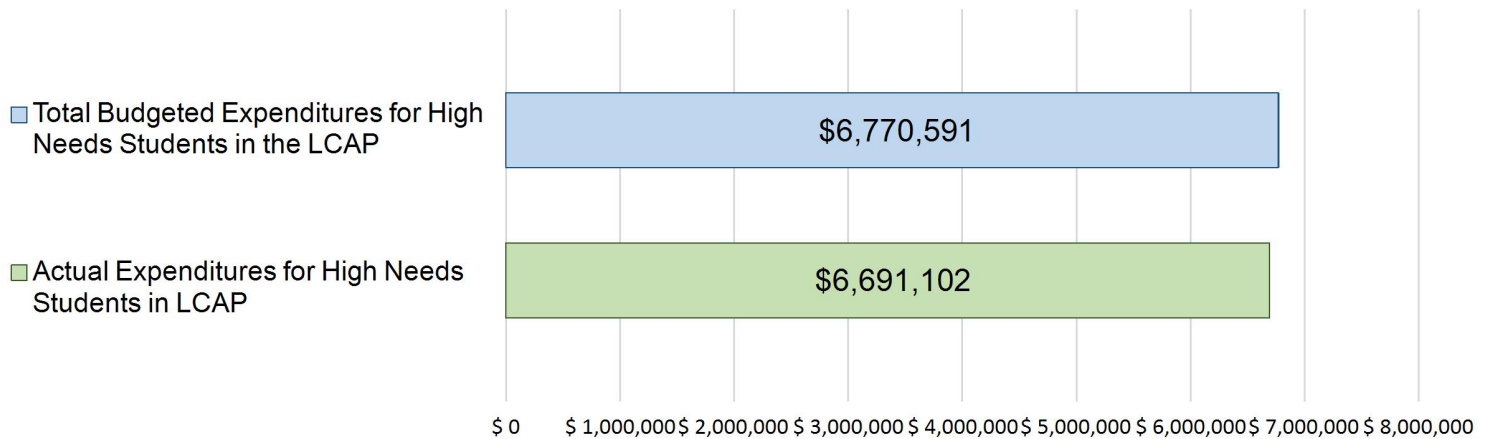
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Mateo Union High School District (SMHUSD). is projecting it will receive \$663,1494 based on the enrollment of Foster Youth, English learner, and low-income students. San Mateo Union High School District (SMHUSD). must describe how it intends to increase or improve services for high needs students in the LCAP. San Mateo Union High School District (SMHUSD). plans to spend \$673,2593 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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 2025-26, San Mateo Union High School District (SMHUSD).’s LCAP budgeted \$6,770,591.00 for planned actions to increase or improve services for high needs students. San Mateo Union High School District (SMHUSD). actually spent \$6,691,102 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$79,489 had the following impact on San Mateo Union High School District (SMHUSD).’s ability to increase or improve services for high needs students:

In 2025-26, SMUHSD budgeted \$6,770,591 for actions and services to increase or improve services for high-needs students, and actual expenditures were \$79,490 less than budgeted, for an estimated actual expenditure amount of \$6,691,101.

This difference had a minimal impact on the district’s overall ability to increase and improve services for high-needs students. The variance was primarily the result of normal implementation factors, such as timing of expenditures, partial-year staffing or service costs, differences between projected and actual participation in some programs, and modest savings in contracted services or materials. The district maintained the core increased and improved services identified in the LCAP, including supports for English learners, low-income students, and foster youth through targeted academic interventions, multilingual learner supports, tutoring, college and career readiness supports, family engagement, and social-emotional/attendance supports.

No planned high-needs student action or service was eliminated as a result of the \$79,490 difference. The impact was limited to minor adjustments in timing, scale, or final costs, rather than a reduction in the overall program of support. SMUHSD will continue to monitor implementation and expenditures to ensure that services for high-needs students are delivered at the intended level and that any remaining resources are directed toward the same student needs and LCAP priorities in the following year.

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 [2026-27]

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. San Mateo Union High School District consists of six comprehensive high schools, a continuation high school, a Middle College program (CSM and Skyline), an alternative school of choice for ML students, Bridge Academy, and an adult school. The SMUHSD serves approximately 9,342 high school students. We serve a diverse student body representing combination of backgrounds, ethnicities, racial identities, languages, religions, beliefs and cultural heritages. This includes a racial make-up of 33.9% Latinx/Hispanic, 24.5% White, 24.4% Asian, 9.6% of students identify with more than one race or ethnicity, 5.0% 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 10.2% are currently Multilingual Learners. Approximately 27% 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.

This summary reflects on San Mateo Union High School District's performance using the 2025 California School Dashboard, which reports the most recent state accountability data available for SMUHSD. It informs updates to the district's three-year Local Control and Accountability Plan and evaluates progress in academics, student engagement, school climate, and college and career readiness. The summary also focuses on student groups needing continued support, especially English Learners, Long-Term English Learners, Pacific Islander students, socioeconomically disadvantaged students, students with disabilities, and other groups experiencing persistent opportunity and outcome gaps.

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.

Based on the 2023 California School Dashboard, SMUHSD identified the following lowest-performing indicators for the 2024-27 LCAP cycle: Student groups within the LEA receiving the lowest performance level on one or more state indicators:

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.

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.

In addition, required actions for Student Groups within Any School within the LEA are as follows:

Aragon High:

English Learner - English Learner Progress Indicator

Hillsdale High:

Hispanic - Math, Socioeconomically Disadvantaged - Math

Mills High:

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

Peninsula High:

All Students: College and Career; Graduation Rates

English Learner: College and Career; Graduation Rates

Hispanic: College and Career; Graduation Rates

Socioeconomically Disadvantaged Students: College and Career; Graduation Rates; ELA

San Mateo High:

English Learner; ELA; Math: English Learner Progress Indicator: Graduation Rates; Suspension Rates

Hispanic: ELA; Math ; Pacific Islander: Suspension Rates

Socioeconomically Disadvantaged: ELA, Math, Suspension Rates

Students with Disabilities: Math: Suspension Rates

- 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.

The 2025 Dashboard identifies SMUHSD's overall district performance as "Green" in Suspension Rate, Graduation Rate, College/Career, English Language Arts, and Mathematics, and "Yellow" in English Learner Progress. Science is reported for informational purposes and appears as "Yellow". Local indicators, including Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study, are reported as "Standard Met".

District Progress Highlights

SMUHSD continues to show strong overall performance in several districtwide indicators. The district's graduation rate increased to 93.6%, a 1.2 percentage point increase, and the district remained in the "Green" performance level for Graduation Rate. At the same time, the Dashboard equity report shows continued variation by student group, with Homeless Students in Red with a Graduation Rate of 67.9% (representing a 9% increase from previous year), Pacific Islander Students in Yellow with a Graduation Rate of 92.5% (representing a 5% decrease), with five student groups in Green; English Learners (81.3% with an increase of 6.8%), Hispanic Students (88.5% with an increase of 4.2%) Long-Term English Learners (91.7% with an increase of 2.9%), Socioeconomically Disadvantaged students (88.6% with an increase of 4.7%) and Students with Disabilities (85.5% with an increase of 7.4%) and four student groups in Blue; Asian Students (97.2% who maintained), Filipino (96.3% who maintained), Two or More Races (98.5% who maintained) and White students (95.3% who declined by 1.4%). As demonstrated, the overall Graduation rate is strong, the district still has work to do to support our unhoused students and Pacific Islanders (although this student group does continue to have a fairly high graduation rate).

College and career readiness remains an area of both strength and equity concern. Overall, 68.8% of SMUHSD graduates were "Prepared" on the College/Career Indicator, and SMUHSD remained "Green", though the rate was essentially maintained with a 0.5 percentage point

decrease from the prior year. The 2025 equity report shows no student groups in Red or Orange for the College/Career Indicator, but there are seven groups in Yellow; English Learners (24.4% prepared with an increase of 5.1%), Hispanic Students (43.2% who maintained) Long-Term English Learners (30.7% with an increase of 7.2%), Socioeconomically Disadvantaged students (44.9% who maintained), Homeless Students (25% who increased by 6.8%), Pacific Islander Students (30% who increased by 5%) and Students with Disabilities (29.3% with an increase of 4.8%). It is hopeful that almost all of these groups saw an increase in preparedness however the discrepancy indicating that important gaps remain even as the districtwide result is high.

Academic performance improved in both English Language Arts and mathematics. In English Language Arts, SMUHSD students scored 43.3 points above standard, an increase of 14.1 points, and SMUHSD was rated Green overall. However, there continues to be an equity gap for specific student groups, with our Long-Term English Learners at the Red Performance level with 150.2 points below standard which represents a decrease of 15.2 points, there are three student groups in Orange (English Learners, Pacific Islanders and Students with Disabilities who all increase but still are below standard) and two student groups in Yellow (Hispanic students with 41.7 points below standard with a 15.4 point increase and Socioeconomically disadvantaged students at 434 with an increase of 18.4 points), and four in Blue (White, Asian, Filipino, and students from two or more races who all scored above standards and saw an increase). All of this data indicates that there is improved district-wide performance however, we still have not eliminated subgroup disparities.

In mathematics, SMUHSD students scored 29.7 points below standard, but improved by 2.6 points, with an overall "Green" rating. However, the pattern of student group discrepancy with six student groups displayed in the Orange Performance level. English Learners scored 174.8 points below standard, while increasing 19.6 points, with 391 students. Hispanic students scored 142.8 points below standard, an increase of 15.9 points, with 705 students. Long-Term English Learners remain the farthest from standard at 216.3 points below standard, despite increasing 15.6 points, with 73 students. Pacific Islander students scored 179.4 points below standard, increasing 16.8 points, with 50 students. Socioeconomically Disadvantaged students scored 136.6 points below standard, increasing 11 points, with 615 students. Students with Disabilities scored 196.7 points below standard, increasing 11.2 points, with 214 students. Overall, the data reflects positive growth across all reported student groups; however, the continued Orange performance level and the number of points below standard indicate that significant subgroup disparities remain and targeted supports are still needed to close achievement gap when compared to Asian students who were in the Green performance category by scoring 82.7 points above standards, however it is important to note and worth further review that Asian students' performance as a whole declined by 9.2 points. The data shows that three student groups are performing at the Blue Performance level, indicating strong outcomes and meaningful academic growth. Filipino students scored 8.9 points above standard and increased by 23.9 points, with 97 students represented. Students identifying as Two or More Races demonstrated the strongest performance among the groups shown, scoring 41.4 points above standard and increasing by 38.6 points, with 186 students represented. White students scored 0 points above standard, meaning they are meeting the standard, and increased by 23.8 points, with 523 students represented. Overall, this data reflects strong growth and positive performance for these student groups, particularly for students identifying as Two or More Races; however, when compared with groups performing in Orange, it also highlights continued disparities in outcomes across student groups.

English Learner progress continues to require attention. The 2025 Dashboard reports that 39.2% of English Learners made progress toward English language proficiency, an increase of 2.5 percentage points, with an overall Yellow rating. This is an improvement over the prior year, but the rate remains too low and signals the need for continued attention to designated and integrated ELD, newcomer supports, progress monitoring, and targeted intervention for Long-Term English Learners. The data shows that both English Learners and Long-Term English

Learners are performing at the Yellow Performance level, with each group demonstrating progress. English Learners had 39.2% of students making progress, an increase of 2.5%, with 739 students represented. Long-Term English Learners had a higher percentage of students making progress, with 44.5% making progress, and showed a stronger increase of 9%, with 254 students represented.

English Learners and Long-Term English Learners

English Learners remain one of the district's highest-priority student groups. While the 2025 Dashboard shows improvement in English Learner Progress, with 39.2% making progress, this still means that a majority of English Learners are not yet making the expected annual progress toward English proficiency. Additionally, even though there was an increase in the graduation rate for English Learners by 6.8%, the total graduation rate of 81.3% is still far below that of the district average as well as other student groups. The ELA and Math CAASPP results also demonstrate a discrepancy in achievement that continues to need to be addressed. This indicates that SMUHSD should continue to implement a strong designated ELD course, integrated language development across content areas, newcomer supports, targeted literacy intervention, and stronger use of formative assessment data to identify students who need additional support earlier in the year. The Suspension rate for English Learners (6.6%) and LTELs (11%) also shows a need to pay attention to class and school level supports to ensure students have a sense of belonging on campus as well as clearly defined rules and consequences.

The district will also continue to monitor Long-Term English Learners as a distinct group. LTELs often experience overlapping needs in academic language, credit completion, course access, and confidence as learners. The 2025 Dashboard's Yellow English Learner Progress rating underscores the importance of strengthening supports for both recently arrived multilingual students and students who have remained English Learners for many years.

Socioeconomically Disadvantaged Students

Socioeconomically disadvantaged students continue to be a key focus for the LCAP. Although districtwide results are Green in ELA, math, graduation, suspension, and college/career, the color distribution by student group shows that equity gaps persist. In particular, students from SocioEconomically disadvantaged backgrounds continue to have areas of needs based on the Orange performance indicator for mathematics and Yellow indicator for college/career readiness indicates the need to continue targeted academic intervention, college and career advising, credit recovery, tutoring, and supports that reduce barriers to full participation in rigorous coursework.

Pacific Islander Students

Pacific Islander students remain a priority student group for monitoring and support. Prior Dashboard results showed that Pacific Islander students had high graduation rates but lower outcomes in math, ELA, and college/career preparedness. The 2025 Dashboard shows stronger districtwide performance overall, but the continued presence of subgroup disparities in ELA, mathematics, and college/career readiness means the district should maintain focused attention on Pacific Islander student outcomes. The district should continue using site-level data, student voice, family partnership, tutoring, course access reviews, and culturally responsive supports to ensure that strong graduation outcomes are accompanied by stronger academic and postsecondary readiness outcomes.

Students with Disabilities

Students with disabilities continue to require focused districtwide attention. The 2025 Dashboard shows strong overall district performance, but subgroup color distributions indicate that there are still areas to consider. Students with Disabilities are suspended at higher rates with an Orange indicator level and a suspension rate of 6.6%. Additionally, even though Students with Disabilities graduation rate increased (7.4%), a total graduation rate of 85.5% is below the district average. Additionally, Students with Disabilities also are not seeing the same level of success in ELA and math as demonstrated by the Orange Performance Level for both of these important academic measures. The district should continue its work to create more inclusive learning environments, increase access to the general education classroom and curriculum, strengthen co-teaching and intervention models, and monitor whether students with IEPs are making progress toward graduation, A–G completion, and college/career readiness. Continued implementation of alternative graduation pathways and inclusive practices should be evaluated using both Dashboard data and local measures.

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 2025 California Dashboard.

Aragon High :

Suspension Rate: Long Term English Learners, Pacific Islanders, Socioeconomically Disadvantaged Students and Students with Disabilities
ELA performance on the CAASPP for English Learners

Burlingame High:

ELA performance on the CAASPP for Students with Disabilities
Math Performance on the CAASPP for Students with Disabilities

Bridge Academy:

New School so there is not an performance levels for student groups

Capuchino High:

Suspension Rate: Long Term English Learners and Pacific Islanders
ELA performance on the CAASPP for English Learners and Students with Disabilities
Math Performance on the CAASPP for Students with Disabilities, English Learners and Hispanic Students

Hillsdale High:

No students in the red category

Mills High:

No students in the red category

Peninsula High:

College/Career Readiness for English Learners, Hispanic and Socioeconomically Disadvantaged students.

San Mateo High:

ELA performance on the CAASPP for English Learners, Hispanic and Socioeconomically Disadvantaged students.

Overall, the 2025 California School Dashboard shows that SMUHSD is making progress. Graduation, college/career readiness, ELA, math, and suspension are Green overall, and local indicators are Standard Met. At the same time, the district's equity reports show that student group gaps persist, especially in English Learner progress, mathematics, ELA, college/career readiness, and graduation. The LCAP should continue to focus on improving outcomes for English Learners, Long-Term English Learners, Pacific Islander students, socioeconomically disadvantaged students, students with disabilities, and other student groups whose outcomes remain below district averages.

Source: California School Dashboard, 2025 and 2023; California Department of Education Dashboard Additional Reports; SMUHSD 2025–26 LCAP.

SMUHSD received \$264,930 in 2025-26 Learning Recovery Emergency Block Grant funds. These funds will be included in Goal 2, Action 2.16, Provide Credit Recovery Summer School, and will be used in part to support credit recovery and summer learning opportunities for students needing additional time and instruction to recover credits, remain on track for graduation, and address unfinished learning. While the program exceeds the allocation of these funds, it will be used to supplement the traditional investment that District makes to provide Credit Recovery summer school.

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:

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.

Reflections: Technical Assistance

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

The district is eligible for Differentiated Assistance based on the 2024 California Dashboard for Pacific Islander students in Priority Area 4 (Pupil achievement) and Priority 5 (School Climate). As such, 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, which continues to be identified for Comprehensive Support and Improvement (CSI), SMUHSD will sustain, refine, and monitor the targeted supports implemented during the prior year. The district's support is grounded in the school's comprehensive needs assessment and Single Plan for Student Achievement, with particular attention to improving graduation readiness, credit completion, attendance, student wellness, and postsecondary preparation. For 2026-27, the district will sharpen the CSI plan around Peninsula's 2025 Dashboard area of need: College/Career Readiness for English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

The district will support Peninsula through the following integrated package of evidence-based services and supports:

Temporary full-time school-based social worker — CSI funds, continued.

The temporary school-based social worker will continue to address the social-emotional, attendance, and wellness barriers that interfere with credit completion, graduation, and postsecondary readiness. This position provides mental health counseling, crisis intervention, attendance

outreach, family communication, and intensive case management. The social worker collaborates with students, families, teachers, counselors, and administrators to develop individualized attendance, wellness, and graduation-support plans for students who are chronically absent, credit deficient, or otherwise at risk of not completing school.

Site-based Multi-Tiered System of Supports team — CSI funds, continued.

Peninsula's MTSS team will continue to coordinate universal, targeted, and intensive academic, behavioral, attendance, and social-emotional interventions. The team will review student-level data on attendance, credits earned, course completion, behavior, and progress toward graduation on a regular cycle. These reviews will help staff identify students needing additional support and ensure that interventions are matched to student needs. The MTSS structure will also connect academic intervention, social-emotional support, and college/career planning so that students receive coherent support rather than disconnected services.

On-site Teacher Instructional Coach — District General Fund, continued.

The district will continue funding an on-site Teacher Instructional Coach through the General Fund to build instructional capacity and strengthen classroom practices at Peninsula. This support remains important because Peninsula serves students who often need accelerated credit recovery, flexible pathways, strong relationships with adults, and instructional approaches that reconnect them to school. The coach will provide job-embedded coaching cycles, including co-planning, classroom observation, co-teaching, modeling, and feedback. Coaching will focus on high-leverage instructional practices, culturally responsive pedagogy, equitable grading, formative assessment, student engagement, and classroom routines that support students who have experienced academic disruption.

The coach will also support weekly professional learning communities in which teachers analyze student work, review course-pass and credit-completion data, examine student engagement patterns, and adjust instruction. The coach will coordinate with the MTSS team, school counselor, and social worker so that classroom-level instructional adjustments reinforce students' individualized graduation, attendance, and wellness plans.

College and career readiness supports — CSI plan emphasis for 2026-27.

Because Peninsula's 2025 Dashboard need is concentrated in College/Career Readiness for English Learners, Hispanic students, and Socioeconomically Disadvantaged students, the district will work with the site to strengthen student access to postsecondary transition supports. This will include monitoring each student's progress toward graduation, supporting completion of required credits, connecting students to career exploration and work-based learning opportunities where available, strengthening counseling and transition planning, and ensuring that students receive timely information about community college, adult school, career training, financial aid, and other viable postsecondary pathways. These supports are intended to ensure that improved attendance and credit completion translate into stronger preparation for life after high school.

Together, these supports create an integrated improvement strategy for Peninsula: social-emotional and attendance support to remove barriers to participation; MTSS structures to identify needs and coordinate interventions; instructional coaching to improve classroom practice and course completion; and focused college/career readiness supports to address the specific Dashboard indicator driving the school's CSI improvement work. This package is designed to help Peninsula students remain engaged in school, earn credits at an accelerated and sustainable pace, graduate, and leave high school with a clear and supported postsecondary plan.

Monitoring and Evaluating Effectiveness

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

SMUHSD will monitor and evaluate Peninsula Continuation High School's Comprehensive Support and Improvement plan through a structured continuous-improvement cycle that measures both implementation fidelity and student outcomes. Peninsula is the district's school identified for CSI, and the 2025 Dashboard area of need identified in the 2026-27 draft LCAP is College/Career Readiness for English Learners, Hispanic students, and Socioeconomically Disadvantaged students. This monitoring process is aligned to the LCAP requirement that the district describe how it will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The district and site team will use a shared data review process at least every six weeks to monitor leading indicators connected to graduation and college/career readiness. These indicators will include credit accrual, course pass rates, attendance and chronic absenteeism, progress toward graduation requirements, completion of individualized graduation plans, participation in credit recovery or tutoring, and completion of postsecondary transition activities such as college/career counseling, community college or adult school transition planning, career exploration, and financial aid support. Data will be reviewed for all students and disaggregated for the student groups identified in the CSI plan, including English Learners, Hispanic students, and socioeconomically disadvantaged students.

Peninsula's MTSS team will use these data cycles to identify students who are off track and to adjust supports in real time. For students showing concerns in attendance, course completion, or credit accrual, the team will update individualized support plans and coordinate services among the administrator, counselor, social worker, instructional coach, teachers, and family engagement staff. The school-based social worker will monitor attendance, wellness, and case-management data; the instructional coach will monitor classroom implementation, student work, formative assessment practices, and course-pass trends; and the MTSS team will monitor whether interventions are matched to student need and delivered consistently.

The district will also conduct formal quarterly CSI progress reviews with Peninsula's principal and site leadership team. These reviews will examine progress toward Dashboard outcomes and local interim measures, including College/Career Indicator readiness, graduation rate, credit completion, chronic absenteeism, suspension rate, and student engagement. The district will review whether the funded CSI actions are being implemented as designed, whether students are accessing the intended supports, and whether the supports are producing improved outcomes for the identified student groups. The review will include both quantitative data and qualitative feedback from students, staff, families, and educational partners.

If interim data show that students are not making expected progress, SMUHSD will work with Peninsula to revise the CSI implementation plan during the school year rather than waiting for the annual update. Adjustments may include increasing the frequency of MTSS meetings, expanding targeted tutoring or credit recovery, modifying attendance and case-management strategies, providing additional coaching cycles for teachers, strengthening college/career transition supports, or reallocating available resources to address newly identified needs. District staff will document these adjustments and use them to inform the annual review of the School Plan for Student Achievement and the LCAP Annual Update.

At the end of the year, SMUHSD will evaluate the overall effectiveness of the CSI plan by comparing baseline data to year-end outcomes for the whole school and for the student groups identified in the plan. The evaluation will focus on whether Peninsula students are earning

credits at a faster rate, passing courses at higher levels, attending more consistently, graduating at higher rates, and demonstrating increased college/career readiness. Findings from this annual evaluation will guide the continuation, revision, expansion, or discontinuation of CSI-funded actions for the following year.

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 continued through February 2026.
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 23, 2026. They provided an extensive list of recommendations and commendations. This included data from a student survey designed specifically for the ML students. The recommendations focused on increasing ML students access to tutoring and specific after-school support.
Student Board Member Committee	The Assistant Superintendent attended the student board members meetings on January 21, 2026 to gather insights from the student board representatives which include students from all schools and programs. 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 through two all-day retreats November 18th, 2025 and February 17th, 2026 This included moving the ML Social Worker to be funded in ongoing manner. This position was originally scheduled to be sunsetted with COVID funding.

Educational Partner(s)	Process for Engagement
Equity Advisory Committee	<p>The Equity Advisory committee serves as cross-section of our community with parents, community members, teachers, classified members and county office administrators. They met over the course of the 2025-2026 school year with meetings on August 21st, September 18th, October 16th, November 13th, January 15th, February 19th and April 9th. The Equity Advisory Committee serves as SMUHSD's LCAP Parent Advisory Committee. The district presented the draft LCAP to the committee for review and comment at the April 9, 2026 meeting. The Superintendent's designee reviewed the comments and recommendations received from the committee and provided written responses to the committee before the LCAP was presented for adoption. If no written comments were submitted requiring a response, the district will document that the LCAP was presented for review and that no written PAC comments requiring a written superintendent response were received. 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.</p> <p>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 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.</p>

Educational Partner(s)	Process for Engagement
SELPA consultation	The district consulted the SELPA on the development of this LCAP through their participation in the Equity Advisory meetings during the 2025-2026 school year. The SELPA was also consulted on the following Administrator Council meetings: February 27th, March 27th and April 24th.
The Bridge Academy Educational Partner outreach for Equity Multiplier monies	SMUHSD consulted with educational partners at Bridge Academy regarding the development of the required Equity Multiplier focus goal and the proposed use of Equity Multiplier funds. Bridge Academy parents/guardians, teachers, classified staff, and school leadership were consulted during the school's June 2026 engagement meeting. Participants reviewed Bridge Academy student needs, including newcomer multilingual learner English language development, credit attainment, graduation readiness, college/career readiness, tutoring needs, and social-emotional supports. Feedback from this process informed Goal 4 and the planned use of Equity Multiplier funds for evidence-based professional learning/coaching and high-dosage tutoring.
Classified Union	SMUHSD consulted with classified union leadership during regular labor-management meetings, including the January 2026 meeting, to review LCAP goals, services, and implementation needs. Classified union representatives provided input on the role of classified staff in supporting student belonging, campus safety, restorative practices, family engagement, translation and interpretation, attendance outreach, and access to student support services. This feedback informed actions connected to restorative practices, family engagement, multilingual communication, and site-based student supports.
Other School Personnel	SMUHSD consulted with other school personnel through site and district leadership structures during the 2025-26 LCAP development process. This included counselors, wellness staff, social workers, classified staff, instructional coaches, program coordinators, and other staff who support attendance, mental health, college/career readiness, multilingual learner services, special education, and student intervention. Feedback from these staff members was gathered through principal meetings, administrator meetings, department and program meetings, Equity Advisory Committee participation, DELAC-related discussions, and site implementation

Educational Partner(s)	Process for Engagement
	conversations. Their input helped refine actions related to tutoring, counseling, credit recovery, family engagement, school climate, multilingual learner supports, and MTSS implementation.
Parents/Guardians of Students with Disabilities	As indicated, the parents/guardians of our students with disabilities were engaged throughout the year through the Equity Advisory Committee, a group that serves as SMUHSD LCAP Advisory. The meeting dates were August 21st, September 18th, October 16th, November 13th, January 15th, February 19th and April 9th.

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

The district approaches gathering input from educational partners through meaningful and ongoing engagement with families, staff members (including teachers, classified union members, administrators and other school personnel). This is completed through both ongoing, monthly meetings with these groups of individuals to share data related to each of the goals and actions with the LCAP. Additionally, DELAC is an active group that develops and shares recommendations that are considered through the development of the LCAP. This philosophical approach has ensured that input is more than a once a year meeting, rather an ongoing process that ensures that changes are rooted in the experiences of students and the relevant data. Below we outline how the input of the different groups influenced the development of this LCAP.

Based on the input of the DELAC group, the district will continue to enhance the tutoring services to ML students. This includes increasing the accountability for students who attend tutoring as well increasing the number of bilingual adults who support the tutoring centers. Additionally, the district will continue to ensure that counselors are trained in culturally-responsive approaches to ensure that students are held to high expectations.

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

Based on the input from the teachers, the district will dedicate resources to continue to support ML students who are transitioning from the newcomer program to the standard program. The district will continue to fund 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 focus on supporting PLCS across the district. Additionally, the district is funding specific professional learning for all teachers at San Mateo High School through a partnership with QTEL to develop strong instructional strategies to support ML students across the school. 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 will continue to fund two ML social workers to support newcomer students at HHS, CHS, SMHS, and The Bridge Academy.

Based on the input from Equity Advisory, the district will start a process to review the credit-recovery programming for students to ensure that it provides appropriate skill acquisition and student support.

There were no comments from the Equity Advisory (PAC) for the Superintendent to respond to in writing.

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 school community is fundamental to ensuring that all students can fully access learning, build positive relationships, and experience school as a place where they are known, supported, and valued. When students, educators, and families feel emotionally, physically, socially, and culturally safe, students are more likely to attend school regularly, engage in classroom learning, participate in school activities, collaborate with peers, and seek support from trusted adults when challenges arise. A welcoming and culturally responsive school climate is especially important in a diverse high school district, where students' identities, languages, family experiences, and life circumstances shape how they experience school.

The actions and services in Goal 1 are therefore designed to strengthen the conditions that reduce exclusionary discipline and increase student belonging. By investing in restorative practice training, family partnership, mental health and social-emotional supports, targeted outreach for students experiencing housing insecurity or foster care involvement, and strategies that help students remain connected to school, SMUHSD is working to address both the overall conditions for learning and the disproportionate outcomes reflected in Dashboard data. This goal supports not only improved school climate, but also the broader academic and social success of students who have historically experienced barriers to full participation in school.

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.

These data point to an ongoing intersectional equity challenge. Students experiencing housing instability, foster care involvement, disability, language barriers, economic hardship, or racialized disparities may face overlapping barriers that increase their risk of exclusionary discipline and reduced school connectedness. The fact that some student groups demonstrate concern across multiple indicators suggests that the District's response must be comprehensive rather than limited to discipline alone. Restorative practices, proactive relationship-building, family engagement, access to social workers and wellness supports, culturally responsive school climate strategies, and practical supports such as technology access and basic-needs resources are all aligned to the intent of this goal.

- While the district continues to see the overall suspension rate maintained at a fairly low rate, of 2.9%, certain groups continue to face disproportionately high rates of suspension:
- African American Students: 11.3% suspension rate (Red), and a 4.9% increase from the prior year.
 - Long-Term English Learners: and Pacific Islander students: both groups had a suspension rate of 11% (Orange), which is decrease from prior year, there is still a large discrepancy in other student groups.
 - English Learners (6.6%) and Students with Disabilities (7.5%) also fell in the Orange category, indicating elevated rates of disciplinary action compared to peers

These data point to an ongoing intersectional equity challenge. Students experiencing disability, language barriers or racialized disparities may face overlapping barriers that increase their risk of exclusionary discipline and reduced school connectedness. The fact that some student groups demonstrate concern across multiple indicators suggests that the District's response must be comprehensive rather than limited to discipline alone. Restorative practices, proactive relationship-building, family engagement, access to social workers and wellness supports, culturally responsive school climate strategies, and practical supports such as technology access and basic-needs resources are all aligned to the intent of this goal.

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	% New Teacher Hires in 2023-24: Asian: 25.58%: Black/African American: 2.33%	% New Teacher Hires in 2024-25: Asian 8.97% Black/African Am. 1.72%	% New Teacher Hires in 2025-26: Asian 20.63% Black/African Am. 1.59%	The District will increase the number of Non-White and Multiple Race Certificated	Difference from 23-24SY Baseline and 25-26SY: Asian -4.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	certificated staff applicants so that the faculty will more closely reflect the diversity of our communities	Filipino: 0% Latino: 32.56% Pacific Islander: 2.33% Two or More Races: 0% White: 30.23%	Filipino 5.17% Hispanic 25.86% Pacific Islander 0.00% White 43.10% Two or More 5.17%	Filipino 7.94% Hispanic 31.75% Pacific Islander 0.00% White 33.33% Two or More 3.17% Unknown 1.59%	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% Latino: 40% Pacific Islander: 2.5% Two or More Races: White: 25%	Black/African American -0.74% Filipino 7.94% Latino/Hispanic - 0.81% Pacific Islander - 2.33% Two or More Races 3.17% White 3.1%
1.2	Increase in the percentage of students responding "favorably" to the Panorama survey data related to "Teacher-Student Relationships."	Students responding favorably that they had a positive relationship with an adult on campus. Survey Spring 2024 Favorable Response: Overall: 54% Asian: 56% Filipino: 51% Latino: 50% Pacific Islander: 48% Two or More Races: 56% White: 58% *Confidentiality protected (Black/African American and American	Students responding favorably that they had a positive relationship with an adult on campus. Survey Spring 2025 Favorable Response: Overall: 57% Asian: 59% Black/African American: 50% Filipino: 57% Latino: 53%	Students responding favorably that they had a positive relationship with an adult on campus. Survey Winter 2025: Overall: 72% Asian: 69% Black/African American: 80% Filipino: 69% Latino: 73% Pacific Islander: 80%	Anticipated outcomes for the 2025-26SY - Students responding favorably in that they had a positive relationship with an adult on campus. Overall: 90% Asian: 90% Black/African American: 90% Filipino: 90% Latino: 90%	Difference from 23-24SY Baseline and 25-26SY: Overall: 18.0% Asian: 13.0% Black/African American: 30.0% Filipino: 18.0% Latino: 23.0% Pacific Islander: 32.0% Two or More Races: 18.0% White: 16.0% English Learner / Multilingual Learner: 15.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indian or Alaska Native): 50% Multilingual Learner: 54% Socio-Econ. Disadvantaged: 50% Students w/ IEPs: 54% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer respondents.	Pacific Islander: 49% Two or More Races: 58% White: 62% Multilingual Learner 55% Socioecon. Disadvantaged 55% Students w/ IEPs 56%	Two or More Races: 74% White: 74% Multilingual Learner 69% Socioecon. Disadvantaged 73% Students w/ IEPs 76% Do you have one adult on campus that you can go to for support?	Pacific Islander: 90% Two or More Races: 90% White: 90% English Learner: 90% Socio-Econ Disadvantaged (SED): 90% Students w/ IEPs: 90%	Socio-Econ. Disadvantaged: 23.0% Students w/ IEPs: 22.0%
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	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%	Families reporting "favorable" ratings related to opportunities for engagement and effective communication. ("communicating well with people from your culture...involvement") Survey Fall 2025 Favorable Response: Overall: 87% Asian: 81% Black/African American: 100% Filipino: * Latino: 88% White: 93%	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%	LCAP Difference from 23-24SY Baseline and 25-26SY: Overall: 8.0% Asian: -1.0% Black/African American: 21.0% Filipino: suppressed Latino: 9.0% White: 15.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		confidentiality of survey responses, particularly for groups with fewer respondents.		Confidentiality protected: Black/ African American and American Indian/ Alaska Native: 100% *The vendor has ensured the confidentiality of survey responses, particularly for groups with fewer	Pacific Islander: 85% Two or More Races: 85% White: 85%	
1.4	All schools will continue to meet the Williams requirements by 100%, measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory. Inspections are conducted annually and monitored via quarterly reports to the Board of Education.	2023-24SY: Aragon: Good Bridge (at Adult School): Forthcoming in the 2024-25SY Burlingame: Excellent Capuchino: Excellent Hillsdale: Excellent Mills: Good Peninsula: Excellent San Mateo: Excellent	2024-25SY: Aragon: Good Bridge (at Adult School): Good Burlingame: Excellent Capuchino: Good Hillsdale: Excellent Mills: Good Peninsula: Excellent San Mateo: Excellent	2025-26SY: Aragon: Good Bridge (at Adult School): Good Burlingame: Good Capuchino: Good Hillsdale: Good Mills: Exemplary Peninsula: Exemplary San Mateo: Good	The District will maintain 100% requirements met for facilities and instructional materials ith these anticipated outcomes for the 2025-26SY: Aragon: “Excellent” Bridge: “Excellent” Burlingame: “Excellent” Capuchino: “Excellent” Hillsdale: “Excellent” Mills: “Excellent” Peninsula: “Excellent” San Mateo: “Excellent”	LCAP Difference from 23-24SY Baseline and 25-26SY: Aragon: SAME Bridge (at Adult School): Good - Baseline 25-26SY Burlingame: From Excellent to Good Capuchino: From Excellent to Good Hillsdale: From Excellent to Good Mills: From Good to Exemplary Peninsula: SAME - Excellent San Mateo: SAME - Excellent
1.5	Reduction in the number of suspensions (of one or more incidents for	2022-23SY Count of Suspensions: *Total Students: 292	2023-24SY Count of Suspensions:	2024-25SY Count of Suspensions:	The District will decrease the total number of	Difference between 2022-23 and 2024-25:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	which the student was suspended) overall and among key subgroups.	*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 -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	*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; 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	*Total Students: 265 *Total Suspensions: 343 -Asian: Total Students: 2119; Total Suspensions: 19 -Black/African American: Total Students: 62; Total Suspensions: 15 -Filipino: Total Students: 431; Total Suspensions: 9 -Latino: Total Students: 3075; Total Suspensions: 199 -Pacific Islander: Total Students: 153; Total Suspensions: 22 -Two or More Races: Total Students: 795; Total Suspensions: 29 -White: Total Students: 2137; Total Suspensions: 50 English Learner: Total Students: 973; Total Suspensions: 101	suspensions with these anticipated outcomes for the 2025-26SY, Count of Suspensions: <ul style="list-style-type: none"> Total # of Students Suspended: 175 Total # of Suspensions: 200 -Asian: 10 -Black/African American: 5 -Filipino: 0 -Latino: Students: 130 -Pacific Islander: 10 -Two or More Races: 8 -English Learner(Non-RFEP): 19 -SED: 100 -Special Education: 58 -Foster Youth: 2 -Homeless: 5	*Total Suspensions: -60 -Asian: Total Suspensions: -2 -Black/African Am.: Total Suspensions: +5 -Filipino: Total Suspensions: +4 -Latino: Total Suspensions: +62 -Pacific Islander: Total Suspensions: SAME -Two or More Races: Total Suspensions: +12 -White: Total Suspensions: +7 English Learner: Total Suspensions: +63 -SED: Total Suspensions: -3 -Special Education: Total Suspensions: +13 -Foster Youth: Total Suspensions: -5 -Homeless: Total Suspension: -7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Homeless: Total Students: 7; Total Suspension: 10 *District Total student count = unduplicated **EL: EL 1-3 and EL in Mainstream	-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 *District Total student count = unduplicated Source: Dataquest Suspension California Dept of Ed Dashboard Enrollment	-SED: Total Students: 2366; Total Suspensions: 197 -Special Education: Total Students: 1048; Total Suspensions: 130 -Foster Youth: Total Students: 6; Total Suspensions: 0 -Homeless: Total Students: 36; Total Suspension: 3 *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	2023-24SY Instructional Days Lost: -District Instructional Days Lost: 919.5 -Asian Instructional Days Lost: 49.5 -Black/African American	2024-25SY Instructional Days Lost: -District Instructional Days Lost: 794.64 -Asian Instructional Days Lost: 37 -Black/African American	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:	Difference between 2022-23 and 2024-25: -District Instructional Days Lost: -166.43 -Asian Instructional Days Lost: -18.5 -Black/African American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-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 -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.	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 -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	Instructional Days Lost: 43 -Filipino Instructional Days Lost: 30 -Latino Instructional Days Lost: 461.64 -Pacific Islander Instructional Days Lost: 57.5 Two or More Races Instructional Days Lost: 56 -White Instructional Days Lost: 109.5 -English Learner (Non-RFEP) Instructional Days Lost: 64.5 -SED Instructional Days Lost: 393 -Students with IEPs: Instructional Days Lost: 262 -Foster Youth Instructional Days Lost: 0 -Homeless Instructional Days Lost: 19 *It should be noted that students can be duplicated in the data above	District: 644 Asian: 37 Black/African American: 21 Filipino: 11 Latino: 425 Pacific Islanders: 35 Two or More Races: 28 White: 85 English Learner: 63 SED: 328 Students w/ IEPs: 208 Foster Youth: 13 Homeless: 13	Instructional Days Lost: +12 -Filipino Instructional Days Lost: +13 -Latino Instructional Days Lost: -173.33 -Pacific Islander Instructional Days Lost: +5 Two or More Races Instructional Days Lost: +13.5 -White Instructional Days Lost: -18.1 -English Learner (Non-RFEP) Instructional Days Lost: -29.29 -SED Instructional Days Lost: -96.22 -Students with IEPs: -48.05 -Foster Youth Instructional Days Lost: -19 -Homeless Instructional Days Lost: SAME

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			due to them being in multiple subgroups. Source: Aeries	due to them being in multiple subgroups. Source: Aeries		
1.7	<p>Decrease rates of chronic absenteeism among all and within subgroups of students.</p> <p>* "Chronic absenteeism" defined: a student is chronically absent if they are absent at least 10% of the days enrolled in the district.</p>	<p>2022-23SY Percentage of students who were "chronically absent:"</p> <p>All students: 16.13% (9254) Asian: 6.18% (2070) Black/African American: 28.17% (71) Filipino: 8.46% (461) Latino: 26.17% (3343) Pacific Islander: 36.70% (188) Two or More Races: 13.04% (851) White: 10.99% (2265) English Learner (Non-RFEP): 38.91% (658) SED: 26.78% (2278) Students with IEPs: 32.39% (1065) Foster Youth: 73.68% (19) Homeless: 48.00% (75)</p>	<p>2023-24SY Percentage of students who were "chronically absent:"</p> <p>All students: 13.4% (9011) Asian: 4.1% (2089) Black/African American: 33.3% (63) 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)</p>	<p>2024-25SY Percentage of students who were "chronically absent:"</p> <p>All students: 14.1% (8890) Asian: 4.5% (2132) Black/African American: 26.2% (61) Filipino: 7.1% (437) Latino: 23.4% (3158) Pacific Islander: 46.0% (161) Two or More Races: 11.0% (800) White: 9.9% (2137) English Learner: 31.4% (1101) SED: 25.5% (2709) Students with IEPs: 26.5% (1085) Foster Youth: -% (-)</p>	<p>The district will reduce the percentage of chronically absent students across all groups.</p> <p>Anticipated outcomes for the 2025-26SY:</p> <p>All students: 8% Black/African American: 13% Latino: 13% Pacific Islander: 15% English Learner (Non-RFEP): 15% Foster Youth: 40% Homeless: 25% SED: 15% Students with IEPs: 15%</p>	<p>LCAP Difference from 22-23SY Baseline and 24-25SY:</p> <p>All students: -2.0% Asian: -1.7% Black/African American: -2.0% Filipino: -1.4% Latino: -2.8% Pacific Islander: 9.3% Two or More Races: -2.0% White: -1.1% English Learner: -7.5% SED: -1.3% Students with IEPs: -5.9% Foster Youth: suppressed Homeless: -3.8%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: 57.5% (73) Subgroup: chronic% % (total students) Source: Dataquest Chronic Absenteeism	Homeless: 44.2% (77) Subgroup: chronic% % (total students) Source: Dataquest Chronic Absenteeism		
1.8	Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."	2023-24SY Responses - Percentage of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe." 2023-24SY Favorable Responses: District 49% Asian 49% Black/African American 25% Filipino 49% Latino 48% Pacific Islander 40% Two or More Races 48% White 52% English Learner 57% Socio-Econ. Disadvantaged 48% Students w/ IEPs 47%	"When there are instances of hate speech at my school, I see adults respond in a 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%	"When there are instances of hateful or dehumanizing speech at my school, I see adults respond in a way that makes me feel safe." 2025-26SY Favorable Responses: Overall: 45% Asian: 42% Black/African American: 23% Filipino: 46% Latino: 45% Pacific Islander: 42% Two or More Races: 43% White: 48% Multilingual Learner: 40%	The district will increase the percentage of students responding favorably to the question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe." Anticipated outcomes for the 2025-26SY: District 90% Asian 90% Black/African American 90% Filipino 90% Latino 90% Pacific Islander 90%	LCAP Difference from 23-24SY Baseline and 25-26SY: District / Overall: -4.0% Asian: -7.0% Black/African American: -2.0% Filipino: -3.0% Latino: -3.0% Pacific Islander: 2.0% Two or More Races: -5.0% White: -4.0% English Learner / Multilingual Learner: -17.0% Socio-Econ. Disadvantaged: -8.0% Students w/ IEPs: -4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students w/ IEPs: 48%	Socioecon. Disadvantaged: 40% Students w/ IEPs: 43%	Two or More Races 90% White 90% English Learner 90% Socio-Econ. Disadvantaged 90% Students w/ IEPs 90%	
1.9	Maintain/increase participation of students enrolled in the Student Equity Council, ensuring that participants receive training on student leadership-for-equity every school year.	Count of Leadership-for-Equity trained Student Equity Council Members for the 2023-24SY: Aragon: 43 Bridge: Year 2024-25 baseline Burlingame: 36 Capuchino: 18 Hillsdale: 20 Mills: 23 Peninsula: 21 San Mateo: 25 Middle College: 12	Count of Leadership-for-Equity trained Student Equity Council Members for the 2024-25SY: Aragon: 42 Bridge: 2 Burlingame: 35 Capuchino: 20 Hillsdale: 35 Mills: 30 Peninsula: 15 San Mateo: 30 Middle College: 15	Count of Leadership-for-Equity trained Student Equity Council Members for the 2025-26SY: Aragon: 34 Bridge: 11 Burlingame: 28 Capuchino: 38 Hillsdale: 28 Mills: 30 Peninsula: 5 San Mateo: 27 Middle College: 22	The District will maintain/increase participation of students enrolled in the Student Equity Council, ensuring that participants receive training on student leadership-for-equity every school year. Anticipated outcomes for the 2025-26SY: Aragon: 43 Bridge: 2 Burlingame: 36 Capuchino: 25 Hillsdale: 25 Mills: 25 Peninsula: 25 San Mateo: 25 Middle College: 20	LCAP Difference from 23-24SY Baseline and 25-26SY: Aragon: -9 Bridge: 9 (24-25SY Baseline) Burlingame: -8 Capuchino: 20 Hillsdale: 8 Mills: 7 Peninsula: -16 San Mateo: 2 Middle College: 10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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."	<p>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."</p> <p>Fall 2023 Percentage of Favorable Results:</p> <p>Overall: 83% Favorable Asian: 82% Latino: 91% White: 78% Other: 69% Confidentiality protected: Native American or Pacific Islander: 100%</p>	<p>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."</p> <p>Fall 2024 Percentage of Favorable Results:</p> <p>Overall: 85% Asian: 81% Black/African American: 100% Latino: 90% Pacific Islander: 91% Two or More Races: 83% White: 86%</p>	<p>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."</p> <p>Fall 2025 Percentage of Favorable Results:</p> <p>Overall: 87% Asian: 81% Black/African American: 100% Latino: 88% Pacific Islander: 75% Two or More Races: 90% White: 93%</p>	<p>The District will increase the percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."</p> <p>Anticipated outcomes for the 2025-26SY:</p> <p>Overall: 90% Favorable Asian: 90% Black/African American: 90% Filipino: 90% Latino: 90% Other: 90% Pacific Islander: 90% White: 90%</p>	<p>LCAP Difference from 23-24SY Baseline and 25-26SY:</p> <p>Overall: 4.0% Asian: -1.0% Latino: -3.0% White: 15.0% Pacific Islander - 25% Black/African American baseline suppressed, Year3 = 100% Two or More Races baseline suppressed, Year3 = 90%</p>
1.11	Reduce the Suspension Rate for these student groups at San Mateo High:	San Mateo High suspension rates for the 2022-23SY:	San Mateo High suspension rates for the 2023-24SY:	San Mateo High suspension rates for the 2024-25SY:	The District will reduce the suspension rates of selected student	Difference from 22-23SY Baseline and 24-25SY:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Black/African American -Pacific Islanders -Socio-Economically Disadvantaged (SED) -Latino -Students w/ IEPs	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)	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) Group: suspension rate (cumulative enrollment) Source: Dataquest Suspension	Black/African American: 12.5%(16) Pacific Islander: 12.9%(31) English Learners 5%(397) SED: 5%(766) Students with IEPs 8.6%(187) Group: suspension rate (cumulative enrollment) Source: Dataquest Suspension	groups (Pacific Islander, SED, Latino and Students with IEPs). Anticipated outcomes for the 2025-26SY: Black/African American: 15.5% Pacific Islander: 8% English Learners: 6.2% SocioEconomically Disadvantaged 5% Students with IEPs. 6.5%	Black/African American: -18.8% Pacific Islander: -3.8% English Learners: -6.2% SED: -5.1% Students with IEPs: -2.9%
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%	School attendance rates. 24-25Y Outcomes: Aragon: 96.52% Bridge: 86.39% Burlingame: 95.51% Capuchino: 93.08% Hillsdale: 95.14% Mills: 96.49% San Mateo: 93.46% Peninsula (Continuation): 75.75% 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%	Difference from 22-23SY Baseline and 24-25SY: Aragon: 0.78% Bridge: 86.4% Baseline 24-25SY Burlingame: -0.63% Capuchino: -0.04% Hillsdale: 1.29% Mills: 0.33% San Mateo: 0.88% Peninsula (Continuation): -3.42%"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Aeries		Capuchino: maintain = 93% Hillsdale: maintain = 93% Mills: maintain = 95% San Mateo: maintain = 92% Peninsula (Continuation): 83%	
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)</p>	<p>Student expulsion.</p> <p>2024-25SY Outcomes: All Students: 9 (8775) Asian: 0 (2119) Black/African American: 1 (62) Filipino: 1 (431) Latino: 4 (3075) Pacific Islander: 1 (153) Two or More Races: 0 (795) White: 2 (2137) English Learner: 3 (973) SED: 5 (2366) Students w/ IEPs: 2 (1048)</p> <p>Group: Expulsion (Total 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 from 22-23SY Baseline and 24-25SY: All Students: 6 Asian: 0 Black/African American: 1 Filipino: 1 Latino: 1 Pacific Islander: 1 Two or More Races: 0 White: 2 English Learner: 3 SED: 5 Students w/ IEPs: 0</p>

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 Expulsion California Dept of Ed Dashboard Enrollment	*District Total student count = unduplicated Source: Dataquest Expulsion California Dept of Ed Dashboard Enrollment		

Goal Analysis [2025-26]

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: Overall implementation: SMUHSD substantially implemented the major actions under Goal 1. The district continued Student Equity Councils, family engagement coordinators, Spanish-language family events, Parent Connect, multilingual communications, wifi/hotspot supports, two multilingual learner-focused social workers, the districtwide mental health and wellness program, the Peninsula school-based social worker, the Wayfinder social-emotional learning pilot, and additional staffing for Long-Term Multilingual Learners.

Implementation successes included sustained family-facing supports, expanded mental health and wellness access across school sites, continued student voice structures through Student Equity Councils, and more intentional attention to belonging, family partnership, and culturally responsive support. These actions aligned with the updated Goal 1 purpose of creating learning environments where students are emotionally, physically, socially, and culturally safe and where students and families experience school as welcoming and connected.

Implementation challenges included uneven uptake across sites, lower-than-planned or zero estimated actual expenditures for some restorative practice training actions, continued need to strengthen implementation monitoring, and persistent subgroup and site-level discipline disparities. Although the district maintained a positive overall suspension indicator, the updated LCAP identifies red site-level suspension indicators for specific student groups, including Long-Term English Learners, Pacific Islander students, socioeconomically disadvantaged students, and students with disabilities at particular sites. This indicates that implementation has been beneficial but must become more targeted and more consistently monitored by site and student group.

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

Material differences: Goal 1 planned expenditures were \$6,970,000, and estimated actual expenditures were \$9,194,707.54, an increase of \$2,224,707.54. The variance was primarily related to higher-than-planned expenditures for the student mental health and wellness program,

which was budgeted at \$4,750,000 and had estimated actual expenditures of \$6,732,787.33. Family engagement coordinators also exceeded the planned amount, with estimated actual expenditures of \$891,331.82 compared with a \$645,000 budget.

Other differences included higher estimated actual costs for the Peninsula school-based social worker and the Wayfinder SEL pilot, as well as lower spending or no estimated actual spending for some restorative practice training actions. These variances reflect implementation timing, staffing and service-cost differences, and fiscal coding/implementation differences across actions. The overall package of Goal 1 supports was implemented, but the expenditure pattern shows that mental health, wellness, family engagement, and targeted staffing required more resources than originally projected.

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: Goal 1 actions were partially effective in strengthening the conditions for a safe and connected school community. The district maintained an overall Green suspension indicator and continued to invest in student belonging, mental health, family engagement, and multilingual family access. These actions support the district's broader goals of improving student connection, reducing exclusionary discipline, and strengthening home-school partnership. At the same time, the actions have not yet been sufficient to eliminate site-level and student group disparities in suspension, chronic absenteeism, or school connectedness. The continued red suspension indicators for specific student groups at individual schools and the ongoing need to address chronic absenteeism show that implementation must move from broad availability of supports to more precise, data-informed use of supports. The district will need to monitor implementation and outcomes by school, student group, and intervention type to determine which supports are producing measurable improvements and which need adjustment.

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.

SMUHSD will continue the core Goal 1 actions while strengthening implementation monitoring and site-level data cycles. For 2026-27, the district should focus restorative practice implementation and coaching on the schools and student groups with red or elevated suspension outcomes, including Long-Term English Learners, Pacific Islander students, socioeconomically disadvantaged students, and students with disabilities. The district will also continue to align its technical assistance work with SMCOE to Goal 1 actions related to discipline, belonging, and culturally responsive support for Pacific Islander students.

The district will also tighten quarterly monitoring of suspension, attendance, belonging, family engagement, Student Equity Council participation, and mental health access by school and student group. Because the largest fiscal variance occurred in mental health and wellness services, the district should continue to align budget projections with actual service costs and implementation needs.

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 across all school sites.	Continue to train staff in Restorative Practices	\$15,000.00	Yes
1.3	Continue to Implement Student Equity Councils	Continue to train and support a "Student Equity Council" at each school site that take on school culture and climate issues. Some examples of initiatives are campaigns for addressing better inclusion of students in school communities as well as initiatives to take on dehumanizing language on campuses. Students will learn the key qualities of leaders: develop skills related to listening, learning, relationship building and service, Train students on Courage and Consequence, Dismantling Hate and Civic Engagement.	\$75,000.00	No
1.4	Continue to provide each school community with a family engagement coordinator	<p>Strengthen communication between school and home.</p> <p>Socioeconomically disadvantaged students continue to demonstrate need in mathematics, college/career readiness, and access to rigorous coursework and supports.</p> <p>Students experiencing housing instability and foster youth need coordinated outreach, attendance support, and connection to academic and social-emotional services.</p>	\$645,000.00	Yes
1.5	Continue to provide district-wide family events in Spanish.	<p>Ensure English Learner community has access to similar information and experiences across the district.</p> <p>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,</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>attendance supports, mental health resources, reclassification, credit completion, and postsecondary planning.</p> <p>The action addresses these needs by providing family events in 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.</p> <p>Long-Term English Learners continue to need targeted support in academic language, ELA, math, credit completion, and college/career readiness.</p> <p>English Learners and 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.</p>		
1.6	Continue to Implement Parent Connect Curriculum and Support for families.	<p>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. English Learners, foster youth, and low-income students will receive first priority for this service through targeted outreach, multilingual communication, and referral from family engagement coordinators, counselors, administrators, MTSS teams, and attendance teams. The district will prioritize families who need support understanding academic progress, attendance expectations, graduation requirements, wellness supports, discipline processes, or college/career options. Although the communication and engagement systems strengthen access for all families, this action is principally directed toward unduplicated students because they are most likely to experience barriers to full participation in school and district systems.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.		
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 to targeted student groups.	Provide internet access to all students who qualify for F/R Lunch to support their internet connectivity needs. 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.	\$20,000.00	Yes
1.9	Continue to provide support to high-need Multilingual Learner students and their families by the provision of 2 ML-	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. This action is limited to English Learner students/families and is designed to provide culturally and linguistically responsive support, translation/interpretation access, resource navigation, social-emotional support, and connection to academic services.	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Focused Social Workers.	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.		
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.

Our goal is to create learning experiences that affirm students’ full humanity by building authentic relationships, centering students’ lived experiences and cultural, linguistic, and social assets, and supporting students to develop agency, critical consciousness, and a sense of belonging. Through this goal, educators will design inclusive, rigorous, and responsive learning environments where students, especially BIPOC students and students from historically marginalized communities, are seen, valued, supported, and empowered to use their learning toward liberation, justice, and meaningful participation in their communities.

This goal matters because humanizing education is not only about academic success. It is about creating conditions where students experience dignity, belonging, agency, and intellectual challenge. The SMUHSD Instructional Framework defines humanizing pedagogy as explicitly antiracist and focused on deeper, authentic connections between educators and students, the development of critical consciousness, and outcomes that promote liberation and social justice. It also emphasizes meaningful relationships, equitable learning environments, student agency, and holistic growth.

A goal grounded in humanizing education helps ensure that instructional decisions move beyond compliance or content coverage and instead prioritize students’ identities, voices, needs, and possibilities. This is especially important for addressing disproportionate outcomes for BIPOC and historically oppressed students and for creating classrooms that are academically rigorous, supportive, equitable, and empowering.

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 2025 California Dashboard:

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

EL Progress Indicator: Although there was 2.5% increase in the percentage of EL students making progress, the total EL progress 39.2% of ELs made progress toward English language proficiency (Yellow).

- ELA Performance: Long-Term English Learners were 150.2 points below standard and declined by 15.2 (Red) and English Learners were 108.8 points below standard and increased 5.8 points (Orange)

- Math Performance: Although there was an improvement in Math Performance for all EL students, both English Learners who are 174.8 points below standard and increased 19.6 and Long-Term English Learners who are 216.3 points below standard and increased 15.6 points.

- College/Career Readiness: Both groups of EL students are in the Yellow-designation for the California with 24.4% of EL students being classified as “Prepared” (Yellow) with an increase of 5.1% and 30.7% of Long-Term English Learners are “Prepared” which is an increase of 7.2%.

- Graduation: Although there has been a significant increase for both groups of EL students, English Learners continue to lag behind the district average and other student groups with a graduation rate of 81.3% which represents an increase of 6.8%.

The College/Career Indicator reveals that while the district as a whole performs at a “High” level (68.8% prepared), disparities persist:

- Students with Disabilities: Only 29.3% prepared, with an increase of 4.8%.

- Students from Socioeconomically Disadvantaged backgrounds: 44.9% prepared, which maintained.

- Pacific Islander students: 30% prepared with an increase 5%

- Homeless students: 25% prepared with an increase 6.8%.

The overall graduation rate is high (93.6%), but some subgroups lag behind:

- Homeless students: Graduated at a rate of 67.9% at the “Red Performance” level

- Students with Disabilities: Graduated at the rate 85.5% with an increase of 7.4%

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.	<p>Graduation Rates for Class of 2023:</p> <p>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</p>	<p>Graduation Rates for Class of 2024:</p> <p>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)</p>	<p>Graduation Rates for Class of 2025:</p> <p>All 93.6% (2285) Asian: 97.2% (536) Black/African American: 92.9% (14) Filipino: 96.3% (107) Latino: 88.5% (827) Pacific Islander: 92.5% (40) Two or More Races: 98.5% (203) White: 95.3% (557) English Learners: 81.3% (449) Socioeconomically Disadvantaged: 88.6% (865) Students with Disabilities: 85.5% (303) Homeless: 67.9% (28)</p>	<p>Anticipated Graduation Rates for Class of 2026:</p> <p>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%</p>	<p>LCAP Difference from 22-23SY Baseline and 24-25SY:</p> <p>All Students: 2.4% Asian: 0.3% Black/African American: -2.1% Filipino: -0.3% Latino: 5.9% Pacific Islander: -1.5% Two or More Races: 2.6% White: -0.6% English Learners: 11.2% Socio-Econ. Disadvantaged: 5.3% Students with IEPs / Students with Disabilities: 4.9% Homeless: -11.3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Increase/maintain percentage of students who are deemed "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.	<p>Percentage "prepared" of students who are "prepared" for college/career as reported by the CCI, Class of 2023:</p> <p>All Students: 61.9%(2371) Asian: 84.9%(516) Black/African American: 40.0%(20) Filipino: 70.7%(116) Latino: 39.8%(859) Pacific Islander: 32.0%(50) Two or More Races: 72.8%(217) White: 71.4%(590) English Learners: 21.9%(430) Socio-Econ. Disadvantaged: 38.4%(826) Students with IEPs: 16.4%(280) Homeless Students: 25.0%(24) Foster Youth not reported</p>	<p>Percentage "prepared" of students who are "prepared" for college/career as reported by the CCI, Class of 2024:</p> <p>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)</p>	<p>Percentage "prepared" of students who are "prepared" for college/career as reported by the CCI, Class of 2025:</p> <p>All: 68.8%(2247) Asian: 91.6%(536) Black/African American: 57.1%(14) Filipino: 78.5%(107) Latino: 43.2%(789) Pacific Islander: 30%(40) Two or More Races: 80.8%(203) White: 79.7%(557) English Learner: 24.4%(414) Long Term ML: 30.7%(202) Socioecon. Disadvantaged: 44.9%(830) Students with IEPs: 29.3%(300)</p>	<p>Anticipated percentage of students who are "prepared" for college/career as reported by the CCI, Class of 2026:</p> <p>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%</p>	<p>LCAP Difference from 22-23SY Baseline and 24-25SY:</p> <p>All Students: 6.9% Asian: 6.7% Black/African American: 17.1% Filipino: 7.8% Latino: 3.4% Pacific Islander: - 2.0% Two or More Races: 8.0% White: 8.3% English Learners: 2.5% LTEL: 30.70% 24-25SY Baseline Socio-Econ. Disadvantaged: 6.5% Students with IEPs: 12.9% Homeless: suppressed</p>
2.3	Increased (disaggregated) percentage of 10th graders "On-Track" for Graduation.	2022-23SY Outcome, Increase Percentage of Sophomores On-Track:	2023-24SY Outcome, Increase Percentage of Sophomores On-Track:	2024-25SY Outcome, Increase Percentage of Sophomores On-Track:	Anticipated 2025-26SY outcome, Increase Percentage of Sophomores On-	Difference from 22-23SY Baseline and 24-25SY: All Students: 1.8% Asian: 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 90%(2082/2321) Asian: 97%(505/523) 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: 91.8% (1964/2139) Asian: 98.7% (548/555) Black/African American: 87.5% (18/21) Filipino: 96.1% (116/121) Latino: 82.8% (594/717) Pacific Islander: 78.8% (23/29) Two or More Races: 94.7% (177/187) White: 96.3% (488/507) Multilingual Learner: 61.2% (67/109) ML Long Term: 54.4% (62/114) Socioecon. Disadvantaged: 78.7% (474/602) Students with IEPs: 86.3% (181/210)	Track: 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%	Black/African American: -0.5% Filipino: 3.1% Latino: 2.8% Pacific Islander: - 0.2% Two or More Races: -0.3% White: 1.3% English Learners / Multilingual Learner: 0.2% ML Long Term: 54.5% Baseline 24-25SY SED: -2.3% Students w/ IEPs: suppressed
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:	2023-24SY Standard Met/Exceeded in ELA: All: 70.3%(1930)	2024-25SY Standard Met/Exceeded in ELA: All: 73.5% (1907)	Anticipated 2025-26SY outcome, percentage of 11th grade students who meet/exceed the standard in	LCAP Difference from 22-23SY Baseline and 24-25SY: All Students: 1.5% Asian: 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment year over year.	69% (14) Filipino: 80.3%(128) Latino: 48.4%(686) Pacific Islander: 45.5%(33) Two or More Races: 86.0% White: 84.5%(492) English Learner: 8.93%(168) SED: 46.1%(499) Students w/ IEPs: 29.2%(145) Source: https://caaspp-elpac.ets.org/caaspp	Asian: 89.4%(499) 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)	Asian: 90.1% (484) Black/African American: *(8) Filipino: 86.3% (95) Latino: 49.6% (616) Pacific Islander: 41.5% (41) Two or More Races: 85.0% (181) White: 83.2% (482) Multilingual Learners: 3.3% (122) Socioecon. Disadvantaged: 50.6% (520) Students w/ IEPs: 23.6% (145)	English-Language Arts (ELA) on the CAASPP Assessment: All Students: maintain PL and increase to >=75% Asian: maintain PL and increase to >= 87% Filipino: maintain PL and increase to 82% Black/African American: increase PL and rate to >= 70% Latino: increase PL and rate to >= 70% Pacific Islander: increase PL and rate to >= 70% White: maintain PL and increase rate to >= 87% English Learner: increase PL and rate to >= 29% SED: increase PL and rate to >= 65% Students with IEP's: increase PL and rate to >= 50% PL = California	Black/AA: suppressed Filipino: 6.0% Latino: 1.2% Pacific Islander: -4.0% Two or More Races: -1.0% White: -1.3% English Learner / Multilingual Learners: -5.6% SED: 4.5% Students w/ IEPs: -5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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.	<p>2022-23SY Standard Met/Exceeded in Math:</p> <p>All Students: 48.2% (2085) Asian: 76.2% (492) Black/African American: 46.2% (13) Filipino: 48.4% (128) Latino: 17.4% (709) Pacific Islander: 9.1% (33) Two or More Races: 66.4% (208) White: 59.2% (502) English Learners: 4% (202) SED: 19% (519) Students with IEPs: 12% (143)</p>	<p>2023-24SY Standard Met/Exceeded in Math:</p> <p>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) Students with IEPs : 7.6%(14/185)</p>	<p>2024-25SY Standard Met/Exceeded in Math:</p> <p>All: 50.4% (1890) Asian: 79.4% (471) Black/African American: *(8) Filipino: 59.6% (94) Latino: 18.2% (614) Pacific Islander: 13.2% (38) Two or More Races: 67.0% (179) White: 58.2% (486) English Learner: 4.2% (144) Socioecon. Disadvantaged: 23.2% (513) Students w/ IEPs: 10.5% (134)</p>	<p>Anticipated 2025-26SY outcome, percentage of 11th grade students who meet/exceed the standard in Math on the CAASPP Assessment:</p> <p>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% Pacific Islander: PL to >= 30% Two or More</p>	<p>Difference from 22-23SY Baseline and 24-25SY:</p> <p>All Students: 2.2% Asian: 0.0% Black/African American: Suppressed Filipino: 11.2% Latino: 0.8% Pacific Islander: 4.1% Two or More Races: 0.6% White: -1.0% English Learners: 0.2% SED: 4.2% Students w/ IEPs: -1.5%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Races: maintain and increase PL $\geq 70\%$ White: maintain and increase PL $\geq 65\%$ EL: increase PL $\geq 25\%$ SED: increase PL $\geq 40\%$ SPED: increase PL 25%</p> <p>PL = California Dashboard Performance Level status and change colors (From lowest to highest - red, orange, yellow, green, blue)</p>	
2.6	<p>*Improve graduated class outcomes of AP/IB/Dual Enrollment Access rates.</p> <p>*This metric previously included 11th graders within the student group. The metric has been adjusted to report 12th graders only.</p>	<p>*AP/IB/Dual Enrollment Access rates, Class of 2023: All/District 58.3% (2183) Asian 86.0% (501) Black or African American 33.3% (18) Filipino 55.8% (113) Latino 34.8% (729) Pacific Islander 20.8% (48) Two or More Races 66.8% (208) White 65.4% (566)</p>	<p>*AP/IB/Dual Enrollment Access rates, Class of 2024 All: 63.4% (2235) Asian: 85.8% (559) Black/African American: 62.5% (16) Filipino: 69.3% (137) Latino: 38.3% (766)</p>	<p>AP/IB/Dual Enrollment Access rates, Class of 2025: All Students 52.1% (2137) Asian 81.8% (521) Black or African American 46.2% (13) Filipino 51.5% (103) Latino 22.3% (735)</p>	<p>Anticipated AP/IB/Dual Enrollment Access rates, Class of 2026: All/District 65% Asian maintain $\geq 86\%$ Black or African American: 66% Filipino 65% Latino 65% Pacific Islander 65%</p>	<p>Difference from 22-23SY Baseline and 24-25SY: All Students: -6.2% Asian: -4.2% Black or African American: 12.9% Filipino: -4.3% Latino: -12.5% Pacific Islander: -12.7% Two or More Races: -6.1% White: -1.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Multilingual Learners 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>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>Pacific Islander 8.1% (37) Two or More Races 60.7% (196) White 64.4% (531) Multilingual Learners 2.5% (202) Socioeconomically Disadvantaged 26.9% (584) Students with IEPs 18.8% (218)</p>	<p>Two or More Races 70% White 68% Multi-Language Learner 20% SED 60% Special Education 20%</p>	<p>Multilingual Learners: -10.3% SED: -8.9% Special Education / Students with IEPs: 8.9%</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) Socio-Econ. Disadvantaged: 64.1% (1481/2312) Students w/ IEPs: 54.8% (504/919)</p>	<p>Fall 2025 Outcomes, % of Students with a 7+ Day Period Day: Comprehensive Sites: All: 69.1% (5794/8385) Asian: 70.3% (1482/2107) Black/African American: 75.0% (42/56) Filipino: 72.6% (324/446) Latino: 71.0% (2008/2827) Native American: 100.0% (3/3) Pacific Islander: 69.3% (95/137)</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>Difference from 22-23SY Baseline and 24-25SY: All Students: 20.1% Black/African American: 41.0% Latino: 26.0% Pacific Islander: 19.3% English Learners / Multilingual Learner: 33.8% SED: 25.6% Students w/ IEPs: 17.4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<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>	<p>Two or More Races: 68.5% (541/790) Unknown: 100.0% (7/7) White: 64.2% (1292/2012) Multilingual Learner: 76.8% (643/837) SED: 69.6% (1656/2381) Students w/ IEPs: 63.4% (562/887)</p> <p>Fall 2025 Outcomes, % of Students with a 4+ Day-Period Day: The Bridge Academy: 100.0% (64/64)</p> <p>Fall 2025 Outcomes, % of Students with a 5+ Day-Period Day: Peninsula High School: 92.7% (115/124) Exclusions: Students w/o schedule match (Independent Studies, Alt. Prog.)</p>		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC (ELPI)	2022-23SY ELPI Rates (CA School Dashboard: All Students: 38.70% Aragon 42.20% Bridge 2024-25SY baseline Burlingame 38.50% Capuchino 49.60% Hillsdale 40.40% Mills 46.70% Peninsula (Continuation) 12.50% San Mateo 36.80%	2023-24SY ELPI Rates (CA School Dashboard): All Students: 36.7% Aragon High: 51.9% Bridge 2024-25SY baseline Burlingame High: 50.0% Capuchino High: 38.1% Hillsdale High: 29.2% Mills High: 71.1% Peninsula (Continuation) High: 11.4% San Mateo High: 37.7%	2024-25SY ELPI Rates (CA School Dashboard): All Students: 39.2% Aragon High: 55.8% Bridge: 2.3% Burlingame High: 80.6% Capuchino High: 45.8% Hillsdale High: 41.6% Mills High: 47.4% Peninsula (Continuation) High: 9.8% San Mateo High: 33.8%	65% of all English Learners will make at least one year of progress by the end of the 2025-26 school year. (ELPI)	Difference from 22-23SY Baseline and 24-25SY: All Students: 0.5% Aragon: 13.6% Bridge: 2.30% Baseline 24-25SY Burlingame: 42.1% Capuchino: -3.8% Hillsdale: 1.2% Mills: 0.7% Peninsula (Continuation): -2.7% San Mateo: -3.0%
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)	ELD Advancement Rate, 2024-25SY: District: 87% (311) *Method updated to include ML Students advancing not only in ELD, but also advancement into/upward in standard english courses and RFEP.	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.	Difference from 23-24SY Baseline and 24-25SY: ELD Advancement Rate: 38.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	*English Learner Measure #3: Increase the count and rate of English Learner students who are reclassified during each academic year.	<p>*LCAP Baseline for RFEP Rate: 2021-22SY RFEP Rate: 12.9% (159/1237)</p> <p>*The decrease in 2021-22 RFEP rate followed by an increase in 2022-23 was directly related to the pandemic. One of the reclassification criteria is CAASPP results from 8th or 11th grade. CAASPP was not given in Spring 2020 and Spring 2021. This means students 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>	English Language Acquisition Status = RFEP, 2023-24SY: 15.8% (200/1268)	English Language Acquisition Status = RFEP, 2024-25SY: 17.5% (198/1130)	At least 20% of English Learners will be reclassified as English-proficient by the end of the 2025-26 school year.	LCAP Difference from 23-24SY Baseline and 24-25-26SY: 4.6%
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%</p>	<p>ELPI Rate for the 2024-25SY:</p> <p>All Students: 39.2% Aragon High: 55.8% Mills High: 47.4%</p>	<p>Anticipated ELPI Rates for the 2025-26SY:</p> <p>Districtwide: 55% Aragon HS: 53% Mills HS: 53%</p>	<p>Difference from 22-23SY Baseline and 24-25SY:</p> <p>All Students: 1.5% Aragon: 12.9% Mills: 2.2% San Mateo: -3.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			San Mateo High: 37.7%	San Mateo High: 33.8%	San Mateo HS: 45%	
2.12	Graduation Rate for Specific Student Groups and Schools PHS- Peninsula SMHS-San Mateo HS	Class of 2023 Graduation Rate: PHS(All Students) 60.7% PHS (English Learner) 49.5% PHS (Hispanic/Latinx) 56.8% PHS (SED) 58.1% San Mateo (English Learner) 66.1%	Class of 2024 Graduation Rate: PHS(All Students) 64.4% PHS (English Learner) 54.8% PHS (Hispanic/Latinx) 60.5% PHS (SED) 61.8% San Mateo (English Learner) 77.8%	Class of 2025 Graduation Rate: PHS(All Students) 82.4% PHS (English Learner) 73% PHS (Hispanic/Latinx) 78.8% PHS (SED) 80% San Mateo (English Learner) 82.2%	Anticipated Graduation Rates for Class of 2026: PHS(All Students): 72% PHS (English Learner): 68% PHS (Hispanic/Latino): 70% PHS (SED): 70% San Mateo (English Learner): 75%	Difference from 22-23SY Baseline and 24-25SY: PHS — All Students: 21.7% PHS — English Learner: 23.5% PHS — Hispanic/Latinx: 22.0% PHS — SED: 21.9% San Mateo — English Learner: 16.1%
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	Class of 2025 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) 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	Difference from 22-23SY Baseline and 24-25SY: PHS — All Students: No change PHS — English Learner: No change PHS — Hispanic/Latinx: No change PHS — SED: No change MHS — Students with Disabilities: ? One level
2.14	Continued Implementation of State	Through analysis using the State reflection tool in spring 2024 at the	Through analysis using the State reflection tool at	Through analysis using the State reflection tool at	The goal is that the District will see significant (85% of	<ul style="list-style-type: none"> PL Opportunities:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards across the content areas.	<p>District level it was determined that:</p> <ul style="list-style-type: none"> The District provides 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. The District continues to purchase and make available standards-aligned instructional materials. 4/5 on rating tool The State standards are 	<p>the District level, it was determined that:</p> <ul style="list-style-type: none"> The District continues to provide 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) 	<p>the District level, it was determined that:</p> <ul style="list-style-type: none"> The District continues to provide 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) 	<p>more) implementation of its new instructional framework by 2027.</p> <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 2025</p> <ul style="list-style-type: none"> Instructional Materials SAME Rating as 2025 Standards Implementation: SAME Rating as 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		being implemented in all subject areas with a relatively high degree of fidelity. 3/5 on rating tool.	4/5 on rating tool. <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 fidelity. 4/5 on rating tool. 	4/5 on rating tool. <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 fidelity. 4/5 on rating tool. 		
2.15	Ensure access to CA Standards, including the ELD Standards.	Through analysis using the State reflection tool at the District level it was determined that:	Through analysis using the State reflection tool at the District level it	Through analysis using the State reflection tool at the District level it	The goal is that by 2027, ELD/CLA teachers are teaching the ELD	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
		<ul style="list-style-type: none"> Teachers in ELD and Community, Literacy and Action courses are implementing the State ELD Standards with a fair amount of fidelity. 3/5 on rating tool. 	<p>was determined that:</p> <ul style="list-style-type: none"> Teachers in ELD and Community, Literacy and Action courses are implementing the State ELD Standards with a fair amount of fidelity. 3/5 on rating tool. 	<p>was determined that:</p> <ul style="list-style-type: none"> Teachers in ELD and Community, Literacy and Action courses are implementing the State ELD Standards with a fair amount of fidelity. 3/5 on rating tool. 	standards with high amount of fidelity (90% or more).	
2.16	Increase the percentage of students who are the University of California "A-G" (UC/CSU) eligible.	<p>Percentage of Students who met the Requirements (Class of 2023, 4 Yr Cohort):</p> <p>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)</p>	<p>Percentage of Students who met the Requirements (Class of 2024, 4 Yr Cohort):</p> <p>All 71.9% (2185) Asian 89.6% (509) Black/African American 66.7% (15) Filipino 83.3% (138)</p>	<p>Percentage of Students who met the Requirements (Class of 2025, 4 Yr Cohort):</p> <p>All 68.8% (2099) Asian 90.4% (521) Black/African American 46.2% (13) Filipino 79.6% (103)</p>	<p>Increases in the percentage of students who are the University of California "A-G" (UC/CSU) eligible.</p> <p>Anticipated Outcomes for Class of 2026: All Students: 90% Asian: maintain = 92%</p>	<p>Difference from 22-23SY Baseline and 24-25SY:</p> <p>All: 1.4% Asian: 5.6% Black/African American: 9.4% Filipino: -1.7% Latino: -3.0% Pacific Islander: -0.7% Two or More Races: 3.9%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 75.0% (208) White 79.1% (565) English Learners 29.3% (294) Homeless 22.2% (18) Socio-Econ. Disadvantaged: 42.3% (683) Students with IEPs: 29.1% (223)	Latino 46.6% (726) Pacific Islander 23.1% (39) 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)	Latino 41.5% (694) Pacific Islander 27% (37) Two or More Races 78.9% (199) White 81% (531) English Learners 27.7% (330) Homeless 31.6% (19) Socio-Econ. Disadvantaged: 43.4% (731) Students with IEPs: 32.8% (256)	Black/African American: 85% Filipino: maintain = 93.9% Latino: 85% Pacific Islander: 85% White: 92% Two or More Races: 92% English Learner: 82% SED: 85% Students w/ IEPs: 76%	White: 1.9% English Learners: -1.6% Homeless: 9.4% Socio-Econ. Disadvantaged: 1.1% Students with IEPs: 3.7%
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)	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)	Percentage of Students who completed a CTE Program of Study (Class of 2025): All: 12.6% (285/2269) Asian: 20.2% (107/529) Black/African American: 7.1% (1/14) Filipino: 10.2% (11/108) Latino: 5.9% (49/832)	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%	Difference from 22-23SY Baseline and 24-25SY: All: -3.1% Asian: -2.5% Black/African American: -2.9% Filipino: -7.0% Latino: -1.2% Pacific Islander: -0.3% Two or More Races: 2.4% Multilingual Learner: 0.2% SED: 2.7% Students w/ IEPs: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latino 7.1% (61/859) Pacific Islander 8.0% (4/50) 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)	Asian 16.7% (84/504) 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)	Native American: 0.0% (/1) Pacific Islander: 7.7% (3/39) Two or More Races: 16.2% (32/198) White: 15.0% (82/548) Multilingual Learner: 1.8% (5/272) SED: 8.1% (51/633) Students w/ IEPs: 3.8% (2/52)	Pacific Islander: 50% Two or More Races: 60% 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.	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. *Class of 2025: All: 11.0% (235/2137) Asian: 19.0% (99/521)	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%	Difference from 22-23SY Baseline and 24-25SY: All: -1.1% Asian: -1.5% Black/African American: -5.0% Filipino: -7.5% Latino: -0.5% Pacific Islander: -1.3% Two or More Races: -0.6% White: -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Class of 2023: 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: 0.0% (/13) Filipino: 9.7% (10/103) Latino: 3.9% (29/735) Native American: 0.0% (/1) Pacific Islander: 2.7% (1/37) Two or More Races: 12.8% (25/196) White: 13.4% (71/531) English Learners: 1.5% (3/202) SED: 5.5% (32/584) Students w/ IEPs: 2.3% (8/303) *Method - EOY Class of 2025 cohort (w/ the exception of Students w/ IEPs) for a most accurate set of outcomes. n = Standard High School Diploma Graduates (or Special Edu. Cert. Completers for Students w/ IEPs)	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%	Multilingual Learners: 1.0% SED: 1.6% Students w/ IEPs: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Increase the percentage of students who have passed an Advanced Placement examination with a score of 3 or higher.	<p>Percentage of Students who "ever" passed one AP Test (or more).</p> <p>Class of 2023: 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>Percentage of Students who "ever" passed one AP Test (or more).</p> <p>Class of 2024: 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>Percentage of Students who "ever" passed one AP Test (or more).</p> <p>Class of 2025: All: 89.0% (1049/1179) Asian: 94.1% (416/442) Black/African American: 71.4% (5/7) Filipino: 83.6% (51/61) Latino: 83.1% (162/195) Pacific Islander: 100.0% (2/2) Two or More Races: 82.9% (97/117) White: 89.0% (316/355) Multilingual Learners: 95.0% (19/20) SED: 81.6% (151/185) Students w/ IEPs: 62.5% (15/24)</p>	<p>Percentage of Students who passed one AP Test (or more).</p> <p>Anticipated Outcomes for Class of 2026: 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>Difference from 22-23SY Baseline and 24-25SY: All Test Takers: 5.5% Asian: 4.3% Black/African American: 21.4% Filipino: 14.0% Latino: 7.1% Pacific Islander: 40.0% Two or More Races: -4.6% White: 7.5% English Learner / Multilingual Learners: 27.0% SED: 5.0% Students w/ IEPs: 6.9%</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:</p>	<p>Decrease in Dropout Rates/Non-Grad Rates.</p>	<p>Decrease in Dropout Rates/Non-Grad Rates.</p>	<p>Decrease in Dropout Rates.</p>	<p>Difference from 22-23SY Baseline and 24-25SY: All Students: -2.4% Asian: -0.3%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 8.8% (211/2395) Asian: 3.1% (16/516) Black/African American: 5.0% (1/20) Filipino: 3.4% (4/117) Latino: 17.4% (153/881) Pacific Islander: 6.0% (3/50) Two or More Races: 4.1% (9/217) White: 4.1% (24/591) English Learner: 29.9% (135/451) SED: 16.7% (141/845) Students with IEPs: 19.4% (55/283)	Class of 2024 Dropout Rates: All : 5.6% (2359) Asian : 2.7% (523) 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)	Class of 2025 Dropout Rates: All: 6.4% (2285) Asian: 2.8% (536) Black/African American: 7.1% (14) Filipino: 3.7% (107) Latino: 11.5% (827) Pacific Islander: 7.5% (40) Two or More Races: 1.5% (203) White: 4.7% (557) Multilingual Learners: 18.7% (449) Socioeconomically Disadvantaged: 11.4% (865) Students with Disabilities: 14.5% (303) Homeless: 32.1% (28)	Anticipated Outcomes for Class of 2026: All Students: Asian: 0 Black/African American: 0 Filipino: 0 Latino: 9% Pacific Islander: 0 White: 0 Two or More Races: 0 English Learner: 9% SED: 9% Students w/ IEPs: 9%	Black/African American: 2.1% Filipino: 0.3% Latino: -5.9% Pacific Islander: 1.5% Two or More Races: -2.6% White: 0.6% English Learner / Multilingual Learners: -11.2% SED: -5.3% Students with IEPs / Students with Disabilities: -4.9%

Goal Analysis [2025-26]

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.

SMUHSD implemented nearly all of the major strategies under Goal 2 to increase academic achievement, course access, English Learner progress, graduation readiness, and college/career preparation. Implemented actions included the seven-period day for multilingual learners, professional learning to address math proficiency, targeted credit recovery for multilingual learners, continued implementation of the

SMUHSD Humanizing Pedagogy Instructional Framework, equitable grading professional learning, SEL curriculum, intervention staffing, AVID, Student Success Coordinators, Multilingual Learner Specialists, the Career Technical Education program, the ML Coordinator position, tutoring for Tier II academic intervention, performance task pilots, summer credit recovery, planning for CTE/Dual Enrollment pathways, and Community, Literacy and Action courses for Long-Term Multilingual Learners.

Successes included districtwide gains in graduation, English Language Arts, mathematics, and English Learner Progress, along with continued strong overall College/Career Indicator performance. Challenges included persistent gaps for Long-Term English Learners, English Learners, Hispanic students, Pacific Islander students, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness. Implementation of CTE/Dual Enrollment pathway expansion also appears to have occurred at a lower cost and/or slower pace than originally planned, reflecting pathway planning timelines, grant alignment, and implementation staging.

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

Goal 2 planned expenditures were \$9,590,591, and estimated actual expenditures were \$8,367,397.20, an underspend of \$1,223,193.80. The largest differences were connected to CTE and pathway implementation. The robust CTE program was budgeted at \$2,675,000 and had estimated actual expenditures of \$2,253,750.23, while the new CTE/Dual Enrollment pathways action was budgeted at \$780,000 and had estimated actual expenditures of \$233,835.21. The 20.4 FTE intervention staffing action also came in below budget at \$2,535,738.32 compared with \$2,725,000, and the Community, Literacy and Action course staffing action came in below budget at \$583,617.53 compared with \$696,068.

These lower costs were partially offset by higher-than-planned expenditures for AVID, performance task pilots, targeted ML credit recovery, and the ML Coordinator. Overall, the material variance appears to reflect phased implementation of new CTE/Dual Enrollment pathways, staffing and implementation timing, use of grant or other allowable funds for some pathway-related work, and actual service costs that differed from initial projections.

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

Goal 2 actions were directionally effective in improving districtwide outcomes, but not yet sufficient to close opportunity and outcome gaps. The 2025 Dashboard reflected a graduation rate of 93.6%, an increase of 1.2 percentage points; ELA performance of 43.3 points above standard, an increase of 14.1 points; mathematics performance that improved by 2.6 points; and English Learner Progress of 39.2%, an increase of 2.5 percentage points. The district also remained Green overall for the College/Career Indicator, with 68.8% of graduates identified as prepared.

Despite these improvements, the data show the need for continued targeted intervention. Long-Term English Learners remained Red in ELA, and multiple student groups remained Orange in mathematics, including English Learners, Hispanic students, Long-Term English Learners, Pacific Islander students, socioeconomically disadvantaged students, and students with disabilities. College/career readiness remained Yellow for English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, students experiencing homelessness, Pacific Islander students, and students with disabilities. These results indicate that Goal 2 actions are improving overall outcomes but must be sharpened to produce stronger gains for the student groups furthest from standard and least likely to be college/career prepared.

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.

SMUHSD will continue the Goal 2 actions while strengthening implementation around mathematics, Long-Term English Learners, students with disabilities, and college/career readiness for English Learners, Hispanic students, socioeconomically disadvantaged students, students experiencing homelessness, and Pacific Islander students. The district will use common assessments, credit accrual data, course access reviews, progress monitoring, and tutoring participation data to identify students earlier and match interventions more precisely.

The district will also align the work of the ML Coordinator, ML Specialists, Community, Literacy and Action courses, content coaching, tutoring, and credit recovery so that designated and integrated ELD, academic language development, course completion, and college/career readiness are mutually reinforcing. For CTE and dual enrollment, the district should continue pathway development while clarifying implementation milestones, student access targets, and expenditure projections so the action is easier to evaluate in 2026-27.

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
2.2	Address Math proficiency for specific student groups through professional learning	<p>Universal Design for Learning Training</p> <p>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, 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.</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	<p>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.</p> <p>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 intervention and follow-up; and coordinate supports through counseling, MTSS, tutoring, and student success systems. This action is provided LEA-wide because unduplicated</p>	\$2,725,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.8	Continue to Implement Advancement Via Individual Determination (AVID) program at four school sites (AHS, BHS, CHS and SMHS).	AVID is a research-based initiative that has proven to help first-generation students successfully gain access to four-year colleges. Action 2.8 is schoolwide at the participating schools because AVID is implemented through schoolwide 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.	\$315,000.00	Yes
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 Multilingual 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. 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 supports.	\$240,000.00	Yes
2.11	Continue to implement Student	This role monitors and manages students who have been identified for Tier II intervention at each school site.	\$341,523.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Success Coordinator (SSC) Role			
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
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	<p>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. This action is supported in part by \$264,930 in Learning Recovery Emergency Block Grant funds. This is an LREBG action. The \$264,930 in Learning Recovery Emergency Block Grant funds is not LCFF funding and is not included as LCFF contributing funding.</p> <p>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</p>	\$923,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p>		
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	No

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>	<p>Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.</p> <p>Fall 2025: 66% favorable rating (337 responses)</p>	Fall 2026 Anticipated Outcome: 70% favorable rating	Equity-focused PL favorability: 12.0%

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 2025-26 school year, but will be during 2026-27 and after data collection is complete, a baseline will be established by next spring.	This metric was not completed during the 2025-26 school year. Instead, site equity visits were conducted.	Fall 2026 Anticipated Outcome: 75% of teachers report implementation of elements of framework.	Humanizing Pedagogy implementation: no change
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: 92% favorable (50 responses)	Fall 2025 Anticipated Outcome: 95% favorable	Teachers of color - support/inclusion: -1.0%
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: 92% favorable (128 Responses)	Fall 2026 Anticipated Outcome: 95% Favorable	Classified staff of color - support/inclusion: 1.0%
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: Certificated Staff: 68% Favorable Classified Staff: 69% Favorable	Fall 2026 Anticipated Outcome: Certificated Staff: 95% Favorable Classified Staff: 95% Favorable	Certificated staff workplace satisfaction: 4.0% Classified staff workplace satisfaction: 2.0%

Goal Analysis [2025-26]

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.

SMUHSD implemented the core educator-capacity actions in Goal 3. The district provided professional learning for certificated and classified staff, supported PLC collaboration, implemented Anti-Bias Grant activities, continued the instructional coaching program, operated the SMUHSD Induction Program, maintained inclusive interview committee practices, continued teacher residency partnerships and credential reimbursement supports, and implemented Multilingual Learner Content Coaches to work with PLCs in the 9th grade across school sites.

Implementation successes included continued growth in staff survey measures connected to professional learning, staff inclusion, and workplace satisfaction. The 2025 staff survey showed 66% favorable ratings for equity-focused professional learning, 92% favorable ratings for teacher-of-color perception of support/inclusion, 92% favorable ratings for classified staff of color perception of support/inclusion, and improved overall staff satisfaction for both certificated and classified staff. A challenge was that the specific implementation measure for the Humanizing Pedagogy Instructional Framework was not completed in 2025-26; instead, the district conducted site equity visits. This limits the district's ability to evaluate framework implementation with a consistent baseline and should be corrected in 2026-27.

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

Goal 3 planned expenditures were \$2,095,000, and estimated actual expenditures were \$2,191,942.66, an increase of \$96,942.66. Actual expenditures were close to planned overall. Higher-than-planned costs occurred in classified professional learning, the instructional coaching program, induction, and Multilingual Learner Content Coaches. For example, instructional coaching was budgeted at \$1,200,000 and had estimated actual expenditures of \$1,251,417.39, and the ML Content Coaches action was budgeted at \$370,000 and had estimated actual expenditures of \$435,140.28.

These increases were partially offset by lower-than-planned expenditures for certificated professional learning, PLC collaboration, Anti-Bias Grant activities, teacher residency partnerships, and credential reimbursement supports. The variance reflects differences in actual professional learning and coaching costs, staffing costs, and participation/implementation levels across the educator-support actions.

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

Goal 3 actions were effective in strengthening conditions for educator learning and support, as reflected in improved staff survey results. Certificated staff favorable ratings for overall workplace satisfaction increased to 68%, classified staff increased to 69%, teacher-of-color support/inclusion remained high at 92%, and classified staff of color support/inclusion increased to 92%. The improvement in professional learning satisfaction from 64% to 66% also suggests that the district's professional learning strategy is moving in a positive direction.

However, Goal 3 has not yet produced a complete implementation picture because the Humanizing Pedagogy Instructional Framework implementation metric was not completed. In addition, persistent academic outcome gaps for multilingual learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, and Pacific Islander students show that professional learning

and coaching must continue to focus on measurable changes in classroom practice, common Tier I practices, data-informed PLCs, integrated and designated ELD, Universal Design for Learning, and inclusive instruction.

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.

SMUHSD will continue professional learning, instructional coaching, induction, affinity-based support, classified staff learning, and workforce diversification strategies. For 2026-27, the district should strengthen the alignment among the instructional framework, common assessments, course/grade-level PLCs, ML content coaching, inclusive practices, and site equity visits.

The district should also establish and implement the Humanizing Pedagogy Instructional Framework metric that was not completed in 2025-26. This should include a clear baseline, consistent collection method, and use of teacher self-report and/or observation evidence. The district will also continue supporting classified employees interested in teaching careers and improving early-career teacher support through induction, coaching, and mentoring.

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 practice is best supported in strong teams.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
	professional learning communities and in school-wide convenings on the establishment of common Tier I practices.			
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 SMUHSD Induction Program	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
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	Develops, trains and mentors classified employees towards becoming teachers. Program includes a year-long apprenticeship.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
	staff in earning teaching credentials.			
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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal for Bridge Academy: By the end of the 2026-27 school year, Bridge Academy will increase academic success, credit attainment, graduation readiness, and postsecondary preparation for newcomer Multilingual Learner students by supplementing the core instructional program with evidence-based professional learning and ongoing instructional coaching for staff, high-dosage tutoring and credit-recovery supports for students, and social-emotional learning and transition supports that strengthen attendance, belonging, and student engagement.	Equity Multiplier Focus 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 6: School Climate (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.

This is a new goal associated with the new "Equity Multiplier" Resources allocated by the CA Department of Education. SMUHSD developed this Equity Multiplier Focus Goal because Bridge Academy serves students with a unique set of academic, linguistic, social-emotional, and transition needs. Many Bridge students are newly arrived multilingual learners who need accelerated language development, credit recovery, numeracy and literacy support, and intentional college/career exposure in order to stay on track for graduation and successfully transition to adult school, college, career, or another postsecondary pathway. Bridge's own program description notes that many students enter with interrupted formal education or few to no high school credits, and that the school provides small class sizes, collaborative learning environments, an after-school learning center, online English and math programs, weekly community circles, a social worker, a mental health therapist, a family engagement coordinator, and bilingual support staff.

The need is also reflected in the districtwide 2025 Dashboard outcomes for English Learners. While SMUHSD's overall graduation and college/career outcomes are strong, English Learners remain below district averages, with an 81.3% graduation rate and 24.4% "Prepared" rate on the College/Career Indicator, compared with 93.6% graduation and 68.8% CCI Prepared overall. In addition, the draft LCAP identifies high chronic absenteeism among English Learners/Non-RFEP students at 38.91%, reinforcing the need for integrated academic, SEL, attendance, and transition supports.

The \$93,000 in Equity Multiplier funds will supplement, not supplant, the core Bridge Academy program by adding targeted supports beyond the base program: evidence-based instructional best-practice training, ongoing coaching, high-dosage tutoring, and SEL/transition supports.

This is aligned with CDE guidance that Equity Multiplier funds must be used for evidence-based services and supports and must supplement, not supplant, other funding provided to the school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate for Bridge Academy Newcomer Multilingual Learners/English Learners	65.9% of Students Graduated in 2025 (41 students)	This metric was introduced in 26-27, so no outcome data reported in Y1.	This metric was introduced in 26-27, so no outcome data reported in Y2.	70% will graduate in spring 2027	NA
4.2	English Learner Progress for Multilingual Learners at Bridge Academy	2.3% of Bridge Academy students made progress by growing one level or more on the ELPAC in 2025	This metric was introduced in 26-27, so no outcome data reported in Y1.	This metric was introduced in 26-27, so no outcome data reported in Y2.	5% will make progress in 2027	NA
4.3	College/Career Indicator	0% of Bridge Academy students were "Prepared" in 2025	This metric was introduced in 26-27, so no outcome data reported in Y1.	This metric was introduced in 26-27, so no outcome data reported in Y2.	5% of graduates will be prepared in 2027	NA

Goal Analysis [2025-26]

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 4 is a new Equity Multiplier Focus Goal for the 2026-27 school year and was not implemented as a 2025-26 LCAP goal. Because the goal is new, there were no prior-year Goal 4 actions to analyze for implementation. The updated LCAP establishes Bridge Academy-specific baseline data and identifies the school's focus on newcomer Multilingual Learner/English Learner academic success, credit attainment, graduation readiness, and postsecondary preparation.

The new goal responds to Bridge Academy's unique role as an alternative high school/newcomer academy for multilingual learner students, many of whom need accelerated English language development, credit recovery, numeracy and literacy support, social-emotional support, and intentional college/career transition planning. The goal will use Equity Multiplier funds to supplement the core program through evidence-based professional development, culturally responsive pedagogy, instructional coaching, high-dosage tutoring, and student supports.

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

Not applicable for 2025-26. Goal 4 is new for 2026-27, so there were no 2025-26 planned expenditures or estimated actual expenditures for this goal. For 2026-27, the updated LCAP includes \$93,000 in Equity Multiplier-funded actions for Bridge Academy: \$50,000 for evidence-based professional development on culturally responsive pedagogy and coaching, and \$43,000 for high-dosage tutoring.

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

Not applicable for 2025-26 because the actions have not yet been implemented. The baseline data in the updated LCAP show the need for this new goal: 65.9% of Bridge Academy newcomer Multilingual Learner/English Learner students graduated in 2025, 2.3% of Bridge Academy students made progress by growing one level or more on the ELPAC in 2025, and 0% of Bridge Academy students were “Prepared” on the College/Career Indicator in 2025. These baselines will be used to evaluate implementation and effectiveness in 2026-27.

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.

SMUHSD added Goal 4 as a new Equity Multiplier Focus Goal for Bridge Academy. The goal, metrics, and actions were developed in response to Bridge Academy’s student needs and the availability of Equity Multiplier resources. The goal establishes three 2026-27 monitoring metrics: Bridge Academy graduation rate for newcomer Multilingual Learners/English Learners, English Learner Progress at Bridge Academy, and College/Career Indicator preparedness for Bridge Academy students.

The district will use these metrics, along with local progress monitoring, credit accrual, tutoring participation, attendance, student work, and staff coaching data, to determine whether the new professional learning and high-dosage tutoring actions are improving outcomes for Bridge Academy students.

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
4.1	Evidence-based Professional Development on Culturally Responsive Pedagogy	Teachers will receive training in Culturally Responsive Pedagogy, aligned to the SMUHSD Instructional Framework. This will be further supported with coaching and feedback sessions. This action is funded with Equity Multiplier funds.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Provide High-Dosage Tutoring to Students at Bridge Academy	<p>Provide High-Dosage Tutoring to Students at Bridge Academy</p> <p>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.</p>	\$43,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6631494	\$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
5.765%	0.000%	\$0.00	5.765%

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: In 2025, Long-Term English Learners had an 11.0% suspension rate, which was higher than the district average and indicates a need for stronger relationship-centered, culturally responsive, and restorative approaches to school climate and discipline. English Learners</p>	SMUHSD will provide restorative practices training for classified staff across all school sites so that the adults who supervise, support, and interact with students throughout the school day have common strategies for de-escalation, relationship-building, restorative conversations, community circles, and alternatives to suspension. Services will be provided through professional learning, coaching, site-based practice, and tools that support one-on-one student check-ins, restorative conversations after conflict, circles that strengthen	Suspension Rate, including Metrics 1.5 and 1.6, disaggregated for English Learners, Long-Term English Learners, low-income students, and foster youth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and other high-needs students also experience barriers connected to belonging, communication, and access to support when disciplinary systems rely primarily on exclusionary responses.</p> <p>Scope: LEA-wide</p>	<p>classroom and campus community, and consistent responses that help students repair harm while remaining connected to school. This action is principally directed toward English Learners, Long-Term English Learners, low-income students, and foster youth, whose outcomes show a need for stronger climate and discipline supports. It is provided LEA-wide because these students attend all district schools and interact with classified staff in classrooms, offices, hallways, cafeterias, and campus supervision settings. A site-by-site or student-only approach was considered but rejected because it would create uneven access and would not build the consistent adult practices needed to reduce exclusionary discipline. Restorative practices are supported by educational theory and research on belonging, relationships, and non-exclusionary discipline; district experience also shows that students are more likely to remain engaged when staff use proactive relationship-building and restorative responses.</p>	
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>	<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</p>	<p>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</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
	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>English Learners, foster youth, and low-income students will receive first priority and first consideration for family engagement coordinator support. Coordinators will prioritize outreach to</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
		families of students who are chronically absent, credit deficient, newly enrolled, experiencing housing or economic instability, learning English, or otherwise identified through MTSS, attendance, counseling, or teacher referral as needing additional connection to school. Services will include direct family outreach, one-on-one meetings, translation and interpretation coordination, support navigating school systems, referrals to academic and wellness supports, and help accessing tutoring, credit recovery, college/career information, and community resources. Although family engagement coordinators support the broader school community, the action is principally directed to unduplicated students because these students and families are more likely to experience barriers to information, access, and school connection.	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>	This action is the most effective use of funds because multilingual communication is a foundational access strategy for English Learners, Long-Term English Learners, low-income students, and foster youth. Families cannot fully participate in school decision-making, support attendance and academic progress, or access services if information is not linguistically accessible, timely, and culturally responsive. The Multilingual Communications Specialist will prioritize communications for families of English Learners and other unduplicated students, including translated notices, interpretation coordination, targeted outreach, and family-facing materials about graduation, course access, tutoring, credit recovery, attendance, wellness, college/career readiness, and district engagement opportunities. A limited or site-only approach was	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

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		<p>considered, but an LEA-wide approach is more effective because English Learner and low-income families are enrolled at every school and district-level communication systems must be consistent, accurate, and accessible across the district. This action is grounded in family engagement research and district experience showing that meaningful two-way communication increases family participation, trust, access to services, and student support.</p>	<p>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> <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</p>

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			<p>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 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</p>

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			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 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 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 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>To evaluate the effectiveness of the Parent Connect programs in supporting our Multilingual Learner (ML) families, we will implement a comprehensive and 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>

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		<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 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</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 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</p>

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		<p>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 & Parent Venture programs on a district-wide basis allows the district to promote equity, build a strong community, ensure consistency in service delivery, and efficiently address the diverse needs of all students and families. This approach demonstrates the district's commitment to supporting the holistic development of every student, ensuring that all students can succeed academically and personally.</p>	<p>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 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.</p>
1.7	<p>Action: Continue to provide Multilingual Communications Specialist (Spanish)</p> <p>Need: The District's 2026 Panorama family survey results indicate a continued need to strengthen outreach and communication with</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</p>	<p>To evaluate the effectiveness of the multilingual communications specialist role, we will implement a multi-faceted assessment strategy. Key metrics will include the volume and</p>

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	<p>unduplicated student groups and their families. Our Multilingual Learner families, Foster Youth families, and families of low-income students continue report inadequate outreach. These results demonstrate that, while the District continues to make efforts to engage families, additional targeted communication support is necessary to ensure that all families receive timely, accessible, and meaningful information about school programs, services, opportunities, and supports.</p> <p>To address this need, the District will continue to invest in a Multilingual Communications Specialist. This position supports districtwide communication by helping reduce language barriers, improving access to critical information, and ensuring that families whose primary language is not English can fully participate in their children's education. The specialist provides translation and communication support for important documents, newsletters, announcements, family engagement materials, and districtwide messaging. This helps ensure that families receive information in a language and format they can understand, which is essential for building trust, increasing participation, and supporting equitable access to school and district resources.</p> <p>Maintaining this position districtwide is the most effective approach because communication needs are not limited to one or two school sites. Multilingual Learner students and Spanish-speaking families are</p>	<p>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 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 transcreated 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>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 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,</p>

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	<p>represented across the District, and a centralized, districtwide position promotes consistency, equity, and access for all schools. Limiting this support to individual sites would create uneven access to information and would reduce the District's ability to provide timely and coordinated communication to families with the greatest need.</p> <p>Although this action is principally directed toward Multilingual Learners, Foster Youth, and low-income students, all students benefit when families are better informed and more connected to school. Strong family engagement contributes to improved school climate, increased trust between families and educators, stronger home-school partnerships, and a greater sense of belonging for students. When families understand available resources, academic expectations, school events, and support services, they are better positioned to advocate for and support their students.</p> <p>The use of LCFF funds for a Multilingual Communications Specialist is therefore an effective and appropriate investment because it directly addresses documented gaps in family outreach for unduplicated student groups. By improving multilingual communication, expanding access to information, and strengthening family engagement across the District, this action supports equity, inclusion, and improved student outcomes.</p> <p>Scope:</p>		<p>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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	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, Long-Term English Learners, and socioeconomically disadvantaged students by providing additional time within the school day for targeted academic support, credit completion, and enrichment opportunities. Current 10th Grade On Track data show disproportionate outcomes for key student groups, including Long-Term English Learners at 56% on track and socioeconomically disadvantaged students at 80% on track. These data indicate a need to create more flexible scheduling options so students can access the courses, interventions, and supports necessary to remain on track for graduation and college and career readiness.</p> <p>The data that demonstrates the need for this particular intervention for English Learners is the 10th graders on track metric, in which 91.8% of all students are making progress towards graduation as compared to 61.2% of EL students and 54.4% of LTEL students. Providing EL students with access to a 7 period day will allow them to access elective courses such as VAPA, CTE or other high interest courses that will also support EL students in fulfilling their graduation requirements.</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 ensures that these students are better prepared for graduation and future opportunities. As a result</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 reinforce classroom learning and address</p>

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	<p>A 7-period day allows English Learners to receive focused English language development instruction while continuing to meet core academic requirements. It also provides students with greater access to credit recovery, intervention, tutoring, and elective opportunities, including career technical education, visual and performing arts, and other courses that strengthen engagement and connection to school. By expanding the amount of time available in students' schedules, this action helps reduce barriers to meeting graduation requirements and supports more equitable access to a broad course of study.</p> <p>Ultimately, the 7-period day is intended to provide a more inclusive and supportive high school experience by ensuring that English Learners and other high-need student groups have the time and opportunity to build academic skills, recover credits when needed, participate in enriching coursework, and make consistent progress toward graduation and postsecondary readiness.</p> <p>Scope: LEA-wide</p>	<p>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>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:</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,</p>	<p>We plan to use Metric 2.5 (CAASPP Math Assessment) to monitor this action.</p>

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	<p>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 English Learner (EL), and Socioeconomically Disadvantaged (SED) students. These groups consistently perform in the lowest performance levels on the CAASPP math assessments 4.2% of ELs met standards, highlighting systemic barriers to accessing math instruction.</p> <p>Through the development of strong UDL practices, teachers will design instruction with EL students in mind as well as monitor the progress of these students specifically to identify if the strategies implemented are having the intended impact on student learning, specifically for our EL students.</p> <p>Scope: LEA-wide</p>	<p>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-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 District will continue to allocate certificated sections to school sites based on the percentage of High-Needs, Underserved, and Growing Students (HUGS) at each site. This allocation model is justified by the ongoing need to provide targeted Tier III academic intervention and credit recovery supports for</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,</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</p>

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	<p>students who are most at risk of not meeting graduation requirements. Analysis of California School Dashboard results, including graduation rates, College/Career Indicator outcomes, and local measures such as credit completion, D/F rates, and site-based intervention data, shows that HUGS students continue to need additional academic support in order to remain on track for graduation and post-secondary success.</p> <p>These certificated sections allow school sites to provide interventions that directly address barriers to graduation. On-site Credit Recovery gives students the opportunity to retake and successfully complete required courses in a timely manner, reducing credit deficiencies and increasing the likelihood that students meet graduation requirements. Guided Studies and Math Support classes provide structured, targeted academic support for students who need additional time, reteaching, skill development, and progress monitoring. These courses are especially important for students who may be struggling in core academic subjects, including Multilingual Learners, low-income students, foster youth, and other HUGS student groups.</p> <p>Current graduation outcomes indicate that this strategy is working. The 2025 Dashboard shows that SMUHSD's overall graduation rate remains high, while targeted student groups, including our students from socioeconomically disadvantaged backgrounds, have shown improved graduation outcomes. This student</p>	<p>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 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>academic improvement and course completion rates. Additionally, attendance and participation rates in On-site Credit Recovery, Self and Social Empowerment (formerly known as Guided Studies), and AVID Support Classes will be closely monitored to ensure consistent engagement. The district will also gather feedback from students, teachers, and parents through surveys and focus groups to gain insights into the perceived impact and areas for enhancement. Regular reviews and analyses of this data will be conducted to identify trends, successes, and areas needing improvement. Furthermore, the district will compare the outcomes of students enrolled in these interventions with those who are not, to determine the relative effectiveness of the support provided. By employing these methods, the district can ensure that</p>

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	<p>group graduated at a rate of 85.5%, which is an increase of 4.7%, demonstrating that targeted academic supports, credit recovery opportunities, and individualized intervention are helping more students meet graduation requirements. Continued investment is necessary to sustain this progress and close remaining gaps between HUGS student groups and the districtwide graduation rate. This is important as the majority of students in the Self Social Empowerment class (70%) are socio-economically disadvantaged and over 50% of AVID students are SED. And 60% of students who access the credit recovery are from SED backgrounds. All of which indicates that this intervention is focused to support this student group.</p> <p>In addition, student and teacher feedback, along with local site data, indicate that 9th-grade students benefit from smaller class sizes and more individualized academic support during the transition to high school. Additional certificated sections allow sites to provide more focused instruction, build stronger relationships with students, monitor early academic progress, and intervene before students accumulate significant credit deficiencies. This is particularly important in 9th grade, when early course failures can have long-term impacts on graduation readiness.</p> <p>By allocating certificated sections according to the proportion of HUGS students at each site, the District ensures that LCAP funds are directed to the schools and students with the</p>		<p>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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	<p>greatest need. This targeted and equitable use of resources supports access to credit recovery, academic intervention, and smaller learning environments where appropriate. Continuing this strategy will help increase the percentage of HUGS students who meet graduation requirements, improve academic outcomes, and promote equitable access to college, career, and post-secondary opportunities.</p> <p>Scope: LEA-wide</p>		
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,</p>	<p>The AVID (Advancement Via Individual Determination) program is a strategic 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</p>	<p>AVID student attainment of one or more CCI readiness measures. Metric 2.2 in our LCAP.</p>

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	<p>organizational skills, and critical thinking, AVID equips students with the tools they need to succeed in high school and beyond. Additionally, AVID fosters a college-going culture, offering mentorship and guidance to help students navigate the complexities of the college application process. By implementing AVID, the district aims to level the playing field, ensuring that all students, regardless of their socioeconomic background, have the opportunity to achieve their post-secondary goals and thrive in their academic and professional pursuits. We use the differentials in College and Career Readiness as indicated by the College and Career indicator.</p> <p>This course specifically supports students from SED backgrounds as it includes over 50% students with this designation.</p> <p>Here are our current differentiated outcomes across subgroups: Percentage "prepared" of students who are "prepared" for college/career as reported by the CCI on the CA Dashboard:</p> <p>Percentage "prepared" of students who are "prepared" for college/career as reported by the CCI, Class of 2025:</p> <p>All: 68.8%(2247) Asian: 91.6%(536) Black/African American: 57.1%(14) Filipino: 78.5%(107) Latino: 43.2%(789) Pacific Islander: 30%(40)</p>	<p>students' academic skills and systems of support while improving coherence across schools and courses.</p>	

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	<p>Two or More Races: 80.8%(203) White: 79.7%(557) English Learner: 24.4%(414) Long Term ML: 30.7%(202) Socioecon. Disadvantaged: 44.9%(830) Students with IEPs: 29.3%(300)</p> <p>Scope: Schoolwide</p>		
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 social-emotional support. By working closely with teachers, counselors, and other key staff,</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 specifically designed to address the unique needs of high-priority student groups—including English</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 consistent school participation, reflecting the</p>

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	<p>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>Low-income students, English Learners, and Foster Youth identified for Tier II interventions have unique academic, behavioral, attendance, and social-emotional needs that require more coordinated and individualized support. These unduplicated pupils are often disproportionately represented among students who are not yet meeting academic expectations, have inconsistent attendance, experience behavioral challenges, or demonstrate signs of disengagement from school. Many also face barriers outside of school, including limited access to resources, instability, language needs, or other circumstances that can affect their ability to fully participate and succeed in the educational program.</p> <p>The identified need is for a more systematic and responsive approach to monitoring student progress, coordinating interventions, and ensuring that supports are matched to each student's specific needs. While existing school staff provide support, students requiring Tier II interventions often need ongoing follow-up, communication among staff, and timely adjustments to intervention plans. Without this</p>	<p>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>The SSC role is grounded in Multi-Tiered System of Supports (MTSS) research and educational theory, which emphasizes early identification, targeted intervention, progress monitoring, and data-based decision-making. Within an MTSS framework, Tier II supports are most effective when students are matched to appropriate interventions, their participation and progress are monitored consistently, and staff use data to determine whether supports should continue, be modified, intensified, or faded. The SSC strengthens this process by monitoring student participation in tutoring, counseling, social-emotional supports, and other interventions; conducting regular check-ins with students and staff; reviewing academic, attendance, behavior, and engagement data; and helping intervention teams adjust supports based on student response.</p> <p>This action is principally directed toward unduplicated pupils because the SSC focuses on students who require targeted support to overcome academic and social-emotional barriers that interfere with school success. While all students may benefit from a stronger Tier II system, the role is designed to address the needs</p>	<p>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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	<p>coordination, students may not receive consistent academic, attendance, behavioral, or social-emotional support, which can contribute to widening achievement and opportunity gaps.</p> <p>The Student Success Coordinator role is principally directed toward addressing these needs by coordinating personalized intervention plans for students requiring Tier II support. The SSC will work with teachers, counselors, administrators, families, and support staff to monitor student data, ensure interventions are implemented effectively, and adjust supports when students are not making adequate progress. This targeted coordination will help improve attendance, academic achievement, behavior, engagement, and social-emotional well-being for unduplicated pupils, while promoting greater equity and ensuring that students receive the support necessary to thrive in school.</p> <p>We have used CAASPP data to make this determination, where we see significant differences in the outcomes for our high-needs students (2025) :</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>of students who are most likely to need additional support beyond universal Tier I instruction, including English Learners, low-income students, Foster Youth, and other historically underserved students. By ensuring that these students receive timely, coordinated, and consistent support, the SSC helps increase access to interventions, improve student engagement, strengthen academic progress, and support successful exit from Tier II services.</p> <p>The district considered alternative approaches, including assigning these responsibilities to existing counselors, administrators, teachers, or site intervention teams. However, these alternatives were determined to be less effective because existing staff already carry significant responsibilities and may not have the capacity to provide consistent intervention tracking, cross-department coordination, student follow-up, and data analysis across all school sites. The district also considered limiting the role to only selected school sites; however, this approach could create inequitable access to structured Tier II support and would not address the districtwide need for consistent intervention systems.</p> <p>Based on research, district experience, and educational theory, implementing SSCs LEA-wide is the most effective use of Supplemental funds because it builds a coherent and equitable system for identifying student needs, coordinating targeted supports, monitoring progress, and adjusting interventions. This proactive, data-informed approach helps students overcome academic and social-emotional challenges, builds confidence and</p>	

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	Scope: LEA-wide	self-advocacy, and promotes long-term student success across all SMUHSD schools.	
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</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 unique needs of EL and LTEL students include targeted language development, stronger access to standards-aligned instruction, improved literacy and communication skills, and more consistent academic supports across school sites. LTELs, in particular, require focused interventions that address long-term gaps in academic vocabulary, reading comprehension, writing, and content-area language use. Despite existing supports, the data indicate a need for a more coordinated and specialized districtwide approach to ensure that instructional practices, interventions, progress monitoring, and teacher support are aligned to the needs of English Learners.</p> <p>The EL Coordinator position is principally directed toward addressing these identified needs by strengthening systems of support for EL students across the district. This role will provide leadership in implementing effective instructional practices, supporting teachers with strategies that promote language development and academic achievement, monitoring student progress, and ensuring that EL and LTEL students receive timely and targeted interventions. By creating a more</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

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	<p>existing support, there is a significant demand for more specialized and focused instructional programs and best practices tailored to their unique needs. The EL Coordinator will play a critical role in addressing these gaps by implementing and overseeing programs that promote effective 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</p>	<p>coherent and focused approach to English Learner support, the district seeks to improve English language proficiency, increase reclassification rates, close achievement gaps, and ensure that EL students are better prepared to meet grade-level standards, graduate, and succeed in college and career pathways.</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>from the support provided. Surveys and focus groups with students, parents, and teachers will offer qualitative insights into the perceived effectiveness of the coordinator's initiatives. By analyzing this combination of quantitative data and qualitative feedback, the district can determine the success of the EL Coordinator in enhancing instructional support, improving educational outcomes, and fostering an inclusive learning environment for English Learners. Adjustments and enhancements to the role can then be made based on these findings to continually improve support for EL students. 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>

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	<p>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> <p>Scope: LEA-wide</p>	<p>This focused attention on LTELs, who are often at risk of becoming disengaged or falling behind, ensures that they receive the sustained, intensive support necessary to achieve academic success and language proficiency. The ML Coordinator's efforts will result in more personalized, effective instruction that accelerates learning for English learners, ultimately leading to improved outcomes and greater opportunities for these students to succeed academically and beyond.</p> <p>This action is offered on an LEA-wide basis to ensure that all English learners across the district, regardless of the school they attend, have access to high-quality instructional support tailored to their unique needs. By implementing the Multilingual Coordinator position district-wide, the school district guarantees consistency and equity in the delivery of effective programs and best practices that support English learners, including Long-Term English Learners (LTELs). This comprehensive approach ensures that no student is left behind, and all schools have the resources and expertise 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</p>	

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		<p>effectively, the school community becomes more culturally responsive and inclusive, promoting cross-cultural understanding and respect among all students. This enriched learning environment contributes to a more engaged, motivated, and successful student body district-wide.</p> <p>This action is the best use of LCFF Supplemental funds because it directly targets the specific needs of English learners, particularly Long-Term English Learners (LTELs), who require focused and sustained support to achieve academic success. The LCFF Supplemental funds are designed to provide additional resources to student groups that face significant challenges, and the creation of the Multilingual Coordinator position is a strategic investment that aligns with this goal. By using these funds to implement a role dedicated to enhancing instructional programs and best practices for English learners, the district ensures that these students receive the specialized attention and resources they need to overcome language barriers and thrive academically.</p> <p>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</p>	

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		<p>benefit from a more inclusive and effective learning environment.</p> <p>As a result of this action, we hope that English learners will achieve significant gains in their English language proficiency, enabling them to better access and engage with the academic curriculum. We also aim for these students, particularly Long-Term English Learners (LTELs), to close any existing achievement gaps and improve their overall academic performance. By providing targeted support and implementing best practices tailored to their needs, we expect English learners to develop stronger literacy and communication skills, leading to increased confidence and participation in the classroom.</p> <p>Additionally, we hope that English learners will experience greater success in meeting grade-level standards, ultimately leading to higher rates of reclassification and successful progression through the educational system. This action is intended to empower English learners to reach 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 (2025):</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,</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</p>

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	<p>CAASPP English Language Arts: All: 73.5% (1907) Multilingual Learners: 3.3% (122) Socioecon. Disadvantaged: 50.6% (520)</p> <p>CAASPP Math: All: 50.4% (1890) English Learner: 4.2% (144) Socioecon. Disadvantaged: 23.2% (513)</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:</p>	<p>acknowledging that Unduplicated Pupils are present in every school. This comprehensive approach guarantees that all students, regardless of their individual school, have access to the necessary resources and support systems to thrive academically and overcome any barriers to their education.</p> <p>Investing \$100,000 in providing Tier II academic tutors goes above and beyond by offering targeted, intensive support specifically designed to address the academic needs identified in the data, particularly for English learners. Tier II interventions are critical for students who require additional assistance beyond what is provided in the general classroom setting. By focusing on small-group or one-on-one tutoring, these academic tutors can address specific learning gaps and provide personalized instruction that is tailored to the unique challenges faced by English learners. This ensures that English learners receive the focused attention they need to improve 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</p>	<p>performance through standardized test scores, grades, and progress reports in targeted subjects such as reading, math, and writing. Attendance records and participation rates in tutoring sessions will be monitored to ensure consistent engagement and utilization of the tutoring resources. Additionally, we will gather qualitative data through feedback surveys and interviews with students, parents, and teachers to gain insights into the perceived impact and satisfaction with the tutoring program. 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</p>

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	LEA-wide	<p>uniform approach to addressing the needs of English learners. By making this support available in every school, the district can systematically tackle learning challenges and ensure that all English learners, not just those in specific schools, benefit from these resources.</p> <p>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>	tutoring program, make informed decisions on necessary adjustments, and ensure that struggling learners receive the support they need to achieve academic success. We ultimately hope to see Grade improvement and credit accumulation among students. Metrics 2.4 and 2.5 (CAASPP Assessments) will also be used to monitor impact.
2.16	<p>Action: Provide Credit Recovery Summer School</p> <p>Need: The action is aligned with allowable LCAP Supplemental uses because it provides learning recovery support, credit recovery, and academic intervention for students who experienced interrupted learning and who remain at risk of not meeting graduation requirements. The action responds to the</p>	The action is aligned with allowable LCAP Supplemental uses because it provides learning recovery support, credit recovery, and academic intervention for students who experienced interrupted learning and who remain at risk of not meeting graduation requirements. 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	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,

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	<p>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.</p> <p>Scope: LEA-wide</p>	homelessness, and students with disabilities, are more likely to need additional opportunities for credit completion and on-time graduation support.	and graduation outcomes. The district will monitor the impact of this LCAP Supplemental-supported action using Metric 2.16, the percentage of students who complete credit recovery courses and remain on track for graduation, as well as related local indicators including credits recovered, course completion, graduation rate, and 10th grade on-track data.

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 2026, 8% of families indicated</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	Usage Data—Each summer, we query our families, and in the summer of 2025, 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

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	<p>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>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 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</p>	<p>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>

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		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.	
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: 2026 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</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 tutoring, and community-based organizations that offer additional assistance.</p> <p>Furthermore, these social workers will work closely with students to address social-emotional challenges, such as adjusting to a new cultural environment, dealing with trauma, or managing the stress associated with language acquisition and academic pressures. By providing tailored interventions and ongoing support, they will help remove barriers to learning, enhance student well-being, and empower families to become active partners in their children's education. This holistic approach ensures that Multilingual Learners receive the comprehensive support they need to succeed both academically and personally.</p>	<p>Case management analytics and improvement in the rates of chronic absenteeism below (from 25-26): 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>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. This action is limited to English Learner students/families and is designed to provide culturally and linguistically responsive support, translation/interpretation access, resource navigation, social-emotional support, and connection to academic services.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.13	<p>Action: Long-Term Multilingual Learner Staffing Increase (4.8 FTE)</p> <p>Need: In 2025, Long-Term English Learners continued to demonstrate a need for targeted language development and academic literacy support. Long-Term English Learners were 150.2 points below standard in English Language Arts and 216.3 points below standard in mathematics, while 44.5% made progress toward English language proficiency. These outcomes show the need for dedicated, credit-bearing language acceleration and literacy support.</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 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"> • ELPAC/ELPI • CAASPP ELA • Grades in Humanities courses • Graduation Rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.3	<p>Action: Targeted Credit Recovery support for ML</p> <p>Need: In 2025, Multilingual Learner students in SMUHSD continue to require targeted, language-accessible academic supports to ensure they meet graduation requirements and are prepared for post-secondary success. The 2025 California School Dashboard reports SMUHSD's overall Graduation Rate as 92.4%, while English Learners graduated at a rate of 81.3% and Long-Term English Learners graduated at a rate of 91.7%.</p> <p>These results indicate that the strategy is working. The strong graduation rate for Long-Term English Learners, combined with improvement among English Learners, demonstrates that targeted academic supports, credit recovery opportunities, and individualized monitoring are helping more Multilingual Learner students meet graduation requirements. At the same time, the remaining gap between English Learners and the districtwide graduation rate shows that continued implementation is necessary to sustain progress and further increase outcomes.</p> <p>A dedicated credit recovery option tailored to ML student needs directly addresses one of</p>	<p>To address the specific needs of English Learners (ELs), our district will provide direct support exclusively to English Learners (ELs) related to Credit Recovery. This initiative includes special school-day and summer options tailored to help ELs make up for missed credits or gain new ones. During the regular school day, dedicated Credit Recovery classes will offer personalized instruction and targeted assistance, allowing students to focus on mastering course content and improving their academic skills. Additionally, summer programs will provide an intensive and immersive learning environment where MLs can accelerate their credit accumulation without the pressure of a full course load. These actions ensure that MLs have multiple, flexible opportunities to stay on track for graduation, overcoming any academic setbacks they may face due to language barriers or other challenges. By offering these tailored Credit Recovery options, we aim to enhance the academic achievement and graduation rates of our English Learners, supporting their success in both school and future endeavors.</p>	<p>To evaluate the effectiveness of these targeted Credit Recovery strategies for Multilingual Learners (MLs), our school district will employ a comprehensive assessment approach. Key metrics will include monitoring the graduation rates of MLs (their grad rate is 81.3% and LTEL is 91.7% while the District average is 93.6%), 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</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the primary barriers to graduation: insufficient credit accumulation in required courses. By providing language-accessible curriculum, targeted academic support, flexible pacing, and ongoing progress monitoring, this strategy helps students recover needed credits and complete the requirements necessary to earn a high school diploma.</p> <p>Continued implementation of this strategy is justified because the 2025 Dashboard results show that ML-focused supports are contributing to increased graduation outcomes. Sustaining and refining this approach will help continue increasing the percentage of ML students who meet graduation requirements, close graduation-rate gaps, and support equitable access to post-secondary opportunities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>programs. Regular analysis of attendance and participation rates in both school-day and summer Credit Recovery options will help ensure that the support is being utilized effectively. By combining these quantitative and qualitative measures, the district can make data-driven decisions to refine and enhance the support provided, ultimately ensuring that MLs achieve academic success and gain proficiency in English. We will use the Graduation Rate (Metric 2.1) to monitor this action.</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 ML Specialists provide this monitoring function in our district for our growing ML population. The EL Progress indicator for 2025 showed that 36.7% of ELs met the indicator. These</p>	<p>One key research-based best practice for Multilingual Learner success is the regular monitoring of student progress in both academic coursework and English language proficiency development. SMUHSD's ML Specialists provide this critical monitoring and support function across the district, helping ensure that Multilingual Learners receive timely, targeted assistance as they develop the language and academic skills needed for long-term success.</p> <p>The 2025 English Learner Progress Indicator shows that continued support is needed, while</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 evaluations based on key indicators such as the progress of English Learner (EL) students in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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 issues early, preventing them from escalating and impacting the broader student body. This proactive approach ultimately creates a more</p>	<p>also demonstrating that current strategies are producing growth. English Learners were reported in the Yellow performance level, with 39.2% making progress, an increase of 2.5 percentage points, based on 739 students. Long-Term English Learners were also reported in the Yellow performance level, with 44.5% making progress, an increase of 9 percentage points, based on 254 students. These results indicate that the district's strategy of providing dedicated ML staffing, progress monitoring, and targeted intervention is having a positive impact, particularly for Long-Term English Learners, while also confirming the need to continue and strengthen these supports.</p> <p>This initiative is implemented so that Multilingual Learners across all school sites have equitable access to specialized support, regardless of the school they attend. By providing ML Specialists and coordinated intervention supports districtwide, SMUHSD ensures that students are monitored consistently, that needs are identified early, and that interventions are aligned to both English language development and academic progress.</p> <p>This action benefits Multilingual Learners by helping staff identify students who are not making expected progress, coordinate targeted supports, communicate with teachers and families, and ensure that students remain connected to the courses and services they need. The increase in the percentage of English Learners and Long-Term English Learners making progress demonstrates that this strategy is working; however, because both groups remain in the</p>	<p>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 and strategies. By employing this comprehensive monitoring and evaluation system, the</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supportive and successful educational environment for all students. Scope: Limited to Unduplicated Student Group(s)	Yellow performance level, continued investment is necessary to accelerate growth. Maintaining this LCAP-funded action will allow the district to sustain and expand the systems that are contributing to improved English learner progress. Continued support from ML Specialists will help increase the percentage of Multilingual Learners making progress toward English proficiency, strengthen academic outcomes, and promote more equitable access to graduation and post-secondary opportunities.	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.

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 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 certificated staff providing direct services to students	NA	NA

2026-27 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	115021895	6631494	5.765%	0.000%	5.765%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,248,661.00	\$2,472,930.00	\$0.00	\$0.00	\$18,721,591.00	\$14,301,591.00	\$4,420,000.00

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 2025-May 2026	\$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 2025-May 2026	\$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 2025-June 20256	\$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	
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 Undupli cated Student Group(s)	Foster Youth Low Income	All Schools	August 2024-June 2025	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

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	1.9	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	LEA-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	
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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	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).	Low Income	Yes	Schoolwide	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 Mullingual Learner Specialists at school sites.	English Learners	Yes	Limited to Unduplicated Student Group(s)	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 Low Income	All Schools	August 2025-June 2026	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
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		Yes	LEA-wide			Summer 2026	\$923,000.00	\$0.00	\$658,070.00	\$264,930.00			\$923,000.00	
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	Multilingual Learners	No			All Schools		\$696,068.00	\$0.00	\$696,068.00				\$696,068.00	

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
		Action Courses to support Long-Term Multilingual Learners.														
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 SMUHSD Induction Program	All	No			All Schools	August 2025-June 2026	\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
3	3.7	Monitor and revise (as needed) newly revised (during 2021-22) interview committee practices to follow inclusive practices so as to yield an ever-more representative faculty that reflects the diversity of our student body.	All	No			All Schools	August 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	
4	4.1	Evidence-based Professional Development on Culturally Responsive Pedagogy	All	No			Specific Schools: Bridge Academy	Fall 2026-Spring 2027.	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	

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
							9-12									
4	4.2	Provide High-Dosage Tutoring to Students at Bridge Academy	All	No			Specific Schools: Bridge Academy 9-12	Fall 2026-Spring 2027	\$43,000.00	\$0.00		\$43,000.00			\$43,000.00	

2026-27 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
115021895	6631494	5.765%	0.000%	5.765%	\$6,732,593.00	0.000%	5.853 %	Total:	\$6,732,593.00
								LEA-wide Total:	\$4,992,593.00
								Limited Total:	\$1,425,000.00
								Schoolwide Total:	\$315,000.00

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	LEA-wide	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	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 Mullingual Learner Specialists at school sites.	Yes	Limited to Unduplicated Student Group(s)	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	2.16	Provide Credit Recovery Summer School	Yes	LEA-wide			\$658,070.00	
2	2.18	Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.				All Schools	\$696,068.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,655,591.00	\$19,754,047.40

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 classified staff across all school sites.	Yes	\$15,000.00	0
1	1.3	Continue to Implement Student Equity Councils	No	\$75,000.00	\$64,000.00
1	1.4	Continue to provide each school community with a family engagement coordinator	Yes	\$645,000.00	\$891,331.82
1	1.5	Continue to provide district-wide family events in Spanish.	Yes	\$10,000.00	\$5,069.50
1	1.6	Continue to Implement Parent Connect Curriculum and Support for families.	Yes	\$10,000.00	\$13,000
1	1.7	Continue to provide Multilingual Communications Specialist (Spanish)	Yes	\$125,000.00	\$152,778.10
1	1.8	Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Yes	\$20,000.00	\$12,569.41
1	1.9	Continue to provide support to high-need Multilingual Learner students	Yes	\$300,000.00	\$261,200.76

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	\$4,750,000.00	\$6,732,787.33
1	1.11	Continue to provide School-based Social Worker to Peninsula Continuation High School.	No	\$150,000.00	\$209,029.72
1	1.12	Pilot Wayfinder Curriculum in Self and Social Empowerment courses, Bridge Academy, and Middle College	No	\$20,000.00	\$47,615.90
1	1.13	Long-Term Multilingual Learner Staffing Increase (4.8 FTE)	Yes	\$840,000.00	\$805,325.00
2	2.1	Ensure 7 period day for ML learners	Yes	\$168,000.00	\$172,225
2	2.2	Address Math proficiency for specific student groups through professional learning	Yes	\$20,000.00	\$22,000.00
2	2.3	Targeted Credit Recovery support for ML	Yes	\$25,000.00	\$32,500.00
2	2.4	Implement new SMUHSD "Humanizing Pedagogy" Instructional Framework	No	\$25,000.00	\$13,750
2	2.5	Implement Equitable Grading Practices Professional Learning and adoption.	No	\$10,000.00	\$8,000
2	2.6	Implement Socio-Emotional Learning Curriculum	No	\$50,000.00	\$47,615.90
2	2.7	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	Yes	\$2,725,000.00	\$2,535,738.32
2	2.8	Continue to Implement Advancement Via Individual Determination (AVID) program at	Yes	\$315,000.00	\$397,309.03

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)
		four school sites (AHS, BHS, CHS and SMHS).			
2	2.9	Continue to provide Student Success Coordinators at all school sites.	No	\$255,000.00	\$267,845
2	2.10	Continue to provide Multilingual Learner Specialists at school sites.	Yes	\$240,000.00	\$192,530.58
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	Yes	\$341,523.00	\$341,635.65
2	2.12	Continue to provide a robust Career Technical Education Program	No	\$2,675,000.00	\$2,253,750.23
2	2.13	Implementation of Y2 of a ML Coordinator Position (1.0 FTE)	Yes	\$175,000.00	\$180,431.38
2	2.14	Provide Tutors for Tier II Academic intervention.	Yes	\$100,000.00	\$91,840.23
2	2.15	Develop and pilot Performance Task pilots across selected subjects.	No	\$40,000.00	\$64,980
2	2.16	Provide Credit Recovery Summer School	No	\$950,000.00	\$927,793.14
2	2.17	Plan for implementation of new CTE/Dual Enrollment Pathways in Business (CHS & SMHS) and Healthcare Careers (MHS and CHS)	No	\$780,000.00	\$233,835.21
2	2.18	Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.	Yes	\$696,068.00	\$583,617.53
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	\$123,714.49

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	3.2	Provide Robust Professional Learning for Classified staff aligned to the Racial Equity Board Policy.	No	\$125,000.00	\$183,278.85
3	3.3	Deepen teacher collaboration in professional learning communities and in school-wide convenings on the establishment of common Tier I practices.	No	\$25,000.00	\$15,315.34
3	3.4	Implement Anti-Bias Grant support BIPOC (with a focus on African American) staff.	No	\$50,000.00	\$25,123.80
3	3.5	Continue Instructional Coaching program	No	\$1,200,000.00	\$1,251,417.39
3	3.6	Implement and continuously improve the SMUHSD Induction Program	No	\$100,000.00	\$121,186.85
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	\$15,750
3	3.9	Continue to provide course reimbursements and mentors for classified employees earning teacher credentials.	No	\$25,000.00	\$21,015.66
3	3.10	Implement Multilingual Learner Content Coaches to work with PLC's in the 9th Grade across school sites.	No	\$370,000.00	\$435,140.28

2025-26 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)
6,631,494	\$6,770,591.00	\$6,691,101.81	\$79,489.19	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 classified staff across all school sites.	Yes	\$15,000.00	0.00		
1	1.4	Continue to provide each school community with a family engagement coordinator	Yes	\$645,000.00	\$891,331.82		
1	1.5	Continue to provide district-wide family events in Spanish.	Yes	\$10,000.00	\$5,069.00		
1	1.6	Continue to Implement Parent Connect Curriculum and Support for families.	Yes	\$10,000.00	\$13,000.00		
1	1.7	Continue to provide Multilingual Communications Specialist (Spanish)	Yes	\$125,000.00	\$152,778.10		
1	1.8	Continue to provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Yes	\$20,000.00	\$12,569.41		
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	\$300,000.00	\$261,200.76		
1	1.13	Long-Term Multilingual Learner Staffing Increase (4.8 FTE)	Yes	\$840,000.00	\$805,325.00		
2	2.1	Ensure 7 period day for ML learners	Yes	\$168,000.00	\$172,225		

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	2.2	Address Math proficiency for specific student groups through professional learning	Yes	\$20,000.00	\$22,000.00		
2	2.3	Targeted Credit Recovery support for ML	Yes	\$25,000.00	\$32,500.00		
2	2.7	Continue to implement 20.4 FTE staffing to each site to support intervention with Unduplicated Pupils.	Yes	\$2,725,000.00	\$2,535,738.32		
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	\$397,309.03		
2	2.10	Continue to provide Mullilingual Learner Specialists at school sites.	Yes	\$240,000.00	\$192,530.58		
2	2.11	Continue to implement Student Success Coordinator (SSC) Role	Yes	\$341,523.00	\$341,635.65		
2	2.13	Implementation of Y2 of a ML Coordinator Position (1.0 FTE)	Yes	\$175,000.00	\$180,431.38		
2	2.14	Provide Tutors for Tier II Academic intervention.	Yes	\$100,000.00	\$91,840.23		
2	2.18	Provide every comprehensive high school with staff to provide Community, Literacy and Action Courses to support Long-Term Multilingual Learners.	Yes	\$696,068.00	\$583,617.53		

2025-26 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)
110365255	6,631,494	0	6.009%	\$6,691,101.81	0.000%	6.063%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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