LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Del Mar Union School District
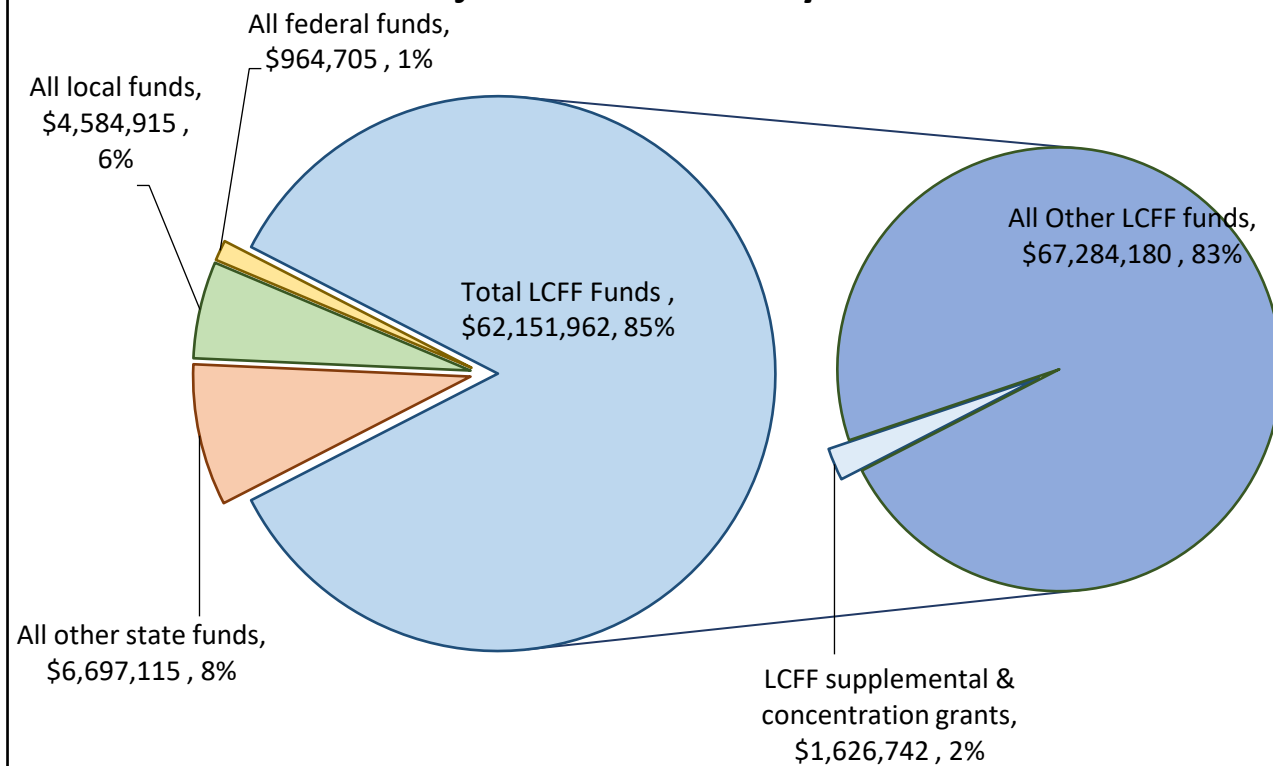
CDS Code: 37 68056 0000000

School Year: 2025-2026

LEA contact information: Holly McClurg, Ph.D., Superintendent; hmcclurg@dmusd.org; (858) 755-9301

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

All federal funds, $964,705 , 1%

All local funds, $4,584,915 , 6%

All Other LCFF funds, $67,284,180 , 83%

Total LCFF Funds , $62,151,962, 85%

All other state funds, $6,697,115 , 8%

LCFF supplemental & concentration grants, $1,626,742 , 2%

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

The text description for the above chart is as follows: The total revenue projected for Del Mar Union School District is $81,157,657.00, of which $68,910,922.00 is Local Control Funding Formula (LCFF), $6,697,115.00 is other state funds, $4,584,915.00 is local funds, and $964,705.00 is federal funds. Of the $68,910,922.00 in LCFF Funds, $1,626,742.00 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.

Budgeted Expenditures in the LCAP
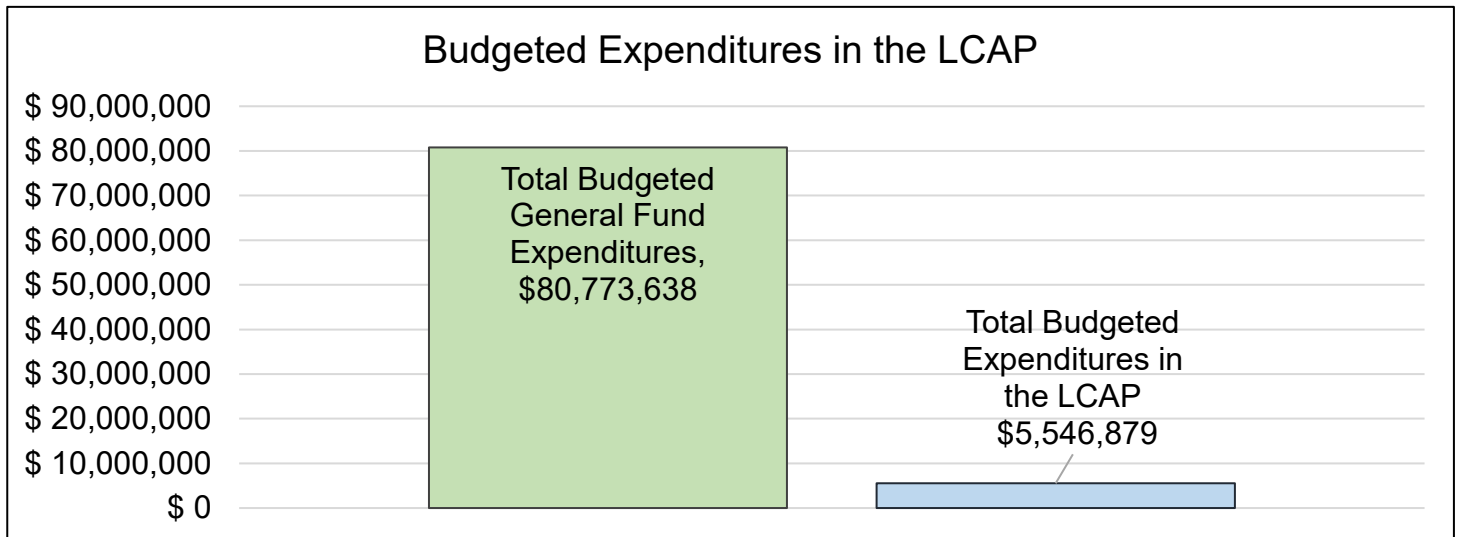
This chart provides a quick summary of how much Del Mar Union School District plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Del Mar Union School District plans to spend $80,773,638.00 for the 2025-2026 school year. Of that amount, $5,546,879.00 is tied to actions/services in the LCAP and $75,226,759.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
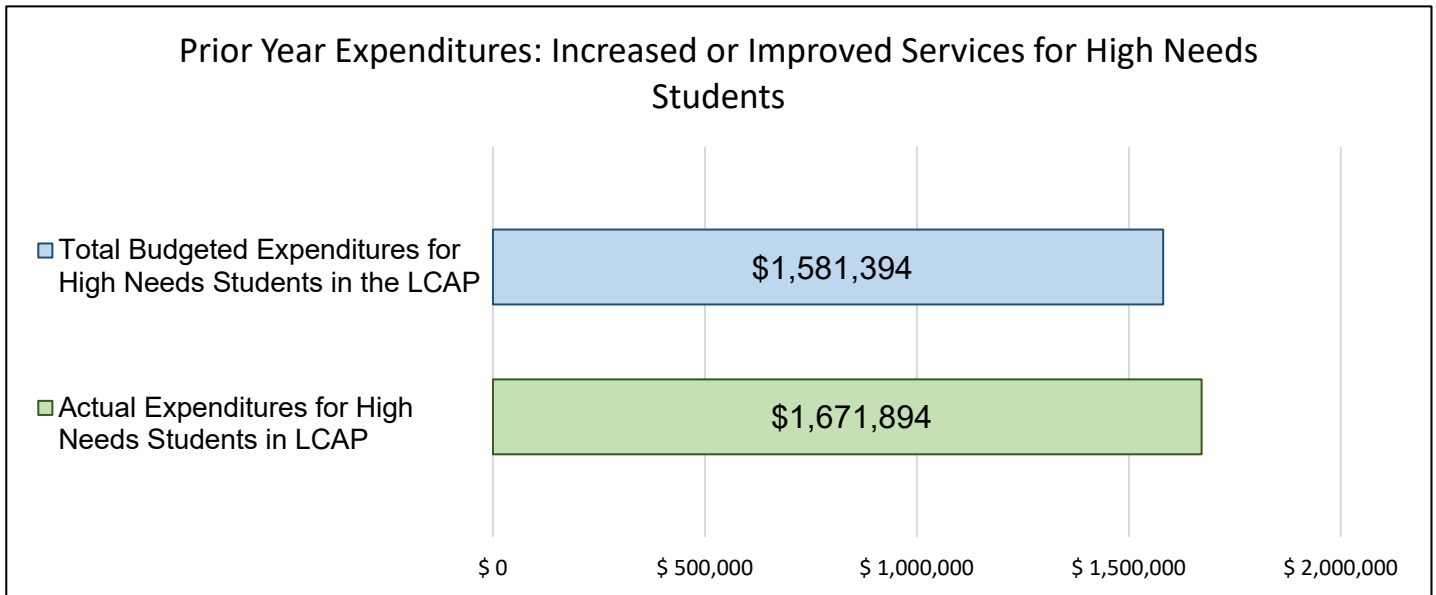
The $75,226,759 in General Fund budget expenditures not included in the Learning Continuity Plan represents the District's Base Program which includes salary and benefits for general education, special education programs, STEAM+, other certificated staff, classified and administrative staff, materials and supplies, maintenance and operations, facilities, and all other costs associated with carrying out the goals and actions described in the Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Del Mar Union School District is projecting it will receive $1,626,742.00 based on the enrollment of foster youth, English learner, and low-income students. Del Mar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Del Mar Union School District plans to spend $3,537,095.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,581,394
☐ Actual Expenditures for High Needs Students in LCAP	$1,671,894

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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

The text description of the above chart is as follows: In 2024-2025, Del Mar Union School District's LCAP budgeted $1,581,394.00 for planned actions to increase or improve services for high needs students. Del Mar Union School District actually spent $1,671,894.00 for actions to increase or improve services for high needs students in 2024-2025.

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
Del Mar Union School District	Holly McClurg, PhD Superintendent	hmcclurg@dmusd.org (858) 755-9301

Plan Summary [2025-26]

General Information

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

The Del Mar Union School District (DMUSD) in California is recognized for its exceptional academic program and commitment to fostering a supportive environment where every student can thrive. Serving over 3,600 K-6 students across nine elementary schools, the district combines high-quality education with sound fiscal stewardship, reflected in its AAA credit rating from Moody's—an honor shared by only 17 districts statewide.

With 622 dedicated staff members, including teachers who bring an average of 18 years of classroom experience, DMUSD offers a dynamic, enriching learning community. The district is home to four National Blue Ribbon Schools and seven California Distinguished Schools, all of which are supported by modern facilities and a specialized STEAM+ program. Professional learning for staff ensures that teaching practices continue to evolve and meet the needs of today's learners.

The district reflects the vibrant cultural landscape of a diverse community where over 50 languages are spoken. The district's student body includes 37.5% Asian, 41.1% White, 10.4% Hispanic, 7.14% identifying as Two or More Races, 1.3% Filipino, and 1% African American. With a focus on supporting every learner, the district provides specialized services for 14.5% English Learners, 9.4% socioeconomically disadvantaged students, and foster or homeless youth.

DMUSD's mission is to deliver an extraordinary educational experience that ignites each student's genius and empowers them to advance the world. With a balance of academic excellence and personal growth, the district remains committed to creating an environment where every student is prepared to succeed and lead.

Reflections: Annual Performance

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

The Del Mar Union School District remains deeply committed to delivering an extraordinary educational experience that prioritizes academic excellence, equity, and student well-being. A review of both state and local data from the past year reaffirms the effectiveness of our long-standing investments in high-quality instruction, inclusive practices, and social-emotional learning. The 2024–25 school year continued to reflect strong academic and well-being outcomes across the district, consistent with our history of high achievement. Our analysis highlights the importance of sustaining focused support for student groups that may benefit from additional resources and targeted strategies, to ensure every learner is fully equipped to succeed. These reflections guide our ongoing efforts and reinforce our commitment to educational equity and excellence for every learner.

Goal 1: Academic Program
Del Mar Union continues to give every learner a first-class learning experience:

Teacher-credential compliance rose from 97% to 100%, and textbook sufficiency and broad course access remain at 100% for all students.

2024 California School Dashboard Performance
Overall performance in English Language Arts and Mathematics remains at exceptionally high levels for most grade 3-6 student groups :

English Language Arts
- Blue Level: Filipino, Two or More Races
- Green Level: Asian, English Learners, Hispanic, White, Socioeconomically Disadvantaged.
- Yellow Level: Students with Disabilities.

Despite a slight decline in the overall average distance (-6 points) from standard, students continue to perform at very high levels on the English language arts Smarter Balanced assessment. In addition, two student groups that have historically exhibited the widest achievement gaps—socioeconomically disadvantaged students and students with disabilities—boosted their English-language arts Distance-from-Standard scores by 4.8 and 2.1 points, respectively.

Mathematics:
- Blue Level: Two or More Races, White
- Green Level: Asian students, English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities.

Overall, the performance on the Mathematics Smarter Balanced Assessment remained stable, with the All Students group remaining at the Blue performance level. All other student groups remained at the Blue or Green performance level. We saw the greatest improvement in the Socio-Economic Disadvantaged Group with an increase of 11.2 points in Distance from Standard.

iReady Diagnostic Results (February 2025):

Reading:.
- All Students: 80% (+0%)
- Asian: 84% (-1%)
- Hispanic 71% (+4%)
- Two or More Races: 85% (+0%)
- White: 78% (+1%)
- English Learners: 62% (-6%)
- Socioeconomically Disadvantaged: 61% (+1%)
- Students with Disabilities: 54% (+0%)

The percentage of students meeting Tier 1 expectations has been maintained in most student groups. While overall performance remains strong, achievement gaps in reading persist and continue to be a focus of attention.

Mathematics
-All Students: 79% (+2%)
-Asian: 90%: (+3%)
-Hispanic: 62% (+4%)
-Two or More Races: 79% (+0%)
-White: 74% (+4%)
-English Learners: 70% (+16%)
-Socioeconomically Disadvantaged: 61% (+5%)
-Students with Disabilities: 49% (+1%)

Mid-year i-Ready Mathematics diagnostics reveal steady overall growth—Tier 1 placement in math ticked up from 77 % to 79 % for all student, while historically underserved learners made strong gains: English Learners climbed from 54 % to 70 % Tier 1 (+16%), Hispanic students from 58 % to 62% (+4%), and socio-economically disadvantaged students from 56 % to 61 % (+5%)

English Learner Progress
-English Learner Progress. The ELPI stayed Blue / "Very High" with 69.3 % of ELs advancing at least one level (well above the 65 % Very High cut-point)
-The three-year reclassification average is above the target of a three-year average of 19% at 19.6%.
-Performance on the California School Dashboard: Green in ELA and Mathematics.
Our English Learners continued to demonstrate meaningful academic progress across core subjects.

Science Education Success
Science achievement remains a district strength, with 72.99 % of Grade 5 students meeting or exceeding the state CAST science assessment. Students with disabilities gained 4.2 percentage points over the 2023 baseline data.

Goal Two: Social-Emotional Well-being
Based on multiple data points, our social-emotional learning initiatives continue to significantly contribute to student well-being:

Enviroments
Students benefit from well-maintained, high-quality learning environments, with all schools receiving a rating of "Good" or better on the 2024–25 Facility Inspection Tool (FIT) report.

Insights Social Emotional Assessment

Percent of students with social-emotional skills at or above average:
All Students 90%
Asian 91%
Black/African American 91%
Hispanic 96%
Two or More 92%
White 90%
English Learners 81%
Socioeconomically Disadvantaged 88%
Special Education 81%

Insights Climate Survey
School climate remains a district strength, with students reporting high levels of connectedness, support, and safety. In the most recent student survey, 93% of students agreed that they feel safe at school, up from 89% the previous year, and 91% reported that their teachers care about them. Additionally, 93% of students indicated that adults encourage them to work hard, reflecting a strong culture of high expectations and support.

Additionally, most suspension rates across DMUSD are at the low or very low rate. For the 2024 California School Dashboard, which reflects data from the 2023-24 school year, suspension rates were just .06%. Student group performance was as follows:

Blue Performance Level: African American (0/39), Asian, (3/1491), Filipino (0/48)

Green Performance Level: All Students (22/3866), Socioeconomically Disadvantaged (4/485), White (11/1557)

Yellow: Hispanic (5/400), Two or More Races (3/321)

Orange: Students with disabilities (9/497)

We have continued to have low rates of suspension this year, with reductions in nearly every student group. Suspension Rates in the 2024-2025 as of May 30 are as follows:
All students 0.43% (16/3706): -0.17%
Asian 0.16% (2/1249): -0.05%
Black or African American 3.33% (1/30): +3.33%
Filipino 0%: -0.0

Hispanic 0.0%: -1.3%
Two or More Races 0.29% 1/350: -0.66%
White 0.68% (10/1465): -0.01%
English Learner 0.66% (3/453): +.38%
Special Education 1.45% (7/483): -0.1%
Socioeconomically Disadvantaged 1.2% (5/401) +0.2%

While Chronic absenteeism rates continue to be an area of concern for our students, particularly among some of our most vulnerable populations, we are seeing improvement. The overall rate reduced from 10.4% to 7.3%, and we moved from the Yellow to the Green performance level on the 2024 California School Dashboard.

Like most districts across the state and the nation, we experienced significant increases in the number of students who were chronically absent in connection to the COVID-19 pandemic. Some of our schools who had student groups in the Red Performance Level for chronic abseenteesim on the 2023 California School Dashboard: Del Mar Hills (All Students, English Learners, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, and the White student group), Del Mar Heights (Asian, Socioeconomic Disadvantaged, and Students with Disabilities student groups), Sycamore Ridge (Hispanic and Socioeconomic Disadvantaged student groups), and Carmel Del Mar (Socioeconomic Disadvantaged student group) saw a reduction in the number of groups at the Red performance Level (Del Mar Hills (No groups in Red), Del Mar Heights (No groups in Red), Sycamore Ridge (Asian, Students with Disabiltiies, and Socioeconomic Disadvantaged), and Carmel Del Mar (No student groups in Red).

Our most recent data indicates we are experiencing continued improvements in rates for most groups in the 2024-2025 school year. 2023-2024 Chronic Absenteeism rates follow with the 2024-2025 rate as of May 30, 2024, in parentheses:
All Students 7.3% (6.6%)
African American 16.7% (13.3%)
Asian 4.7% (4.6%)
Hispanic 12.2% (12.5%)
Filipino 4.3% (7.4%)
Two or More Races 8.5% (5.7%)
White 8.1% (7.2%)
Socioeconomically Disadvantaged 18.4% (19.1%)
English Learners 9.5% (8.4%)
Students with Disabilities 13.5% (11.4%)
These reductions are a reflection of the actions identified for continued inclusion in Goal 2

We remain committed to meeting the evolving needs of all learners through responsive, research-based practices and a shared responsibility to ensure every student thrives academically and emotionally.

The following statement is required by the California Department of Education:
All Learning Recovery Emergency Block Grant Funds (LREBG) received to date have been used. If new LREBG funds are allocated in

2025–26, the district plans to use them to expand Tier Two academic support in mathematics by increasing the number of Teacher on Special Assignment (TOSA) positions. If such funds are not received, the district will implement this expansion using LCFF funds to ensure continued support for student academic recovery.

Reflections: Technical Assistance

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

Not Applicable

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.

No schools are eligible for comprehensive support and improvement

Support for Identified Schools

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

No schools are eligible for comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

No schools are eligible for comprehensive support and improvement

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
Parents	In developing the Local Control and Accountability Plan (LCAP), DMUSD diligently involves parents to ensure their perspectives influence decision-making. This partnership is essential for tailoring educational strategies to meet the needs of students and the broader community effectively. Parent Engagement Strategies: Regular Communication: Throughout the year, DMUSD leaders, including the superintendent, district office administrators, and school principals, hold meetings with parents. These sessions cover a wide range of topics related to the LCAP, such as the Local Control Funding Formula (LCFF), budget details, implementation of California Standards, instructional programs, facilities, and student progress data. Proposed actions being considered for the LCAP are shared with parents at the site level through the School Site Council (SSC), the English Learner Advisory Council (ELAC), and at principal coffees. These are intended to be interactive meetings that encourage open dialogue and allow parents to engage directly with administrators and educators. Surveys: DMUSD conducts several surveys to gather parent feedback: • Annual Spring Community Survey helps to identify priorities for the LCAP (4/17-4/25)

Educational Partner(s)	Process for Engagement
	-Parents can provide feedback following a presentation on actions being considered for inclusion in the upcoming LCAP - Ashley Falls (SSC: 5/6, Principal Coffee 4/21), Carmel Del Mar (SSC: 5/8, General PTA Mtg./Principal's Coffee 4/7), Del Mar Heights (SSC: 4/15, General PTA Mtg./Principal's Coffee 5/15), Del Mar Hills Academy (SSC: 4/15, General PTA Mtg./Principal's Coffee 4/18), Ocean Air (SSC: 5/15, General PTA Mtg./Principal's Coffee 5/21), Pacific Sky (SSC: 5/6, General PTA Mtg./Principal's Coffee 5/8), Sage Canyon (SSC: 4/28, PTA/Principal's Coffee: 4/18), Sycamore Ridge (SSC: 5/6, PTA Mtg. 5/8), Torrey Hills (SSC: 5/14, PTA: 5/14) • A follow-up survey conducted after the May LCAP hearing helps to refine the draft plan. (5/29-6/6) -The Speak-Up survey provides insights into the necessary support for the safe and effective use of digital tools in education, and includes questions about school safety and connectedness. (5/7-5/19) These surveys are crucial for understanding parent perspectives and integrating their feedback into the planning process. Parent Committees: DMUSD has established an LCAP Advisory Committee that includes representatives from each school. This committee meets with district leaders to review the draft LCAP and discuss goals and actions, ensuring that parent feedback is integrated into the planning process (5/7). Destination 2028! Team Meeting: This meeting is open to the community and is focused on reviewing progress on the district's strategic plan, Destination 2028. Feedback is gathered to identify priority actions for the upcoming school year. Insights from this session also help inform the development of the LCAP (5/8). DMUSD ensures that parents have the opportunity to provide input through these various engagement methods.
Students	DMUSD actively involves students in the development of the Local Control and Accountability Plan (LCAP) through several key strategies:

Educational Partner(s)	Process for Engagement
	Focus Groups with Principals: Students participate in focus groups led by their principals to provide feedback on their learning experiences and school environment. This direct interaction helps gather valuable insights for refining the LCAP. Social-Emotional Assessment and Climate Survey: This survey evaluates students' well-being, interpersonal skills, and their sense of safety and connectedness. This tool provides crucial data to inform LCAP goals related to student support services. Speak Up Survey for Grades 3-5: Aimed at younger students, this survey collects their perspectives on digital tools and learning technologies, influencing decisions on instructional resources within the LCAP. Classroom Visits and Observation of Student Work: District leaders conduct classroom visits and observe student work to evaluate the effectiveness of teaching strategies and students' engagement levels. These observations guide adjustments in teaching methods and resource allocation in the LCAP. By integrating student feedback from these diverse interactions, DMUSD ensures that the LCAP supports students' academic and emotional needs, fostering a well-rounded educational environment.
Teachers	DMUSD ensures that teachers are integral to the development of the Local Control and Accountability Plan (LCAP) through various participatory methods that emphasize their professional insights and experiences: Spring Community Survey: Teachers participate in this district-wide survey, providing feedback on their experiences and observations in the classroom. Their responses help identify key areas of need and potential enhancements within the LCAP. (4/11-4/19) Presentation of LCAP Proposed Actions and Follow-Up Survey: Teachers review proposed LCAP actions to solicit their professional

Educational Partner(s)	Process for Engagement
	judgment and feedback. A follow-up survey helps capture any additional insights or revisions the teaching staff suggests based on their day-to-day experiences and expert knowledge. In addition, principals provide a presentation on proposed LCAP actions where teachers can provide feedback via a survey (Ashley Falls: 4/22, Carmel Del Mar: 5/13, Del Mar Heights: 5/13, Del Mar Hills Academy, 4/22, Ocean Air: 4/8, Pacific Sky: 5/13, Sage Canyon: 5/13, Sycamore RIdge: 4/22). Post-LCAP Hearing Survey: After the May LCAP hearing, teachers respond to a survey that gathers feedback on the draft LCAP. This survey allows for an additional layer of input, ensuring that any concerns or new ideas from the teaching staff are considered before finalizing the plan. (5/29-6/6) Site-level focus groups with District Leadership: These focus groups provide a more intimate setting for teachers to engage directly with district leaders. They allow for detailed discussions on specific initiatives related to student learning and well-being and their impact at the classroom level, giving teachers a voice in shaping educational strategies. Destination 2028! Team Meeting: This meeting focused on reviewing progress on the district's strategic plan, Destination 2028!, and gathering feedback to identify priority actions for the upcoming school year. Insights from this session also help inform the development of the LCAP. Through these collaborative processes, DMUSD ensures that teachers have multiple opportunities to influence the development of the LCAP, which enhances its relevance and effectiveness.
Principals and District Leadership	DMUSD involves principals and district leaders in the development of the Local Control and Accountability Plan (LCAP) through a series of structured engagements:

Educational Partner(s)	Process for Engagement
	Spring Community: This survey gathers comprehensive feedback from principals and district leaders on the educational and operational initiatives within the LCAP, helping to identify strategic priorities and refine the plan. (4/17-4/25) Presentation of LCAP Proposed Actions: The proposed actions are reviewed during meetings, during which principals and district leaders provide feedback. A survey collects further insights to finalize the LCAP. (3/26) Post-LCAP Hearing Survey: After the May LCAP presentation, all educational partners, including principals and district leadership, receive a survey that gathers feedback on the draft LCAP. This survey allows for an additional layer of input, ensuring consideration of any concerns or new ideas from the staff before finalizing the plan. (5/29-6/6) Principal and Leadership Meetings: Regular meetings with principals and other Leadership team members focus on discussing the progress of goals and actions. In addition, the leadership team helps analyze focus group information and the Spring Community Survey to identify trends that inform the LCAP. (4/23) Focus groups: Principals and other Leadership Team members participate in focus groups. Their participation allows us to integrate the nuanced expertise of leadership from different departments into LCAP development. Destination 2028! Team Meeting: This meeting focused on reviewing progress on the district's strategic plan, Destination 2028, and gathering feedback to identify priority actions for the upcoming school year. Insights from this session also help inform the development of the LCAP. This approach ensures that DMUSD leadership actively shapes the LCAP, enhancing its relevance and effectiveness across the district.

Educational Partner(s)	Process for Engagement
Other School Personnel	DMUSD ensures that all school personnel, including district and site administrative staff, maintenance workers, and instructional assistants, are integral to developing the Local Control and Accountability Plan (LCAP). Their inclusion in this process recognizes the valuable perspectives these groups bring to the educational environment. Spring Community Survey and Post-LCAP Hearing Survey: All school personnel are invited to participate in the Spring Community Survey, which collects wide-ranging feedback on various educational initiatives. Following the May Draft LCAP presentation, these staff members also have the opportunity to contribute via a survey. This survey allows them to provide additional feedback based on the draft LCAP, ensuring their insights and concerns are considered before final adjustments are made. (4/17-4/25 5/29-6/6) Focus Groups with District Cabinet Members: DMUSD organizes focus groups for every district employee group. District cabinet members facilitate these groups and provide a platform for a more in-depth discussion where staff can share their experiences and suggestions. The focus groups help ensure that all personnel's voices, including those not typically involved in policy discussions, are heard and integrated into the planning process. By engaging a broad spectrum of school personnel in these surveys and focus groups, DMUSD acknowledges and utilizes the diverse insights and experiences across its workforce. This inclusive approach helps to shape an LCAP that not only addresses the needs of students and teachers but also considers the essential contributions of all staff members in creating a supportive and effective educational environment.
Local Bargaining Unit	In developing the Local Control and Accountability Plan (LCAP), DMUSD actively involves the local bargaining unit, the Del Mar California Teachers Association, to ensure that educators' perspectives are fully integrated into the planning process.

Educational Partner(s)	Process for Engagement
	Spring Community Survey: Members of the teachers' association participate in this district-wide survey, providing feedback on various topics that affect the educational environment. Their insights help identify key areas where the LCAP can support enhanced teaching and learning practices. (4/17-4/25)

Proposed LCAP Actions Survey: This survey specifically targets proposed initiatives and actions outlined in the LCAP. Members of the teachers' association, participating at their school sites, provide targeted feedback on these proposals, ensuring that the planned actions meet the needs of the classroom environment. Time is provided at staff meetings to ensure they actively participate. (Ashley Falls: 4/22, Carmel Del Mar: 5/13, Del Mar Heights: 5/13, Del Mar Hills Academy, 4/22, Ocean Air: 4/8, Pacific Sky: 5/13, Sage Canyon: 5/13, Sycamore RIdge: 4/22)

Post-LCAP Hearing Survey: Available in May, this survey allows teachers to review and comment on the draft LCAP after it has been presented publicly. This step is critical for incorporating any adjustments based on direct feedback from educators, ensuring that their concerns and suggestions are considered before finalizing the plan. (5/29-6/6)

Interest-Based Bargaining: Teachers' association members' participation in interest-based bargaining sessions also plays a vital role. These sessions keep members well-informed about district budget priorities and other strategic considerations as they provide feedback during LCAP development.

By integrating the local teachers' association in these various stages of the LCAP development, DMUSD ensures that the plan not only reflects the district's educational objectives but also addresses educators' specific needs and insights, fostering a collaborative and informed approach to school improvement. |
| Parent Advisory Committee | DMUSD ensures that the LCAP Parent Advisory Committee plays a role in developing the Local Control and Accountability Plan (LCAP), |

Educational Partner(s)	Process for Engagement
	recognizing the critical insights and contributions parents can offer in shaping educational strategies and policies. Here's how the parent advisory group is integrated into the LCAP development process: Our meeting with the Advisory Committee is integral to fostering open communication between parents and district leadership. They allow parents to provide feedback, stay informed about district policies, and actively shape educational strategies, ensuring that their perspectives are integrated into decision-making processes. In addition, members of this committee serve as liaisons for the school sites they represent, able to share district information with their school communities and bring back questions and feedback to district leadership. Spring Community Survey: Members of the LCAP Parent Advisory Committee plays participate in this district-wide survey, which collects feedback on various issues impacting the school environment and student learning. Their responses help identify improvement areas and validate existing programs' effectiveness, providing a foundational perspective for LCAP revisions. (4/17-4/25) Proposed LCAP Actions Presentation and Follow-Up Survey: DMUSD hosts a dedicated meeting for the LCAP Parent Advisory Committee to present and discuss the draft LCAP, including the proposed actions (5/6). This meeting is specifically designed to solicit detailed feedback from parents, ensuring their viewpoints are considered in shaping the plan. After viewing the proposed actions, a follow-up survey is distributed to the group, capturing any additional insights or concerns that may influence further refinement of the LCAP. Written responses are provided to the group responding to comments made at the meeting and in the follow-up survey. Post-LCAP Hearing Survey: Available in May, this survey is another opportunity for the LCAP Parent Advisory Committee to provide feedback after the public presentation of the Draft LCAP. This ensures that any additional thoughts from the broader community are considered as the LCAP is finalized. (5/29-6/6)

Educational Partner(s)	Process for Engagement
	Through these structured engagements, the LCAP Parent Advisory Committee is involved in the LCAP development process, from initial feedback and review of proposals to final input after public review. This involvement ensures that the LCAP reflects the community's needs and expectations and enhances the educational outcomes for all students within the district.
District English Learner Advisory Committee	The District English Learner Advisory Committee (DELAC) plays an important role in the development of the LCAP at DMUSD, particularly in advocating for the needs of multilingual learners. Here's how the DELAC is integrated into the LCAP development process: Role as Liaisons: Members of the DELAC act as liaisons, bringing unique insights from their respective school sites concerning multilingual learners' educational needs and challenges. Spring Community Survey: DELAC members participate in this district-wide survey, providing feedback highlighting the perspectives and needs of families with multilingual learners. Their input helps to shape initiatives and priorities within the LCAP, ensuring they align with the needs of this student population. (4/17-4/25) Presentation of Proposed LCAP Actions and Follow-Up Survey: DELAC is involved in a dedicated meeting where proposed LCAP actions are presented, with a focus on measures that affect multilingual learners. This presentation is tailored to gather specific feedback from DELAC members, who can offer targeted insights based on their direct experiences and interactions with the community. (5/6) Consolidated Application and Federal Addendum to the LCAP: The DELAC plays an important role in providing feedback on those actions specifically supported by Federal Title Funds, which are included in the Federal Addendum to the LCAP. (5/6, 5/19) Post-LCAP Hearing Survey: Available in May, this survey provides DELAC members with another opportunity to review the LCAP post-

Educational Partner(s)	Process for Engagement
	public presentation. This final survey allows them to provide further feedback that will be considered in the final version of the LCAP. (5/29-6/6) Through these steps, DELAC's involvement in the LCAP development process ensures that the educational strategies implemented by DMUSD are responsive to the needs of multilingual learners, fostering an inclusive and supportive learning environment for all students.
Special Education Local Plan Area Administrator	DMUSD is a member of the North Coastal Consortium for Special Education (NCCSE), our designated Special Education Local Plan Area (SELPA). The SELPA serves an important advisory role in the development of our Local Control and Accountability Plan (LCAP), ensuring it effectively supports students with disabilities. In this capacity, the SELPA utilizes data analysis to identify areas of need, which informs the LCAP goals to ensure that initiatives are impactful and compliant with regulations. Our parent and staff representatives to the SELPA Community Advisory Committee (CAC) are actively involved in setting priority areas for the SELPA. These priorities, once reviewed, are integrated into the LCAP development if they align with our district's areas of need. This collaborative approach ensures that the LCAP comprehensively addresses the diverse needs of students with disabilities, enhancing our educational offerings.
Community Members	Community members who do not have children attending schools in our district are encouraged to participate in the LCAP development process as participants in our Spring Community Survey. They can also participate in the survey following our presentation of our Draft LCAP to the Board of Trustees during a May hearing. Both are posted on our district website. All members of the community are welcome to attend district public meetings.

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

An analysis of educational partner feedback was conducted, examining both overall trends and trends within groups. Groups included parents, staff, parents of students receiving special education, parents whose children participate in the free and reduced lunch program, and parents of students identified as English learners. We also considered data collected from student focus group sessions and surveys. While there was some variation in specific priorities, overall trends in the feedback were as follows:

-Continued support for maintaining small class sizes to manage individual student needs and enhance learning outcomes
-A desire to continue high-quality professional learning structured to support high-quality Tier 1 instruction for all students
-A need to balance providing high-quality professional learning for all teachers with consideration for the impact on time in the classroom
-A continued priority to providing rigorous differentiated learning opportunities to meet the needs of all students, including those who are academically advanced and those demonstrating academic gaps
-A desire to maintain a robust and engaging STEAM+ program
-Support for professional learning in the area of evidence-based literacy instruction
-A need for support for teachers as they work with students acquiring English
-Continued appreciation for having counselors at each school site working in collaboration with teachers
-Continued support and appreciation for Tier 2 reading and math intervention teachers
-A need to ensure students have the tools to resolve peer conflict productively
-A clearly articulated tiered response for social-emotional/behavioral support
-A desire to ensure students can navigate digital platforms safely, and that there is an appropriate time spent on screens
-A need to clearly define the purpose of each program that supports student social-emotional learning and to identify connections between them, including developing a shared language
- A desire to support the unique needs of each student, both academically and socially-emotionally, through personalized learning opportunities
-Opportunities for student voice and choice in learning are valued

Educational partner input is reflected through the 2025-26 LCAP. Specific actions identified for inclusion in the plan related to educational partner input are as follows:
Goals 1.2 and 1.4: Continuing to provide professional learning in the area of mathematics and in the District's instructional frameworks, Creating Cultures of Thinking and Essential Elements of Learning. This high-quality learning will ensure teachers are equipped with the skills necessary to meet the needs of diverse learners and offer opportunities for student voice and choice in learning. This includes strategies to enhance learning for high-achieving students and support unduplicated students, including English learners and socioeconomically disadvantaged students. The design and implementation of the professional learning model will continue to provide differentiated support and options for teachers.
-Goal 1.3: Provide professional learning for all teachers in grade-level aligned, evidence-based literacy instruction
-Goal 1.5: Maintain low class sizes to support teachers as they provide differentiated, targeted support to students
-Goal 1.7: Maintain support staff to provide Tier 2 intervention in reading and increase the support staff for mathematics intervention
-Goals 1.13 and 2.8 Implement strategies to support teachers in understanding best practices in technology integration to include ethical use of AI by teachers appropriate for the elementary environment, support for expanding opportunities for students related to coding, robotics, and design thinking, and updating digital citizenship lessons to include a home-school connection. District technology leaders share best practices with colleagues
-Goal 2.2: Staff will use the results of the Insights SEL survey and related resources to enhance the implementation of the District's social-emotional program. In addition, a TOSA will provide support and coaching to teachers on effective strategies for supporting positive student behavior
-Goal 2.3: Maintain school counselors at each school site to address the social-emotional needs of all students
-Goal 2.4: Provide parents with an education series to support parents with the social-emotional well-being and health of their children, and a

deeper understanding of the instructional program

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was selected to encompass state priorities focused on the instructional program and academic progress (priorities 1, 2, 4, 7, and 8) and our local strategic plan, Destination 2028!. A primary lever for our district is to ensure every learner receives equitable access to a strong academic core and high-quality instruction and is supported to meet learning targets. This goal was selected following an analysis of state and local data and further informed through a comprehensive analysis of educational partner feedback. All student groups perform at exceptional levels compared to state averages and national norms. However, an opportunity gap exists between some student groups (English learners, socioeconomically disadvantaged, and Special Education) compared to all students. Educational partner feedback from staff and parents confirms a need to support students and teachers in closing this gap. In addition, educational partner feedback indicates a need to ensure instructional strategies are in place to support the unique needs of all students, including those who exceed the grade-level standard. These actions and related metrics selected to monitor progress for this goal are designed to assist students in maintaining high academic performance standards across all student groups and specifically address and reduce the educational disparities experienced by our most vulnerable populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of compliance with teacher credential and assignment	97% compliance with teacher credential and assignment	100% compliance with teacher credential and		Maintain or exceed the baseline of 97%	Target outcome met - 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements - School Accountability Report Card (SARC)	requirements (As of 6/12/24)	assignment requirements (As of 5/30/25)			+ 3% difference from baseline
1.2	Rate of compliance with instructional materials requirements - Resolution of Sufficiency of Textbooks	100% compliance with instructional materials requirements 2023-24 per Resolution No. 2023-15 approved on 9/13/2023	100% compliance with instructional materials requirements 2023-24 per Resolution No. 2024-17 approved on 9/11/2024		100% compliance with instructional materials requirements	Target outcome met - 100% +0% difference from baseline
1.3	100% of students will have a broad course of study including unduplicated students, students with exceptional needs per district as measured by a review of classroom and schoolwide schedules	100% of students have a broad course of study including unduplicated students, students with exceptional need inclusive of core academic subjects: ELA, mathematics, science, social studies, physical education, music, art and technology	100% of students have a broad course of study including unduplicated students, students with exceptional need inclusive of core academic subjects: ELA, mathematics, science, social studies, physical education, music, art and technology		100% of students have a broad course of study including unduplicated students, students with exceptional need inclusive of core academic subjects: ELA, mathematics, science, social studies, physical education, music, art and technology	Target outcome met - 100% +0% difference from baseline
1.4	Annual Reclassification Rates	Annual Reclassification rates through May 31, 2024: 20%	Annual Reclassification rates through May 30, 2024: 19.3%		Annual reclassification rate meets or exceeds an average of at least 19% over three years.	Average through May 30 is 19.6%. +.6% difference from target
1.5	California Dashboard English Learner Progress Indicator	2023 California Dashboard English Learner Progress	2024 California Dashboard English Learner Progress		California Dashboard	English Learner progress level at Very High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELPI) color performance and % of students demonstrating access to ELD standards via progress in English language proficiency	Indicator (ELPI) was at the Blue color performance 69.9% of students demonstrated progress in English Language proficiency	Indicator (ELPI) was at the Blue color performance 69.3% of students demonstrated progress in English Language proficiency		English Learner Progress levels at the Very High performance level (65% or higher English learners demonstrating progress towards English language proficiency)	Performance Level (69.3%) -0.6% difference from baseline
1.6	Grade 3-6 California School Dashboard Academic Indicator color performance and points above standard for English language arts for all students and each student group, including English learner access to CCSS and ELD Standards	2023 California School Dashboard Academic color Indicator for English language arts and points above standard (Percent of students at each proficiency level included for communication purposes): All Students: Blue 83.2 Points above standard Exceeds 59.05% Met 24.89% Nearly Met 9.62% Not Met 6.44% Blue Asian - Blue	2024 California School Dashboard Academic color Indicator for English language arts and points above standard (Percent of students at each proficiency level included for communication purposes): All Students: Green 77.1 Points above standard Exceeds 55.87% Met 24.56%		Grade 3-6 California School Dashboard Academic Indicator for English Language Arts is blue or green for all students and for all student groups 30 or larger. Points above standard for each group as follows: All Students Maintain or increase baseline Asian Maintain or increase baseline	Grade 3-6 California School Dashboard Academic Indicator for English Language Arts is blue or green for all students and for all student groups 30 or larger. All Students: Green -6.1 points Asian: Green -6.8 points Hispanic: Green -9.2 points Two or More Races: Blue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		111.1 points above standard Exceeds 72.59% Met 18.71% Nearly Met 5.6% Not Met 3.10% Hispanic - Green 43.7 points above standard Exceeds 38.4% Met 33.6% Nearly Met 14.00% Not Met 14.00% Two or More Races - Green 76.6 points above standard Exceeds 53.42% Met 26.71% Nearly Met 13.01% Not Met 6.85% White - Green 73.3 points above standard Exceeds 54.24% Met 27.58% Nearly Met 11.36% Not Met 6.82% English Learners - Green 37 Points above standard Exceeds 13.53%	Nearly Met 11.79% Not Met 7.77% Student Groups: Blue Asian - Green 104.3 points above standard Exceeds 69.58% Met 17.25% Nearly Met 7.15% Not Met 6.02% Hispanic - Green 34.5 points above standard Exceeds 35.74% Met 24.68% Nearly Met 25.96% Not Met 13.62% Two or More Races - Blue 76.7 points above standard		Hispanic Increase points above standard by at least 4 points above baseline Two or More Races Maintain or increase baseline White Maintain or increase baseline English Learners Increase points above standard by at least 6 points above baseline Socioeconomically Disadvantaged Increase points above standard by at least 6 points above baseline Students with disabilities Increase points above standard by least 12 points above baseline	+3.4 points White:Green English Learners: Green -9 points Socioeconomically Disadvantaged: Green +4.8 points Students with disabilities: Yellow +2.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met　　　25.88% Nearly Met　30.00% Not Met　　30.59% Socioeconomically Disadvantaged - Green 22 points above standard Exceeds　　32.69% Met　　　27.88% Nearly Met　16.83% Not Met　　22.60% Students with Disabilities - Yellow 4.3 points above standard Exceeds　　26.85% Met　　　24.90% Nearly Met　18.29% Not Met　　29.96%	Exceeds 50.79% Met 30.95% Nearly Met 11.11% Not Met 7.14% White - Green 66 points above standard Exceeds 49.90% Met 29.85% Nearly Met 12.53% Not Met 7.72% English Learners - Green 28 Points above standard Exceeds 11.48% Met 22.40% Nearly Met 28.96% Not Met 37.16% Socioeconomically Disadvantaged - Green			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			26.8 points above standard Exceeds 31.01% Met 28.68% Nearly Met 21.71% Not Met 18.60% Students with Disabilities - Yellow 6.4 points above standard Exceeds 24.60% Met 23.41% Nearly Met 21.03% Not Met 30.95%			
1.7	K-6 i-Ready Reading Diagnostic Tiered Performance Levels for all students and all student and student groups on mid-year administration	K-6 i-Ready Reading Performance Levels 2023-24 (Reflects mid-year data)- All Students and Student Groups larger than 30 All Students Tier 1 80% Tier 2 15% Tier 3 5%	K-6 i-Ready Reading Performance Levels 2024-25 (Reflects mid-year data)- All Students and Student Groups larger than 30 All Students Tier 1 80%		K-6 i-Ready Reading Performance Levels - All Student Groups 75% or more at Tier 1	K-6 i-Ready Reading Performance Levels 2024-25 (Reflects mid-year data)- All Students and Student Groups larger than 30. Target is all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Groups Asian Tier 1 85% Tier 2 10% Tier 3 5% Black or African American Tier 1 65% Tier 2 24% Tier 3 11% Hispanic Tier 1 67% Tier 2 26% Tier 3 7% Two or More Races Tier 1 85% Tier 2 12% Tier 3 3% White Tier 1 77% Tier 2 18% Tier 3 5% English Learners Tier 1 68% Tier 2 8% Tier 3 24% Socioeconomically Disadvantaged Tier 1 60% Tier 2 28%	Tier 2 15% Tier 3 5% Student Groups Asian Tier 1 84% Tier 2 11% Tier 3 5% Black or African American (27 Students) Tier 1 67% Tier 2 15% Tier 3 18% Hispanic Tier 1 71% Tier 2 22% Tier 3 7% Two or More Races Tier 1 85% Tier 2 12% Tier 3 3% White Tier 1 78% Tier 2 17% Tier 3 5% English Learners Tier 1 62% Tier 2 25% Tier 3 13%			75% or more at Tier 1 All Students Tier 1 80%: +0% from baseline Student Groups Asian Tier 1 84%: -1% from baseline Hispanic Tier 1 71% +4% from baseline Two or More Races Tier 1 85% +0% from baseline White Tier 1 78% +1% from baseline English Learners Tier 1 62% -6% from baseline Socioeconomically Disadvantaged Tier 1 61% +1% from baseline Students with Disabilities Tier 1 54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 12% Students with Disabilities Tier 1 54% Tier 2 26% Tier 3 20%	Socioeconomically Disadvantaged Tier 1 61% Tier 2 25% Tier 3 14% Students with Disabilities Tier 1 54% Tier 2 26% Tier 3 20%			+0% from baseline
1.8	Grade 3-6 California School Dashboard Academic Indicator color performance and points above standard for Mathematics for all students and each student group, including English Learners access to CCSS and ELD Standards	2023 California School Dashboard Academic color Indicator for Mathematics and points above standard (Percent of students at each proficiency level included for communication purposes): All Students: Blue 79.7 points above standard Exceeds 61.13% Met 22.38% Nearly Met 10.29% Not Met 6.19% Student Groups Asian - Blue 121.4 points above standard Exceeds 77.37% Met 16.16%	2024 California School Dashboard Academic color Indicator for Mathematics and points above standard (Percent of students at each proficiency level included for communication purposes): All Students: Blue 77.2 points above standard Exceeds 60.83% Met 21.14% Nearly Met 12.49% Not Met 5.55%		Grade 3-6 California School Dashboard Academic Indicator for mathematics is blue or green for all students and for all student groups 30 or larger. All student groups performing at or above standard: Points above standard for each group as follows: All Students Maintain or increase baseline Asian Maintain or increase baseline	Grade 3-6 California School Dashboard Academic Indicator for mathematics is blue or green for all students and for all student groups 30 or larger. All student groups performing at or above standard: All Students: Blue -2.5 points Student Groups Asian - Green -6.7 points Hispanic - Green -0.7 points Two or More Races - Blue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nearly Met 4.24% Not Met 2.23% Hispanic - Green 19.5 points above standard Exceeds 34.65% Met 23.25% Nearly Met 21.26% Not Met 15.75% Two or More Races - Green 71.1 points above standard Exceeds 61.22% Met 20.41% Nearly Met 11.56% Not Met 6.80% White - Green 64.1 points above standard Exceeds 53.88% Met 26.94% Nearly Met 12.76% Not Met 6.43% English Learners - Blue 56.6 points above standard Exceeds 32.24% Met 27.35% Nearly Met 20.82% Not Met 19.59%	Student Groups Asian - Green 114.7 points above standard Exceeds 78.54% Met 13.27% Nearly Met 5.53% Not Met 2.65% Hispanic - Green 18.8 points above standard Exceeds 34.49% Met 28.94% Nearly Met 25.53% Not Met 14.04% Two or More Races - Blue 76.2 points above standard Exceeds 60.32% Met 23.02% Nearly Met 11.11% Not Met 5.56%		English Learners Increase points above standard by at least 4 points above baseline Two or More Races Maintain or increase baseline White Maintain or increase baseline Hispanic Increase points above standard by at least 14 points above baseline Socioeconomically Disadvantaged Increase points above standard by at least 14 points above baseline Students with disabilities Increase points above standard by least 20 points above baseline	+5.1 points White - Blue -2.6 points above standard English Learners - Green -2.9 points Socioeconomically Disadvantaged - Green +11.2 points Students with Disabilities - Green -5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - Blue 11.7 points above standard Exceeds 27.78% Met 27.78% Nearly Met 20.37% Not Met 24.07% Students with Disabilities - Green 7.1 points above standard Exceeds 32.30% Met 19.46% Nearly Met 19.46% Not Met 28.79%	White - Blue 61.5 points above standard Exceeds 52.45% Met 26.01% Nearly Met 16.13% Not Met 5.41% English Learners - Green 53.7 points above standard Exceeds 34.12% Met 23.70% Nearly Met 26.54% Not Met 15.64% Socioeconomically Disadvantaged - Green 22.9 points above standard Exceeds 33.84% Met 23.57% Nearly Met 24.71%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Not Met 17.87% Students with Disabilities - Green 2.1 points above standard Exceeds 27.49% Met 22.31% Nearly Met 23.90% Not Met 26.29%			
1.9	K-6 i-Ready Mathematics Diagnostic Tiered Performance Levels for all students and all student and student groups on mid-year administration	K-6 i-Ready Mathematics Performance Levels 2023-24 (Reflects mid-year data)- Student Groups larger than 30 All Students Tier 1 77% Tier 2 20% Tier 3 3% Student Groups Asian Tier 1 87% Tier 2 11% Tier 3 2% Hispanic Tier 1 58% Tier 2 36%	K-6 i-Ready Mathematics Performance Levels 2024-25 (Reflects mid-year data)- Student Groups larger than 30 All Students Tier 1 79% Tier 2 18% Tier 3 2% Student Groups Asian Tier 1 90% Tier 2 9% Tier 3 1% Hispanic		K-6 i-Ready Reading Performance Levels - All Student Groups 75% or more at Tier 1	K-6 i-Ready Mathematics Performance Levels 2024-25 (Reflects mid-year data)- All Students and Student Groups larger than 30. Target is all student groups 75% or more at Tier 1 All Students Tier 1 79%: +2% from baseline Student Groups Asian

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 6% Two or More Races Tier 1 79% Tier 2 19% Tier 3 1% White Tier 1 70% Tier 2 26% Tier 3 4% English Learners Tier 1 54% Tier 2 17% Tier 3 29% Socioeconomically Disadvantaged Tier 1 56% Tier 2 35% Tier 3 9% Students with Disabilities Tier 1 48% Tier 2 35% Tier 3 17%	Tier 1 62% Tier 2 31% Tier 3 7% Two or More Races Tier 1 79% Tier 2 19% Tier 3 2% White Tier 1 74% Tier 2 23% Tier 3 3% English Learners Tier 1 70% Tier 2 25% Tier 3 5% Socioeconomically Disadvantaged Tier 1 61% Tier 2 31% Tier 3 8% Students with Disabilities Tier 1 49% Tier 2 34% Tier 3 17%			Tier 1 90%: +3% from baseline Hispanic Tier 1 62% +4% from baseline Two or More Races Tier 1 79% +0% from baseline White Tier 1 78% +4% from baseline English Learners Tier 1 70% +16% from baseline Socioeconomically Disadvantaged Tier 1 61% +5% from baseline Students with Disabilities Tier 1 49% +1% from baseline
1.10	Other Pupil Outcomes: Grade 5 California Science Test (CAST) % Meets and exceeds for all students and	2023 Grade 5 California Science Test (CAST) All Students: 76.46% Asian: 79.38%	2024 Grade 5 California Science Test (CAST)		Grade 5 California Science Test (CAST) % Meets and exceeds for all	Grade 5 California Science Test (CAST) % Meets and exceeds for all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	student groups more than 30, including English learners	Hispanic 64.79% Two or More Races 78.05% White 77.13% English learners 21.15% Socioeconomically Disadvantaged 46.94% Students with Disabilities 35.84%	All Students: 72.99% Asian: 77.37% Hispanic 58.5% Two or More Races 75.75% White 77.13% English learners 21.15% Socioeconomically Disadvantaged 46.94% Students with Disabilities 35.84%		students and student groups more than 30 All Students Maintain or increase baseline Asian Maintain or increase baseline Hispanic increase baseline by 5% Two or More Races Maintain or increase baseline White Maintain or increase baseline English learners Increase the baseline by at least 15%, for students enrolled greater than one year Socioeconomically Disadvantaged	students and student groups more than 30 All Students: 72.99% -3.47% Asian: 77.37% -2.01% Hispanic 58.5% -6.29% Two or More Races 75.75% -1.38% White 77.13% -3.66% English learners 21.15% +0.0% Socioeconomically Disadvantaged 46.94% -3.39% Students with Disabilities 35.84% +4.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Increase the baseline by at least 10% Students with disabilities Increase the baseline by at least 10%	
1.11	Implementation of State Standards: Evidence gathered from classroom visits, analysis of summative assessment data (SBA, ELPAC, iReady), and Local Indicators Self-Reflection Tool for Implementation of State Academic Standards (Goal Met)	Analysis of classroom visits, summative assessment data (SBA, ELPAC, iReady), and Local Indicators Self-Reflection Tool for Implementation of State Academic Standards, resources 2024 (Goal Met) indicate at least full implementation of state standards	Analysis of classroom visits, summative assessment data (SBA, ELPAC, iReady), and Local Indicators Self-Reflection Tool for Implementation of State Academic Standards, resources 2025 (Goal Met) indicate at least full implementation of state standards		Analysis of classroom visits, summative assessment data (SBA, ELPAC, iReady), and Local Indicators Self Reflection Tool for Implementation of State Academic Standards (Goal Met) indicate at least full implementation of state standards	Baseline Maintained: Analysis of classroom visits, summative assessment data (SBA, ELPAC, iReady), and Local Indicators Self-Reflection Tool for Implementation of State Academic Standards, resources 2025 (Goal Met) indicate at least full implementation of state standards

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, the district made substantial progress in implementing the planned actions aligned with this goal. Most actions were fully implemented as described, with several strengthened to better meet evolving student needs, staff input, and changes in

state guidance. Professional learning opportunities were expanded, class sizes were maintained, and targeted supports for students were implemented across all sites. In a few cases, staffing constraints or state-level shifts required modification of implementation plans. Notably, all actions were either fully implemented, modified, or are on track for future implementation.

Successful Implementation

Action 1.1 – Credential Monitoring
Instructional Services, Human Resources, and CALPADS staff collaborated to refine the process of monitoring teacher credentialing and assignments to ensure alignment with the California State Assignment Accountability System (CalSAAS). The focus was on efficiently using district platforms, including Synergy and TalentEd, to monitor staff credentialing and assignments. The team met regularly and also received support and training from the County Office of Education.

Action 1.2 – CGI Math Implementation
Teachers and principals received high-quality professional learning from the district's mathematics Teacher on Special Assignment (TOSA). Learning was differentiated based on prior training and grade-level assignment. A cohort of mathematics teacher leaders was established at each site to support school-level implementation. A CGI training menu was created, offering optional sessions to deepen practice. The district is monitoring for the release of state mathematics program recommendations, anticipated in fall 2025, and plans to pilot and select a new math program during the second half of the 2025–2026 school year.

Action 1.3 – Literacy Professional Learning
Professional learning was developed and delivered to all K–2 teachers, focusing on comprehension strategies and small-group reading instructional routines. An optional session was also offered for grades 3–6, introducing the framework for foundational literacy instruction and its connection to upper-grade reading. Over 30 teachers participated in the session.

Action 1.4 – Cultures of Thinking and Essential Elements of Instruction (EEI)
The district continued working with Dr. Ron Ritchhart to build teacher and principal capacity in instructional strategies that foster a classroom culture centered on student thinking. The number of Cultures of Thinking (CoT) Fellows was expanded, and these educators engaged in inquiry cycles. Fellows shared their learning with colleagues and district leaders through a showcase of their inquiry work. In addition to this internal learning, the district hosted the inaugural Cultures of Thinking Summit, which brought together administrators and educators from across California, as well as participants from Alaska, Michigan, New Mexico, Pennsylvania, Washington D.C., Canada, and the Netherlands. The summit provided a forum for exploring the tools, frameworks, and mindsets essential to cultivating thinking-centered classrooms.

Teachers new to the district, or those who had not previously attended, participated in EEI professional learning to increase their understanding of effective instructional practices. These sessions emphasized the intentional use of strategies that promote academic success, and administrators new to the district were trained to support teachers through effective feedback aligned with the EEI framework.

Action 1.5 – Class Size Reduction
Class sizes were successfully maintained at 22:1 for grades K–3 and 25:1 for grades 4–6, ensuring more personalized instruction.

Action 1.6 – Co-Teaching Support

A Co-Teaching TOSA provided coaching and professional development to instructional teams implementing the co-teaching model throughout the district.

Action 1.7 – Reading Intervention
Tier 2 Reading intervention teachers were assigned to all schools. Collectively, these teachers successfully supported 268 students across the school district, primarily in foundational skills, including phonemic awareness, phonics, and fluency.

Action 1.8 – English Language Development
Based on feedback from staff and parents, the district identified a need to support Newcomers, students who are new to U.S. schools and are often novice English learners. In response, a districtwide professional development session was provided for all teachers. The training focused on effective strategies to support newcomers in their academic and social transition, including creating welcoming environments, providing scaffolded instruction, and promoting early communication and engagement.

Action 1.9 – Multi-Tiered Systems of Support (MTSS)
Instructional Services and Student Services collaborated to develop a draft guidance document for MTSS. The framework outlines tiered academic and social-emotional supports. Plans are in place to gather feedback and refine the document to ensure alignment across the district in the coming year.

Action 1.11 – English Learner Supplemental Intervention
Imagine Learning was used to support Level 1 and Level 2 English learners with targeted language development. This supplemental intervention provided additional practice aligned to students' language needs. Imagine learning offers an assessment that includes information on the language needs for each student learning English. We will increase the number of licenses purchased in the 2025-2026 school year to provide this information to teachers for all English learners.

Action 1.12 – History-Social Science Standards Implementation
Teachers successfully implemented the newly adopted history-social science curriculum, supported by the district's instructional frameworks, including Creating Cultures of Thinking and EEI. Teachers deepened their understanding of different cultures and reached full implementation of the curriculum and related state standards.

Action 1.13 – Technology and Innovation
At the beginning of the school year, all instructional staff received an introduction to artificial intelligence (AI). Additionally, a cohort of teachers and leaders engaged in more in-depth exploration throughout the year. The cohort focused on the ethical use of AI and its potential to personalize learning, support critical thinking, and foster creativity. Innovation Technologists also implemented Code to the Future at five school sites, providing access to robotics, coding, and design thinking experiences. The learning from both initiatives will inform updated digital citizenship lessons in the 2025–2026 school year.

Action 1.14 – Transitional Kindergarten Early Intervention
The Transitional Kindergarten Early Intervention program was successfully implemented at Sycamore Ridge to serve eligible four-year-olds across the district. The program was refined throughout the year with the support of district and site leadership, academic specialists, and social-emotional and behavior specialists.

Implementation Challenges

Action 1.7 – Math Intervention
A limited number of CGI-trained teachers restricted the district's ability to implement math intervention across all nine elementary schools. The two available math intervention TOSAs prioritized sites with the greatest number of students two or more years below grade level. Other sites did not receive direct support due to staffing limitations.

Action 1.10 – Reading Screener Transition Planning
While i-Ready was used throughout the year to monitor progress in reading and mathematics, it was not selected as an approved Reading Difficulties Risk Screener by the State Board of Education. The district began transition planning mid-year to align with updated state requirements and plans to transition students in grades K-2 to the new assessment.

Modified Implementation

Action 1.7 – Math Intervention
Due to staffing constraints, math intervention was implemented at four schools instead of districtwide. The available TOSAs provided targeted intervention services at sites with the highest need. To reach more schools, the district plans to expand to four intervention teachers in the 2025–2026 school year.

Action 1.10 – Reading Screener Transition Planning
Although i-Ready was initially planned for continued use, it will be phased out for K–2 reading assessment. The district reviewed the list of approved screeners with the support of a group of teachers who recommended Amplify mCLASS DIBELS and Amplify Boost to begin implementation in 2025–2026, pending Board approval. This change ensures alignment with the State Board's requirements and allows intervention tools to connect more directly to screener results.

Non-Implemented Actions

All actions were either fully implemented or modified in response to state guidance or contextual challenges.

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.

Action Item 1.2 expenses were increased due to additional professional learning opportunities, which led to an increase in sub-release time. Expenses were higher in Action Item 1.4 due to the increase in CoT Fellows. The increase to Action Items 1.10 and 1.11 is due to reflecting the full cost of iReady and Imagine Learning. Action Item 1.13 expenses were lower than anticipated and will be adjusted moving forward.

The district spent 20% of the allocated amount due to a lower than anticipated cost for professional services related to AI Training and a lower than expected cost for substitute release time. Action Item 1.14 for the District's Transitional Kindergarten and Early Intervention Program was due to the increased need for additional supports in the classroom.

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

Effectiveness of Goal 1 Actions in Supporting Academic Progress
Analysis of 2024 academic outcomes suggests that actions under Goal 1 are effective in maintaining high levels of achievement and supporting progress for key student groups. Although overall results remained relatively stable compared to baseline data, Del Mar Union School District students continue to perform well above San Diego County and California averages. Early signs of growth in specific student groups, including in i-Ready diagnostics and CAASPP performance, indicate that the district's sustained instructional focus is producing a positive impact in Year 1 of the current LCAP cycle.

All Students
ELA: 81% met or exceeded standards (vs. 51% county, 45% state)
Math: 82% met or exceeded standards (vs. 49% county, 43% state)
The consistently high outcomes for all students reflect the effectiveness of actions, including:

1.2 Cognitively Guided Instruction (CGI), which supports student-centered problem-solving in math
1.4 Creating Cultures of Thinking (CoT) and Essential Elements of Instruction (EEI), which emphasize instructional clarity, engagement, and thinking routines to support the development of critical thinking skills in a rigorous academic program

Socioeconomically Disadvantaged Students
ELA: 60% met or exceeded (vs. 37.7% county, 34.6% state)
Math: 57% met or exceeded (vs. 30.5% county, 28.3% state)
These results demonstrate the effectiveness of:

1.5 Maintenance of low class sizes, allowing for increased personalization
1.4 CoT and EEI, which support high-leverage teaching strategies districtwide
1.6 Co-Teaching Model, which increased access to core instruction through collaborative supports

English Learners (EL)
ELA: 34% met or exceeded (vs. 12.1% county and 10.3% state)
Math: 58% met or exceeded (vs. 12.1% county, 13% state)
i-Ready Math: Growth of 16% in Tier 1 placement (from 54% to 70%)
ELPI: 69.3% of English learners advanced at least one ELPI level; status: **Very High** (Blue)
Reclassification Rate: 19.3% YTD; 3-year average: 19.6%
These strong results for ELs suggest that:

1.11 Supplemental Support for ELs(e.g., Imagine Learning) provided targeted practice for early proficiency levels

1.8 Professional Development on Newcomer Support was impactful
1.4 Instructional Frameworks helped ensure scaffolding, academic language modeling, and monitoring of learning

Reclassified Fluent English Proficient (RFEP)
ELA: 90% met or exceeded (vs. 64.2% county, 65.1% state)
Math: 88% met or exceeded (vs. 54.3% county, 56.5% state)
These outcomes point to the effectiveness of:

1.2 Cognitively Guided Instruction (CGI) supports High-quality Tier 1 instruction for mathematics
1.4 CoT AND EEI support High-quality Tier 1 instruction and consistent access to academic content
1.10: Ongoing monitoring practices embedded in i-Ready and site-level data reviews supported continued success

Students with Disabilities
ELA: 48% met or exceeded (vs. 21.6% county, 16.9% state)
Math: 50% met or exceeded (vs. 20% county, 16.2% state)
i-Ready Tier 1 Performance: Maintained at 54% for reading and increased to 49% in math
These results indicate that:

1.6 Co-Teaching Model is an effective strategy for increasing inclusive access and performance
1.4 EEI Framework has supported instructional clarity and effective feedback for students with diverse needs

Tier 2 Reading intervention teachers were assigned to all schools. Collectively, these teachers successfully supported 268 students across the school district, primarily in foundational skills, including phonemic awareness, phonics, and fluency. This program supports students who require Tier 2 intervention, as identified by each school's MTTS structure, and reflects the effectiveness of the following actions:

1.7 – Reading Intervention - focused on providing support to students demonstrating need in foundational skills
1.9 - Multi-Tiered Systems of Support (MTSS)- Academic - ensuring we provide the right level of support to students demonstrating academic need

1.1 Credential Monitoring: Instructional Services, Human Resources, and CALPADS staff collaborated to refine the process of monitoring teacher credentialing and assignments to ensure alignment with the California State Assignment Accountability System (CalSAAS). The focus was on efficiently using district platforms, including Synergy and TalentEd, to monitor staff credentialing and assignments. The team met regularly and also received support and training from the County Office of Education. Credentialling compliance increased to 100% in the 2025-26 school year.

1.3 Literacy Professional Learning: Professional learning was developed and delivered to all K–2 teachers, focusing on comprehension strategies and small-group reading instructional routines. An optional session was also offered for grades 3–6, introducing the framework for foundational literacy instruction and its connection to upper-grade reading. Over 30 teachers participated in the session. Feedback from teachers for each session indicated they deepened their understanding of research-based practices supporting effective reading instruction. Observational data gathered confirmed the transfer of these strategies into classroom instruction.

1.12 Implementation of History-Social Science Curriculum: Teachers continued to refine the implementation of the district's history-social science curriculum. Classroom visits by site and district leaders confirmed that, through the use of CoT and EEI strategies, teachers have strengthened their cultural lenses and inquiry practices.

1.13 – Technology & Innovation: Teachers who participated in professional learning focused on the ethical use of AI and learned to develop tangible, future-ready learning experiences for students. Innovation Technologist utilized Code to the Future's framework to engage students in coding and robotics. These efforts support Goal 1's emphasis on inquiry-based, real-world application of knowledge

1.14 – Transitional Kindergarten Early Intervention (Leap Ahead): Although the full academic impact will emerge over several years, initial implementation indicators demonstrate that this action is likely to positively contribute to advancing Goal 1's equity objectives by proactively addressing achievement gaps.

Limited Effectiveness Due to Partial Implementation

Action 1.7 – Tier 2 Math Intervention
This action was only partially implemented in 2024–25 due to staffing limitations. Successful Math intervention support was provided at four of nine schools, prioritizing sites with the greatest number of students below grade level. Although student math performance across all groups remained strong, the incomplete implementation of this action limits the ability to fully evaluate its effectiveness. Expansion of math intervention staffing is planned for the 2025–26 school year to ensure broader access to and support for students.

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

Changes in Planned Actions
Action 1.3 – Literacy Professional Learning
While a focus on foundation skills will still be embedded into professional learning sessions with grade K-2 teachers, we will be focusing on the implementation and use of the Reading Difficulties Risk Screener. We will include grades 3-6 to ensure teachers incorporate research-based strategies to support reading instruction, focusing on morphology and reading comprehension.

Action Item 1.7: Math Intervention - Our district must have highly trained teachers providing math intervention using strategies based on the CGI framework. Availability of highly trained teachers has limited the number of teachers available to do this work. As a result, our two math intervention teachers prioritize which schools receive support. This means that a math intervention teacher does not support some schools with fewer students requiring assistance. We will expand to four mathematics teachers in the 2025-26 school year to address this need.

Action 1.11: Increase the number of licenses for Imagine Learning and Literacy to all English learners as a supplemental intervention tool to provide differentiated assistance with gaining English language proficiency. Refine implementation to use embedded assessments to monitor English language acquisition and to inform instructional support.

Action 1.15: Reading Difficulties Risk Screener
We will purchase and implement a Reading Difficulties Risk Screener as required by all school districts in the state of California.

Changes in Metrics
It is anticipated that Grade K-2 iReady data will be replaced with the baseline data from the new assessment platform adopted for grades K-2

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	Appropriately Credentialed and Assigned Staff	Instructional Services, Human Resources, and other district staff responsible for CALPADS data entry will collaborate to refine the process of monitoring teacher credentialing and assignments to ensure alignment with the California State Assignment Accountability System (CalSAAS). A particular focus will be on efficiently using district platforms (Synergy and TalentEd) to monitor staff credentialing and assignments.	$0.00	No
1.2	Implementation of State Academic Standards: Mathematics	A mathematics content specialist on special assignments will continue to provide teachers with high-quality professional learning to ensure they are equipped with the skills necessary to meet the needs of diverse learners. This includes strategies to enhance learning for high-achieving students and also support unduplicated students, including English learners and socioeconomically disadvantaged students, to ensure they have access to content and make expected progress toward meeting grade-level standards. Professional learning in Cognitively Guided Instruction (CGI) is differentiated for teachers based on their years of prior training in the grade-level span they are assigned. Teachers new to our district or their grade-level span receive multiple training days in years one through four. Site administrators also attend CGI training. Training is ongoing for every teacher and principal in the district, depending on need and years of experience.	$1,176,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional optional sessions will be offered for teachers who want to deepen their practice in specific topic areas. The mathematics content specialist will provide professional learning to a cohort of teacher leaders through the mathematics apprentice role to build school site capacity and broad-based leadership for CGI. The design and implementation of the professional learning model will ensure differentiated support and options for teachers. Engage in an adoption process to adopt a mathematics program once the State Board of Education has approved the recommended materials list.		
1.3	Implementation of Standards: English Language Arts	Develop and implement professional learning for teachers, focusing on applying research-based foundational literacy strategies tailored to help teachers meet the needs of diverse student performance levels. Professional learning will be provided through district-grade level meetings. Grades K-2 will focus on the implementation and use of data from a newly adopted Reading Difficulties Risk Screener to tailor instruction to meet student needs. Grades 3-6 will receive professional learning focused on morphology and vocabulary strategies to support the development of reading comprehension.	$42,335.00	No
1.4	Instructional Frameworks	Creating Cultures of Thinking The district will continue working with Harvard researcher Ron Ritchhart to build each teacher's capacity to provide instruction by creating a classroom culture of thinking. Teachers will learn instructional strategies that help students engage metacognitively, demonstrate agency, and deepen critical thinking skills. Teachers learn strategies for designing lessons with different access points that support students with diverse academic needs and also extend to high-achieving students. He will also continue to build the capacity of our leadership team, including principals, via professional learning. Cultures of Thinking Fellows will be expanded. These teachers have extended learning opportunities with Ron Ritchhart and help to support learning at their school site. In addition, they showcase their learning to the broader educational community.	$309,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Essential Elements of Instruction The district will continue to support teachers and administrators in the Essential Elements of Instruction (EEI). Teachers new to the district or who have not previously attended EEI training will engage in professional learning, according to need, to learn how to intentionally employ instructional practices that increase the rate at which students experience academic success. Administrators new to the district will engage in professional learning in the Elements to increase their understanding of providing feedback to teachers and increase overall instructional effectiveness. Teachers will receive strategic feedback from site administration through the formal observation process. These frameworks include effective strategies to enhance learning for high-achieving students and support unduplicated students at all performance levels, including English learners and socioeconomically disadvantaged students. These strategies are embedded into the professional learning for both frameworks to ensure students develop their critical thinking skills and are supported in meeting the district's high academic expectations. The design and implementation of the professional learning model will ensure differentiated support, options, and leadership opportunities for teachers.		
1.5	Class Size	Maintain low-class size to support teachers as they provide differentiated, targeted support to students, including English learners, students from families with low income, children whose families are homeless, and children in foster care. Maintain class size at K-3: 22:1 District intent is to staff in grades 4-6: 25:1 Lower class sizes allow teachers to more readily provide differentiated, targeted support to students at all academic performance levels, including multilingual learners, students from low-resourced families, and children whose families are experiencing homelessness or are in foster care.	$1,657,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Having lower class sizes throughout all schools in the district ensures that every classroom will allow our most vulnerable students to receive tailored support, where teachers can better identify specific needs, such as learning difficulties, social-emotional challenges, or gaps in knowledge. This attention to individual needs is critical for students with interrupted or inconsistent educational experiences. English learners benefit from more opportunities to practice speaking, listening, reading, and writing in a less intimidating environment. Teachers can communicate more effectively with parents and caregivers when assigned smaller class sizes, which is especially important for students whose families might face more complex challenges.		
1.6	Co-Teaching	Professional learning and coaching will be provided to identified staff to expand co-teaching teams. The co-teaching model facilitates increased collaboration between general education teachers and special education teachers as they meet the needs of students with disabilities and general education students, including unduplicated students such as English learners and socioeconomically disadvantaged students who require additional support.	$94,531.00	No
1.7	Tier Two Academic Support in English Language Arts and Mathematics	Increase the number of credentialed teachers to four to provide tier 2 intervention and coaching to accelerate progress and close learning gaps for students significantly below grade level in mathematics. Maintain a credentialed teacher and 7 hourly teachers so that tier 2 reading intervention is provided at all school sites. Identified students include unduplicated students, such as multilingual learners and those from socioeconomically disadvantaged backgrounds. The district previously expended its allocation of Learning Recovery Emergency Block Grant (LREBG) funds. If new LREBG funds are allocated in 2025–26, the district plans to use them to expand Tier Two academic support in mathematics by increasing the number of Teacher on Special Assignment (TOSA) positions. If such funds are not received, the district will implement this expansion using LCFF funds to ensure continued support for student academic recovery.	$826,306.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	English language Development	Provide professional learning to deepen teachers' understanding of research-based instructional practices to support students at the earliest levels of English language acquisition in accessing the Common Core State Standards and English Language Development Standards.	$17,449.00	No
1.9	Multi-Tiered Systems Of Support (MTSS) - Academic	Continue refining MTSS structures with clearly defined support tiers, focusing on tools to monitor academic progress for all students, including multilingual learners, socioeconomically disadvantaged learners, and students in foster care or experiencing homelessness. Students demonstrating academic, social-emotional, and behavioral needs will be provided with targeted intervention. Expenditures included in Goal 2, Action 1	$0.00	Yes
1.10	i-Ready Assessment and Reading Learning Pathway	Continue to implement the i-Ready Diagnostic as a local assessment used for the ongoing screening and progress monitoring of all students, including unduplicated students at grades 3-6. The i-Ready Reading Learning Pathway provides remediation and extension lessons based on student performance levels on the Diagnostic and can be further customized by the teacher.	$50,000.00	No
1.11	Supplemental Intervention for English learners	Provide Imagine Learning and Literacy to all English learners as a supplemental intervention tool to provide differentiated assistance with gaining English language proficiency. Refine implementation to use embedded assessments to monitor English language acquisition and to inform instructional support	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Implementation of State Academic Standards: HistorySocial Science	Teachers will refine implementation of the newly adopted history social science program with the support of the district's instructional Framework (Creating Culture of Thinking and Essential Elements of Instruction). Teachers will utilize the program to further their understanding of different cultures.	$0.00	No
1.13	Technology	Professional learning will be expanded to ensure the ethical use of AI appropriate to the elementary school environment. Teachers will use these tools to enhance personalized learning experiences, critical thinking, and creativity. Code to the Future will assist school sites in expanding opportunities for students related to coding, robotics, and design thinking. Staff will update digital citizenship lessons at each grade level and include a home-to-school connection.	$89,400.00	No
1.14	Transitional Kindergaten, Early Intervention Program	Transitional Kindergarten Early Intervention (Leap Ahead) is an early childhood learning program that supports the academic and social development of four-year-olds. The program targets students whose families are experiencing poverty or homelessness, and those children in foster care.	$513,388.00	No
1.15	Implement the Amplify m-Class Dibbles Reading Difficulties Risk Screener	Purchase and implement the Amplify m-Class Dibbles Reading Difficulties Risk Screener (RDRS) and access to the Boost Reading Platform for all students in grades K-2. All districts are required to select from a state-approved list an RDRS and implement the assessment tool in the 2025-2026 school year. The purpose of the screener is to facilitate early identification of students demonstrating reading difficulties. Boost Reading uses the results of Amplify's RDRS screener to provide adaptive lessons based on each student's needs.	$55,546.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish.	Broad Goal

State Priorities addressed by this goal.

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.

This broad goal was selected to encompass state priorities focused on the culture and climate of our schools, including student and parent engagement and school climate (state priorities 3, 5, and 6). In addition, this goal addresses our local strategic plan, Destination 2028! Levers 2 and 4:

Lever 2: Responsive and Caring Culture - Individuals are respected and valued for their unique contributions and diverse perspectives. There exists a shared commitment to a culture of excellence grounded in empathy, compassion, and common purpose.
Lever 4. Design Influence - Rich and meaningful learning occurs at the intersection of purposeful, engaging learning, innovative thinking, and a compelling curriculum. The physical environment across all learning spaces supports rich and meaningful learning by influencing how individuals interact, their behaviors, and their engagement in authentic personal and collective learning.

This goal was selected following an analysis of data around student climate and well-being and was further informed through comprehensive educational partner feedback. Each school provides a highly engaging collaborative environment for all students. Educational Partner Feedback indicated a need to ensure the socioemotional well-being of all students is addressed through learning opportunities and differentiated support based on student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of schools with rating of "good" or better - Facility	100% of schools had a rating of "good' or better	100% of schools had a rating of "good' or better		100% of schools with rating of "good' or better	Baseline maintained: 100% of schools with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Inspection Tool (FIT Report)					rating of "good' or better
2.2	The Pupil Suspension Indicator color performance on the California School Dashboard for all student and student groups larger than 30	2023 California School Dashboard performance levels were as follows: Blue All Students African American Asian English Learner Two or More Races White Green Hispanic Yellow Socioeconomically Disadvantaged 3 students of 406 in 21-22 to 4 students of 379 in 22-23 Students with Disabilities 5 students of 560 in 21-22 to 8 students of 517 in 22-23 Orange Filipino 0 students of 46 in 21-22 to 1 student of 48 in 22-23	2024 California School Dashboard performance levels were as follows: Blue African American Asian English Learner Filipino Green All Students Socioeconomically Disadvantaged White Yellow Two or More Races 1/287 students in 22-23 to 3/321 students in 23-24 Hispanic 3/431students in 22-23 to 5/400 students in 23-24 Orange Students with Disabilities 8/517 students in 22-23 to 9/497 students in 23-24		The Pupil Suspension Indicator on the California School Dashboard will be green or blue for all students and for all student groups	Maintained at Blue or Green All Students African American Asian English Learner White Moved to Green or Blue Socioeconomically Disadvantaged Filipino Moved to Yellow Two or More Races Hispanic Moved to Orange Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Following data is for the 2024-2025 school year as of May 30, 2025 All students 0.43% (16/3706): -0.17% Asian 0.16% (2/1249): -0.05% Black or African American 3.33% (1/30): +3.33% Filipino 0%: -0.0 Hispanic 0.0%: -1.3% Two or More Races 0.29% 1/350: -0.66% White 0.68% (10/1465): -0.01% English Learner 0.66% (3/453): +.38% Special Education 1.45% (7/483): -0.1% Socioeconomically Disadvantaged 1.2% (5/401) +0.2%			
2.3	Expulsion Rate	As of May 1, 2024 the Expulsion rate for the 22-23 school year is 0%	As of April 30, 2025 the Expulsion rate for the 22-23 school year is 0%		The expulsion rate will be maintained at 0%	The expulsion rate is maintained at 0% as of April 30, 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	The Chronic Absenteeism Indicator color performance on the California School Dashboard for all student and student groups larger than 30	Chronic Absenteeism Indicators for the 2023-24 California School Dashboard are listed below. In parenthesis are the current percentage as of May 30, 2024 Yellow Filipino 6.3% (6.5%) Orange All Students 10.4% (7.8%) Asian 7% (5.2%) Hispanic 18.8% (12.8%) White 10.8% (8.3%) English Learners 12.4% (9.8%) Students with Disabilities 17.1% (10.7%) Red African American 27.9% (18.2%) Two or More Races 11.2% (6.2%) Socioeconomically Disadvantaged 25.3% (20.1%)	Chronic Absenteeism Indicators for the 2024-25 California School Dashboard are listed below. In parenthesis are the current percentage as of May 30, 2025 Green All Students 7.3% (6.6%) English Learners 9.5% (8.4%) Asian 7% (4.6%) Filipino 6.3% (7.4%) Two or More Races 8.5% (5.7%) White 8.1% (7.1%) Yellow Socioeconomically Disadvantaged 18.4% (19.6%) Students with Disabilities 13.5% (11.4%) African American 16.7% (13.3%) Hispanic 12.2% (12.5%)		All students and student groups more than 30 the blue or green performance rate	Target Outcome: All students and student groups more than 30 the blue or green performance rate In parenthesis are the current percentage as of May 30, 2025 Green All Students 7.3% (6.6%) English Learners 9.5% (8.4%) Asian 7% (4.6%) Filipino 6.3% (7.4%) Two or More Races 8.5% (5.7%) White 8.1% (7.1%) Yellow Socioeconomically Disadvantaged 18.4% (19.6%) Students with Disabilities 13.5% (11.4%) African American 16.7% (13.3%) Hispanic 12.2% (12.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Attendance Rate	Attendance Rate for the 23-24 school year is 92%	Attendance Rate for the 24-25 school year is 92.52% as of May 30, 2025		Increase attendance rate by 3%	Attendance rate has increased by 0.52% as of May 30, 2025
2.6	Seeking parent Input for LCAP development: Participation of all parents, (including parents of second language learners, parents from economically diverse backgrounds, and students receiving Special Education services), is solicited to inform the development and annual review of districtwide and site-based goals and actions. Participation is measured through: Scheduled district and site parent meetings, including district and site committees Participation in surveys, including the annual spring survey, LCAP Actions Feedback Survey, and the Draft LCAP Feedback Survey Family Engagement	The district sought input from parents, including those of second language learners, parents from economically diverse backgrounds, and students receiving Special Education services, in various ways. During the 23-24 LCAP development cycle, parent input was gathered through: Scheduled district and site parent meetings, including LCAP Advisory, DELAC, school-level presentations for SSC and PTA Participation in surveys, including: Annual spring survey LCAP Actions Feedback Survey Draft LCAP Feedback Survey Speak-Up Survey	The district sought input from parents, including those of second language learners, parents from economically diverse backgrounds, and students receiving Special Education services, in various ways. During the 23-24 LCAP development cycle, parent input was gathered through: Scheduled district and site parent meetings, including LCAP Advisory, DELAC, school-level presentations for SSC and PTA Participation in surveys, including: Annual spring survey LCAP Actions Feedback Survey		Maintain or exceed baseline for input gathered from parents, including those representing parents of second language learners, parents from economically diverse backgrounds, and students receiving Special Education services	Baseline is maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Draft LCAP Feedback Survey Speak-Up Survey			
2.7	SELweb Assessment/Survey Results This tool measures student social-emotional skills and their sense of safety, and school connectedness	SEL Skills Overall % At or above All Students 91% Asian 92% Black/African American 89% Hispanic 87% Two or More 93% White 90% English Learners 80% Socioeconomically Disadvantaged 82% Special Education 80% Climate Survey Results I Feel Safe All Students 89% Asian 89% Black/African American 86% Hispanic 86% Two or More 89% White 95% English Learners 87% Socioeconomically Disadvantaged 91% Special Education 87% Rules are fair All Students 91% Asian 91%	SEL Skills Overall % At or above All Students 90% Asian 91% Black/African American 91% Hispanic 96% Two or More 92% White 90% English Learners 81% Socioeconomically Disadvantaged 88% Special Education 81% Climate Survey Results I Feel Safe All Students 93% Asian 93% Black/African American 95% Hispanic 92% Two or More 91% White 92% English Learners 87%		Maintain or exceed baseline performance is at 85% Where baseline is is between 80% and 85%, increase by 4% Where baseline is less than 80%, increase by 6%	SEL Skills Overall % At or above All Students 90% (-1) Asian 91% (-1) Black/African American 91% (+2) Hispanic 96% (+9) Two or More 92% (-1) White 90% (+0) English Learners 81% (+1) Socioeconomically Disadvantaged 88% (+6) Special Education 81% (+1) I Feel Safe All Students 93% (+4%) Asian 93% (+4%) Black/African American 95% (+9%) Hispanic 92% (+6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American 93% Hispanic 89% Two or More 89% White 91% English Learners 84% Socioeconomically Disadvantaged 90% Special Education 89% Teachers care about me All Students 90% Asian 90% Black/African American 86% Hispanic 87% Two or More 90% White 90% English Learners 88% Socioeconomically Disadvantaged 90% Special Education 88% Students Care About Me All Students 75% Asian 75% Black/African American 75% Hispanic 75% Two or More 77% White 74% English Learners 65% Socioeconomically Disadvantaged 70%	Socioeconomically Disadvantaged 91% Special Education 87% Rules are fair All Students 83% Asian 86% Black/African American 76% Hispanic 84% Two or More 84% White 80% English Learners 82% Socioeconomically Disadvantaged 78% Special Education 75% Teachers care about me All Students 91% Asian 92% Black/African American 81% Hispanic 93% Two or More 91% White 91% English Learners 88% Socioeconomically Disadvantaged 90%			Two or More 91% (+2%) White 92% (-3%) English Learners 87% (+0%) Socioeconomically Disadvantaged 91% (+0%) Special Education 87% (+0%) Rules are fair All Students 83% (-8%) Asian 86% (-5%) Black/African American 76% (-17%) Hispanic 84% (-5%) Two or More 84% (-5%) White 80% (-11%) English Learners 82% (-4%) Socioeconomically Disadvantaged 78% (-12%) Special Education 75% (-14%) Teachers care about me All Students 91% (+1%) Asian 92% (+2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Education 70% Teachers help me learn All Students 89% Asian 89% Black/African American 89% Hispanic 87% Two or More 89% White 89% English Learners 85% Socioeconomically Disadvantaged 88% Special Education 85% Adults encourage me to work hard All Students 82% Asian 82% Black/African American 86% Hispanic 82% Two or More 84% White 79% English Learners 78% Socioeconomically Disadvantaged 81% Special Education 79%	Special Education 92% Students Care About Me All Students 78% Asian 77% Black/African American 86% Hispanic 73% Two or More 81% White 78% English Learners 70% Socioeconomically Disadvantaged 74% Special Education 71% Teachers help me learn All Students 93% Asian 93% Black/African American 89% Hispanic 91% Two or More 92% White 93% English Learners 88% Socioeconomically Disadvantaged 92% Special Education 91%			Black/African American 81% (-5%) Hispanic 93% (+6%) Two or More 91% (+1%) White 91% (+1%) English Learners 88% (+0%) Socioeconomically Disadvantaged 90% (+0%) Special Education 92% (+4%) Students Care About Me All Students 78% (+3%) Asian 77% (+2%) Black/African American 86% (+11%) Hispanic 73% (-2%) Two or More 81% (+4%) White 78% (+4%) English Learners 70% (+5%) Socioeconomically Disadvantaged 74% (+4%) Special Education 71% (+1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Adults encourage me to work hard All Students 93% Asian 93% Black/African American 95% Hispanic 93% Two or More 93% White 94% English Learners 83% Socioeconomically Disadvantaged 95% Special Education 91%			Teachers help me learn All Students 93% (+4%) Asian 93% (+4%) Black/African American 89% (+0%) Hispanic 91% (+4%) Two or More 92% (+3%) White 93% (+4%) English Learners 88% (+3%) Socioeconomically Disadvantaged 92% (+4%) Special Education 91% (+6%) Adults encourage me to work hard All Students 93% (+11%) Asian 93% (+11%) Black/African American 95% (+9%) Hispanic 93% (+11%) Two or More 93% (+9%) White 94% (+15%) English Learners 83% (+5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged 95% (+14%) Special Education 91% (+12%)
2.8	Speakup Survey Questions for Educators - % in positive range Safe Clean Environment that fosters Learning Learning Environment that promotes a sense of belonging	-Safe Clean Environment that fosters Learning - 91% -Learning Environment that promotes a sense of belonging - 91%	I feel physically safe at school 97% There are people in my school who care about me 97% Questions are modified due to an update in the Speakup Educator Survey and increases may have contributed to positive responses		Maintain or increase from baseline	I feel physically safe at school 97% (+6%) There are people in my school who care about me 97% (+6%)
2.9	SpeakUp Survey Questions for Parents - % in positive range I feel connected to my child's school I feel my child is emotionally safe in school I feel my child's is physically safe when at school	I feel connected to my child's school - 77% I feel my child is emotionally safe in school - 70% I feel my child is physically safe when at school - 80%	I feel connected to my child's school - 80% I feel my child is emotionally safe in school - 76% I feel my child is physically safe when at school - 83%		Increase baseline as follows: I feel connected to my child's school - 4% I feel my child is emotionally safe in school - 6% I feel my child is physically safe	I feel connected to my child's school - 80% (+3%) I feel my child is emotionally safe in school - 76% (+6%) I feel my child is physically safe when at school - 83% (+3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					when at school - 3%	

Goal Analysis [2024-25]

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

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

In the 2024–25 school year, Del Mar Union School District fully implemented the planned actions under Goal 2 to support students' social-emotional and behavioral well-being through a comprehensive, systems-level approach. These efforts focused on strengthening Multi-Tiered Systems of Support (MTSS), promoting social-emotional learning (SEL), supporting family engagement, improving attendance, and expanding opportunities for student voice and agency. The following summarizes key implementation highlights.

Successful Implementation:
Action 2.1 Multi-Tiered Systems of Support (MTSS), Social-Emotional/Behavioral: Leadership from Instructional Services and Student Services has developed a draft guidance document for MTSS, focusing on clearly defining tiered support for academic and social-emotional/behavioral needs. Work will continue next year to receive feedback and make any necessary revisions with the objective of each school using the document to align MTSS structures across the district.

Action 2.2 Social Emotional Learning: SELweb data was used to refine the implementation of the Second Step and No Place for Hate initiatives. After reviewing program implementation and feedback from staff, it was decided to purchase an updated digital version of Second Step. This new version provides more practice with contemporary role-play scenarios. A specific focus was placed on improving student responses to the climate survey item, "Other students care about me." A Teacher on Special Assignment (TOSA) provided targeted support and modeled strategies for positive behavior and relationship-building in classrooms.

Action 2.3 School Counselors: School counselors were increased from 7 to 8, expanding capacity for preventive and responsive support services aligned to site-level social-emotional needs.

Action 2.4 – Diversity, Equity, and Inclusion:
Site and district DEI teams successfully integrated professional learning and systemic supports to embed equity-minded practices across all levels of the organization. As these efforts are now integrated into core systems and instructional priorities, this action item will be retired in the 2025–26 LCAP to reflect its transition from a standalone initiative to embedded, sustainable practices.

Action 2.5 Parent Education: Topics for district-wide parent education series for the 24-25 school year included: Cognitively Guided Instruction Parent Night delivered by Mathematics Teachers on Special Assignment, Parenting in the Digital World delivered by Clayton Cranford, The Importance of Paly and The Power of Play both hosted by school counselors and focused on building students' social-

emotional resilience and connection. For parents of students with Individualized Education Plans, three parent education events were hosted: Supporting Sensory Regulation in Home and the Community, Honoring Neurodiversity, and Coffee Chat with our BCBAs.

Action 2.6 Reduce Student Absenteeism: Systems have been established at the district level that require regular monitoring of Synergy's Chronic Absenteeism Report at each school and direct communication with families whose children have been absent 10% or more of the days enrolled. They are also reaching out to families whose children are nearing that threshold. Principals, health technicians, counselors, and teachers work collaboratively with families and students to identify and assist in resolving barriers to regular school attendance.

Action 2.7 Parent Involvement and Support: Parents seeking a deeper understanding of the U.S. school system were supported through multiple strategies. Two cycles of free English as a Second Language (ESL) classes were offered at two school sites and were open to families from across the district. A new Family Support Handbook for English learners was developed and is scheduled for distribution in the 2025–26 school year. Site leaders and parent groups collaborated to identify and implement culturally responsive strategies to support families from diverse backgrounds. In addition, Site Parent Liaisons were established and trained to assist families of students receiving special education services in navigating available resources.

Action 2.8 Meaningful and Appropriate Access to Digital Spaces: The impact of digital spaces on children was a component of the AI training referenced in goal 1.13. Participants in this training shared best practices with their colleagues at each school site throughout the year. Additionally, a series of digital citizenship lessons was taught at each grade level.

Action 2.9 Student Choice and Agency. School site principals examined school-wide structures for grade-level intervention opportunities and lunchtime clubs to expand student choice and connection to the school community. Teachers have received professional learning focused on working with students to co-create and co-design learning, including supporting varied ways of demonstrating understanding. A committee defined student agency through the lens of the district's Portrait of a Learner and created classroom activities to support student understanding of each competency.

All actions for Goal Two were successfully implemented during the 2024–25 school year.

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

Expenses for Action Item 2.7 are due to the implementation of parent education nights. Action Item 2.2 expenditures were increased due to the purchase of a 3-year license to Second Step for social-emotional curriculum.

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

Effectiveness of Goal 2 Actions: Supporting Student Well-Being, Engagement, and Belonging

Based on the analysis of outcome metrics and qualitative evidence, the implementation of actions under Goal 2 demonstrated a high degree of effectiveness in fostering students' social-emotional growth, improving engagement, and promoting a positive and inclusive school climate.

Social-Emotional Learning, MTSS, and Counseling Supports (Actions 2.1, 2.2, 2.3)
These actions focused on building systemic social-emotional supports and ensuring that students have access to counselors and targeted SEL instruction.

Action 2.1: supported the development of a districtwide MTSS guidance document, providing schools with consistent tools to define and respond to tiered behavioral and emotional needs.
Action 2.2: Used SELweb data to adjust Second Step implementation and supported students in alignment with SEL goals.
Action 2.3: expanded school counselor staffing from seven to eight, increasing student access to preventive and responsive services.

Effectiveness Evidence:
Students reporting that adults encourage them to work hard increased from 82% to 93% overall (+11%), with greater gains for Socioeconomically Disadvantaged (+14%) and Students with Disabilities (+12%).
Feeling safe at school improved from 89% to 93%.
Teachers help me learn increased by 4% across all students.
SEL skills increased for multiple student groups:
Socioeconomically Disadvantaged: 82% to 88%
Black/African American: 89% to 91%
Hispanic: 87% to 96%
English Learners: 80% to 81%

Action 2.4: Site and district Diversity, Equity, and Inclusion teams successfully integrated professional learning and systemic supports to embed equity-minded practices across the district

Effectiveness Evidence:
SELweb data show social-emotional skill growth for unduplicated students most in need: Socioeconomically Disadvantaged rose from 82% to 88%; Hispanic from 87% to 96%

Action 2.5: A district-wide parent education series delivered tools to support students' social-emotional well-being and deepened parents' understanding of the instructional program. Topics included Cognitively Guided Instruction, Parenting in the Digital World, and the Importance of Play.

Effectiveness Evidence:
In the annual SpeakUp parent survey, positive responses rose from baseline—for example, "I feel connected to my child's school" went from 77% to 80%, "emotionally safe" from 70% to 76%, and "physically safe" from 80% to 83%

Family Engagement and Chronic Absenteeism (Actions 2.6, 2.7)
These actions aimed to remove barriers to attendance and improve access to support for families, particularly those new to the U.S. school system or navigating special education.

Action 2.6: Implemented site-based systems for monitoring chronic absenteeism and engaging families through collaborative, multi-role teams.
Action 2.7: Provided two cycles of ESL classes, developed a multilingual Family Support Handbook, and established Site Parent Liaisons to guide families of students with disabilities in accessing district resources

Effectiveness Evidence:
Chronic absenteeism improved from 10.4% to 7.3%, moving from Yellow to Green on the California School Dashboard. It has continued to improve (reduced to 6.8% as of April 30) based on local analysis
Improvement was observed across key student groups:
English Learners: 12.4% to 9.5% (reduced to 6.9% as of April 30)
Students with Disabilities: 17.1% to 13.5% (reduced to 12.8% as of April 30)

These actions are considered effective in supporting student attendance and family-school partnership, with additional impact likely as these services are sustained.

Increasing student voice and choice, and supporting students in navigating digital spaces responsibly (Action items 2.8, 2.9)
Action 2.8: Introduced digital citizenship as part of AI-focused educator training, encouraging best-practice sharing across school sites.
Action 2.9: Principals examined school schedules to implement grade-level intervention blocks and facilitated lunchtime clubs to increase student choice. A committee defined student agency through the lens of the district's Portrait of a Learner and created classroom activities to support student understanding of each competency.

Effectiveness Evidence:
Adults encourage me to work hard, rose 11% for all students, reflecting a climate of student ownership.
Students care about me improved by 3% overall, with a 5% increase among English Learners.

All Goal 2 actions were fully implemented and effective. No actions were identified as ineffective, as each produced measurable outcomes or laid a foundation for continued progress aligned with Goal 2 objectives.

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.

Changes in Actions
Action 2.4 – Diversity, Equity, and Inclusion: These efforts are now integrated into core systems and instructional priorities. This action item will be retired in the 2025–26 LCAP to reflect its transition from a standalone initiative to an embedded, sustainable practice.

Metrics
Metric 2.5: Baseline Data for Attendance Rate was updated from 95.01% to 92% after an error in the Synergy Report was observed

Metric 2.6: Seeking parent Input for LCAP development: Participation - Baseline data entry data was updated to reflect all methods of seeking input facilitated during the 2024-25 school year. Baseline data had not been updated following the May hearing.
Metric 2.8: Speak up survey has modified its questions. New questions are "I feel physically safe at school" and "There are people in my school who care about me"

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	Multi-Tiered Systems of Support (MTSS) Social-Emotional/Behavior	Continue refining MTSS structures with clearly defined support tiers, focusing on tools to monitor academic progress for all students, including multilingual learners, socioeconomically disadvantaged learners, and students in foster care or experiencing homelessness. Students demonstrating academic, social-emotional, and behavioral needs will be provided with targeted intervention.	$21,192.00	Yes
2.2	Social Emotional Learning	Site staff, including principals, counselors, teachers, and support personnel, will use SELweb survey results and related resources to identify opportunities to strengthen the implementation of Second Step and No Place for Hate school-wide activities. This process will also support efforts to ensure all staff are equipped with a shared language and consistent strategies to promote students' social-emotional development. A TOSA is available to support and coach teachers on effective strategies for supporting positive student behavior.	$171,609.00	No
2.3	School Counselors	Maintain eight school counselors to address the social-emotional needs of all students, including unduplicated students (MTSS, Tier I/II). Overwhelming input from our educational stakeholders continues to identify the importance of addressing the social-emotional needs of our students. In addition, the social-emotional and behavioral needs of our more vulnerable student groups may impact chronic absenteeism rates. For example, our Socioeconomic Disadvantage group performed at the	$425,506.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Red level on the 2023 California School Dashboard district-wide and in three of our schools. The improvements we have seen in these rates demonstrate our counselors' important role in identifying and supporting families with any barriers to improving attendance. Maintain a licensed mental health clinician to provide support for students with intensive mental health needs (MTSS, Tier III), Educationally Related Mental Health Services, and a suicide prevention program.		
2.4	Diversity, Equity, and Inclusion	Diversity, Equity, and Inclusion teams will continue to lead in building school and community capacity. Teams will focus on ensuring Diversity, Equity, and Inclusion are part of everything we do as an organization (Student, Instructional, and Business Services. The purpose of the teams is to: a) help raise the consciousness about general topics and issues of equity b) build systems and school cultures that ensure educational equity for all students, including unduplicated students, who are well supported in their socioemotional well-being and academic success. Action 2.4 has been removed for the 2025-2026 LCAP This action item has been retired in the 2025–26 LCAP to reflect its transition from a standalone initiative to an embedded, sustainable practice.	$0.00	No
2.5	Parent Education	Provide parent education series to provide parents with tools to support the social emotional wellbeing and health of their children and obtain a better understanding of the instructional program.	$22,220.00	No
2.6	Reduce Chronic Absenteeism	Chronic absenteeism rates continue to be an area of concern for our students, particularly among some of our most vulnerable populations. Like most districts across the state and the nation, we have experienced significant increases in the number of students who are chronically absent	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		in connection with the COVID-19 pandemic. Multiple groups district-wide and at some schools performed at the lowest performance level on the 2023 California School Dashboard, Red. These groups included the African American, Two or More Races, and the Socioeconomically Disadvantaged Student Group. Some of our schools also had student groups at the Red Performance Level: Del Mar Hills (All Students, English Learners, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, and the White student group), Del Mar Heights (Asian, Socioeconomic Disadvantaged, and Students with Disabilities student groups), Sycamore Ridge (Hispanic and Socioeconomic Disadvantaged student groups), and Carmel Del Mar (Socioeconomic Disadvantaged student group). While there have been significant improvements made in the area of Chronic absenteeism, there is more work to be done. We will continue to implement strategies that have been successful in reducing the number of students demonstrating chronic absenteeism: a)Each school will conduct a root-cause analysis of students experiencing chronic absenteeism and establish site-specific goals in the School Plan for Student Achievement to support students in improving their attendance. b)Schools will regularly use the Synergy Chronic Absenteeism Report to monitor students' absences. The principal, counselor, health technician, teacher, and school nurse will work together with parents and students to identify and help resolve barriers to regular school attendance.		
2.7	Parent Involvement and Support	Continue to support parents who desire a greater understanding of the U.S. school System. • Translate and disseminate the newly revised Family Support Handbook for parents of English learners. • Continue to offer English as a Second Language classes for adults on school campuses. • Continue to work collaboratively with site and district parent groups (ELAC, DELAC, SSC, PTA) to identify and implement strategies that support families from multiple countries residing within our school district. Maintain site liaisons for parents of students receiving special education	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
		services to increase their understanding of the programs serving their children.		
2.8	Meaningful and appropriate access to digital spaces	District technology leaders will research the impact of the digital world on students and share information and best practices with colleagues and families. Focus will be on supporting students in developing digital citizenship to have the skills to navigate their use of technology successfully	$0.00	No
2.9	Student Choice and Agency	Examine school-wide structures that support student choice within learning environments, subject matter, and how learning is demonstrated.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1626742	$N/A

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
4.150%	0.000%	$0.00	4.150%

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	**Action:** Implementation of State Academic Standards: Mathematics **Need:** District and state assessment data reveal a persistent opportunity gap in academic outcomes between specific student groups, particularly English learners, socioeconomically disadvantaged students, and students with disabilities, and the overall	To address persistent opportunity gaps in mathematics achievement among English learners, socioeconomically disadvantaged students, and students with disabilities, the district is implementing Cognitively Guided Instruction (CGI), a research-based instructional model highlighted in the California Mathematics Framework, on an LEA-wide basis. CGI strengthens Tier 1 mathematics instruction by equipping teachers to build on students' mathematical thinking through open-ended	1.8 California School Dashboard Academic Indicator, Mathematics 1.9 iReady Mathematics Diagnostic

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
	student population. While over 80% of students in the district meet or exceed standards on the Smarter Balanced Assessments, with many achieving at the "Exceeds" level, data and educational partner feedback indicate a need for instructional approaches that both accelerate learning for those not yet meeting standards and appropriately challenge those who have surpassed grade-level expectations. Educational Partners have consistently emphasized the importance of responsive, differentiated instruction and intentional teacher actions that support engagement, critical thinking, and high expectations for all students. **Scope:** LEA-wide	problem solving, visual representations, and academic discourse. These strategies are particularly effective for unduplicated pupils, as they promote access to rigorous content and foster deep conceptual understanding. Research demonstrates that CGI is particularly effective for English learners when instructional practices are culturally and linguistically responsive. The *"QUE NÚMEROS"* study (Melgarejo, 2017) examined the implementation of CGI in Spanish-language kindergarten classrooms and found that English learners were more engaged, demonstrated stronger mathematical reasoning, and developed academic language more effectively when problem-solving instruction was connected to their home language and cultural experiences. The study supports the idea that when implemented with attention to language access and discourse structures, CGI helps English learners participate meaningfully in mathematical discussions and construct conceptual understanding in their primary and academic languages. Similarly, Kitzmann (2020) highlighted that CGI's emphasis on reasoning, problem solving, and student thinking helps reduce access barriers for socioeconomically disadvantaged students by connecting instruction to their lived experiences. These strategies provide students with multiple entry points into rigorous mathematics content and encourage high-level engagement from all learners.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		In addition, a study by Tazaz and Schoen (2023) analyzing CGI professional learning implementation found that teachers improved their ability to use inclusive instructional practices and support a broader range of learners, affirming CGI's effectiveness in advancing equity and improving outcomes for **diverse student populations. While the district also provides Tier 2 mathematics interventions, the most effective and sustainable strategy for improving outcomes for unduplicated pupils is strengthening Tier 1 instruction. High-quality core instruction ensures that students receive support during regular instructional time and minimizes disruptions caused by remediation. This action is implemented LEA-wide to ensure coherence, consistency, and equitable access across all school sites. Systemwide implementation allows for aligned instructional practices, collaborative professional learning, and monitoring of outcomes. Research affirms the value of this approach: the California Collaborative for Educational Excellence (2021) reports that equity-focused systems, including consistent professional learning, structured collaboration, and cycles of inquiry, result in more effective teaching and improved student outcomes for unduplicated pupils. Citations: -Melgarejo, M. (2017). "Qué NÚMEROS: The Implementation of Cognitively Guided Instruction	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		in Spanish". California State University, ScholarWorks. -Kitzmann, M. (2020). Supporting Low-Income Students through Cognitively Guided Instruction. Hamline University, Digital Commons. -Tazaz, A. M., & Schoen, R. C. (2023). "An Implementation Analysis of a Cognitively Guided Instruction Teacher Professional Development Program". Frontiers in Education, 8. -California Collaborative for Educational Excellence. (2021). "Systemic Instructional Review Report".	
1.4	**Action:** Instructional Frameworks **Need:** There is an opportunity gap between some student groups (English learners, socioeconomically disadvantaged, and Special Education) and all students. Educational partner feedback from staff and parents confirms a need to support students and teachers in closing this gap. Over 80% of our students meet and exceed state standards on the Smarter Balanced assessments, with most students performing at the Exceeds level. Instructional strategies must be in place to support the unique needs of all students, including those who exceed the grade-level standards, and help students when they demonstrate academic need. **Scope:** LEA-wide	To address opportunity gaps for English learners, socioeconomically disadvantaged students, and students with disabilities, the district is implementing two complementary instructional frameworks: Creating Cultures of Thinking (COT) and the Essential Elements of Instruction (EEI). These frameworks promote consistent, high-quality Tier 1 instruction grounded in evidence-based practices that support academic achievement, particularly for unduplicated pupils. The Creating Cultures of Thinking framework supports the development of classroom environments where student thinking is made visible, valued, and extended through thinking routines, academic discourse, and purposeful teacher moves. These practices are especially important for English learners, who benefit from structured opportunities to build language and conceptual understanding. A study by Dajani (2016) found that thinking routines increased engagement and critical thinking for English learners in language-rich classrooms, validating	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics 1.7 and 1.9 iReady Assessments, Reading and Mathematics

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
		this approach for linguistically diverse student populations. The Essential Elements of Instruction (EEI) effectively supports inquiry-based learning by providing a structured framework that promotes curiosity, exploration, and deeper understanding. Clear learning objectives help focus student inquiry around meaningful questions, while direct instruction offers essential background knowledge without limiting independent thinking. Frequent checks for understanding allow teachers to monitor progress and guide learning without interrupting the inquiry process. Independent practice can translate into student-led exploration, encouraging the application of knowledge in new and authentic contexts. Closure and reflection help students internalize their learning, make connections, and build metacognitive awareness. These elements closely align with high-impact instructional practices identified in John Hattie's synthesis of over 1,400 meta-analyses. His research found that teacher clarity, scaffolding, classroom discussion, and feedback each have effect sizes greater than 0.70, which indicates a substantial positive impact on student learning. These strategies are embedded in EEI and contribute to more effective and equitable instruction for all students. EEI also draws support from a comprehensive meta-analysis by Stockard, Wood, Coughlin, and Rasplica Khoury (2018), which analyzed the impact of Direct Instruction programs across 50 years of research. The analysis reported an	

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
		average effect size of 0.60 across more than 400 studies, with particularly strong gains for students from low-income backgrounds and those needing additional academic support. This evidence further validates the district's emphasis on structured, well-scaffolded core instruction as a method for closing opportunity gaps. In prior years, the district relied on standalone professional learning sessions and curriculum-based training not connected by a shared instructional vision. As a result, strategies varied by site and classroom, leading to inconsistent instructional language and uneven student experiences. These inconsistencies disproportionately impacted unduplicated students, who benefit most from coherence, clarity, and scaffolded supports across grade levels and schools. By implementing COT and EEI as districtwide frameworks, the district ensures every student is taught by a teacher who uses research-based strategies designed to engage, support, and challenge diverse learners. This action is being implemented on an LEA-wide basis to promote coherence, align professional learning, and ensure equitable access to high-quality instruction across all schools. It represents a strategic use of funds to improve Tier 1 instruction and eliminate achievement disparities for unduplicated students. Citations Dajani, M. (2016). Using Thinking Routines as a Pedagogy for Teaching English as a Second	

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
		Language in Palestine. Journal of Educational Research and Practice, 6(1), 1–18. https://files.eric.ed.gov/fulltext/EJ1118447.pdf Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge. Stockard, J., Wood, T. W., Coughlin, C., & Rasplica Khoury, C. (2018). The Effectiveness of Direct Instruction Curricula: A Meta-analysis of a Half Century of Research. *Review of Educational Research, 88*(4), 479–507. [https://journals.sagepub.com/doi/abs/10.3102/0034654317751919]	
1.5	**Action:** Class Size **Need:** There is a persistent opportunity gap in academic performance and engagement for specific student groups, including socioeconomically disadvantaged students, students receiving special education services, and multilingual learners. These students often require more individualized academic and social-emotional support to access grade-level content, build confidence, and succeed in school. Educational partner input and site-level data reinforce the need for instructional conditions that allow teachers to understand better and respond to the specific needs of unduplicated pupils.	Reducing class sizes enables teachers to deliver more responsive, differentiated instruction to all students, with particular benefits for unduplicated pupils. In smaller classrooms, teachers can more readily identify learning needs, provide real-time feedback, and adjust instruction to support student progress. This targeted attention is especially important for students who have experienced interrupted or inconsistent schooling, as well as those navigating academic challenges while developing English language proficiency. Multilingual learners benefit from smaller class sizes through more frequent and supported opportunities to practice speaking, listening, reading, and writing. In a less crowded environment, English learners are more likely to engage in academic discourse and receive personalized scaffolding, which helps reduce the affective filter and fosters confidence. Similarly,	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics 1.7 and 1.9 iReady Assessments, Reading and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students from socioeconomically disadvantaged backgrounds often thrive in classrooms where strong relationships with teachers are possible and their learning needs can be proactively addressed. Smaller class sizes also enhance the ability of teachers to connect and communicate with families, which is particularly critical when caregivers face complex challenges related to housing, employment, or language barriers. During the planning process, the district considered maintaining or increasing current class sizes as a potential cost-saving measure. However, this option was determined to be less effective in meeting the academic and social-emotional needs of unduplicated students. Larger class sizes reduce the opportunity for meaningful interaction between students and teachers, limit the ability to differentiate instruction, and increase the likelihood that students requiring additional support will go unnoticed. Reducing class size was selected as the most effective and sustainable strategy to strengthen Tier 1 instruction and promote educational equity. Research supports the effectiveness of class size reduction. A five-year follow-up of Tennessee's Project STAR experiment found that students who attended smaller classes in early grades continued to outperform their peers in later grades, with particularly strong gains for low-income and minority students (Nye, Hedges, & Konstantopoulos, 2001). Additionally, a meta-analysis of 112 peer-reviewed studies concluded that smaller class sizes significantly improve student achievement, especially for students from	

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
		culturally, linguistically, and economically disadvantaged backgrounds (Zyngier, 2014).,	
		This action is implemented on an LEA-wide basis to ensure that all students, regardless of school site or neighborhood demographics, benefit equitably from smaller class sizes and the increased access to individualized instruction they provide. A systemwide approach promotes consistency in instructional quality and equitable distribution of resources. It ensures that unduplicated pupils across all classrooms experience the learning conditions that best support academic growth, engagement, and long-term success.	
		Citations	
		Nye, B., Hedges, L. V., & Konstantopoulos, S. (2001). The Long-Term Effects of Small Classes: A Five-Year Follow-Up of the Tennessee Class Size Experiment. Educational Evaluation and Policy Analysis, 23(3), 215–229. ([Emerald][1])	
		Zyngier, D. (2014). Class Size and Academic Results, With a Focus on Children from Culturally, Linguistically, and Economically Disenfranchised Communities. Evidence Base, 2014(1), 1–23. ([Wikipedia][2])	
1.9	**Action:** Multi-Tiered Systems Of Support (MTSS) - Academic **Need:**	A Multi-Tiered System of Support (MTSS) offers a proactive, data-driven framework to ensure that all students, including English learners, socioeconomically disadvantaged students, foster youth, and children experiencing homelessness, receive timely and appropriate academic support.	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics

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
	There is a persistent need to close the opportunity gap for student groups such as English learners, socioeconomically disadvantaged students, foster youth, and children experiencing homelessness. These students are more likely to require differentiated supports and timely academic interventions to access core content and achieve grade-level standards. Site-level data and educational partner input highlight the need for a coordinated and proactive system to identify students in need of academic support early, respond consistently, and monitor progress over time. **Scope:** LEA-wide	Through early identification and ongoing progress monitoring, MTSS helps schools provide the right level of intervention to close opportunity gaps. MTSS includes three levels of support that increase in intensity based on student need. All students receive strong core instruction in Tier 1. Those needing additional help receive targeted small-group interventions in Tier 2. Students with more significant academic needs receive individualized, intensive support in Tier 3. This structure ensures unduplicated pupils are supported systematically and equitably. During the planning process, the district considered allowing each site to continue using its academic support systems. However, this decentralized approach resulted in wide variability in the use of data, intervention strategies, and resource allocation. A districtwide MTSS framework was selected to ensure consistent, equitable implementation across all schools. Research supports the effectiveness of MTSS in improving academic outcomes. A study by Scott, Gage, Hirn, and Lingo found that schools implementing MTSS with high fidelity demonstrated significantly stronger student academic achievement and reduced behavioral referrals. An interim report from WestEd also found that effective MTSS implementation increased student engagement, improved behavior, and higher academic performance across multiple school sites. This action is implemented on an LEA-wide basis	1.7 and 1.9 iReady Assessments, Reading and Mathematics 1.5 English Learner Progress Indicator 2.7 SELweb Assessment

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
		to ensure that all students, regardless of school site, benefit from a consistent, research-aligned system of academic supports. This systemwide approach ensures alignment in training, tools, and progress monitoring and allows the district to allocate resources to support its most vulnerable students equitably. Citations Scott, T. M., Gage, N. A., Hirn, R. G., and Lingo, A. S. (2019). An Examination of the Association Between MTSS Implementation, Fidelity Measures, and Student Outcomes. Preventing School Failure: Alternative Education for Children and Youth, 63(3), 195–205. https://eric.ed.gov/?id=EJ1224137 WestEd. (2022). Impact of MTSS on Student Attendance and Behavior: Interim Report.	
2.1	**Action:** Multi-Tiered Systems of Support (MTSS) Social- Emotional/Behavior **Need:** There is a need to provide consistent, systemwide supports to address the social-emotional and behavioral needs of students, particularly those who face greater barriers to school engagement and belonging. English learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness are more likely to experience disrupted school experiences, increased levels of stress, and reduced access	A Multi-Tiered System of Support (MTSS) offers a structured framework for promoting positive behavior, building social-emotional competence, and responding proactively to student needs. Through clearly defined expectations, early identification, and consistent progress monitoring, MTSS creates a positive and predictable environment in which students are more likely to feel safe, connected, and ready to learn. MTSS includes three levels of support that increase based on student need. All students receive explicit instruction in social-emotional and behavioral expectations within Tier 1. Students who need additional support participate in targeted	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics 1.7 and 1.9 iReady Assessments, Reading and Mathematics 1.5 English Learner Progress Indicator 2.7 SELweb Assessment

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
	to stable adult relationships. School site teams and educational partners have identified inconsistent behavioral expectations, variable access to support strategies, and a lack of early intervention structures as key barriers to positive outcomes for these students. **Scope:** LEA-wide	interventions within Tier 2. Students with more intensive needs receive individualized plans and services through Tier 3. This framework ensures that unduplicated pupils have equitable access to proactive support systems designed to build connection, regulation skills, and school engagement. The district considered maintaining site-based behavior systems without centralized structures. However, this led to inconsistencies across schools. A districtwide MTSS framework was selected to ensure consistent implementation, common tools, and equitable access to behavioral supports aligned with the district's equity and wellness goals. Research supports the effectiveness of MTSS in improving student engagement and behavior. A study by Scott, Gage, Hirn, and Lingo found that schools implementing MTSS with high fidelity experienced reductions in disciplinary referrals and improved student behavior and academic achievement. Similarly, an interim report from WestEd found that MTSS implementation increased student engagement, improved school climate, and improved overall student outcomes across diverse school settings. This action is implemented LEA-wide to ensure that all students benefit from a predictable, inclusive, and supportive school environment. Systemwide implementation promotes consistency in behavioral expectations and supports, ensuring that unduplicated pupils across all campuses can access the conditions that foster belonging,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		engagement, and success. Citations Scott, T. M., Gage, N. A., Hirn, R. G., and Lingo, A. S. (2019). An examination of the association between MTSS implementation fidelity measures and student outcomes. Preventing School Failure: Alternative Education for Children and Youth, 63(3), 195–205. https://eric.ed.gov/?id=EJ1224137 WestEd. (2022). Impact of MTSS on Student Attendance and Behavior: Interim Report. https://wested2024.s3.us-west-1.amazonaws.com/wp-content/uploads/2024/07/11175318/Impact-of-MTSS-Brief-Report_5-21-24_FINAL-ADA-2.pdf	
2.3	**Action:** School Counselors **Need:** Educational partner feedback has consistently emphasized the importance of addressing the social-emotional needs of students. These needs are particularly significant for vulnerable groups such as students from low-income families, foster youth, and students experiencing homelessness, who often face barriers to accessing mental health and wellness services. Social-emotional challenges, stress, and trauma can significantly impact students' ability to engage in learning and attend school consistently. Districtwide data from the 2023 California School Dashboard highlights this concern. The socioeconomically disadvantaged student	Unduplicated students, including English learners, socioeconomically disadvantaged students, and foster youth, often face complex barriers that impact their academic and social-emotional success. These barriers may include trauma, housing instability, limited access to health and mental health care, and challenges related to language acquisition. Elementary school counselors are uniquely positioned to support these students by providing direct services, preventative supports, and coordination with families and staff. In previous years, the district consulted with behavioral specialists hired to support students receiving special education services when a general education student demonstrated a need for support. While this expertise was valuable for behavior-specific strategies, the approach lacked a broader focus on academic and emotional	2.4 Chronic Absenteeism Rates 2.7 SELweb survey results

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
	group performed at the Red level for chronic absenteeism across the district and at three individual school sites. Most student groups across all sites were in the Yellow, Orange, or Red performance levels. These trends indicate a systemic need to provide more proactive, accessible, and coordinated support to students and families. **Scope:** LEA-wide	development. The behavioral lens was not comprehensive enough to meet the needs of unduplicated students in general education settings. These limitations led to gaps in support, particularly for ensuring effective tier one instruction in social-emotional skills and for students requiring targeted intervention. School counselors provide a more integrated and systemic approach. They are trained to deliver services across multiple domains, including academic development and social-emotional growth. This includes classroom instruction, small group support, individualized counseling, crisis intervention, and consultation with staff and families. These functions are especially critical in schools serving unduplicated student populations. Research supports the impact of school counseling services on student outcomes. A meta-analysis by Whiston and Quinby (2009) reviewed 117 studies and found that school counseling interventions had an effect size of 0.30 across academic, emotional, and behavioral domains. This suggests that counseling services consistently improve student performance and well-being, particularly for those who experience challenges accessing external support. Further evidence from Reback (2010) found that school-based mental health services in elementary schools improved students' emotional regulation, reduced behavioral incidents, and supported academic learning. These benefits were most evident in schools serving higher-need populations, reinforcing the importance of	

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
		counselor access during the early years of education. Providing counselor services on an LEA-wide basis ensures that all elementary students benefit from consistent, high-quality supports regardless of school site. This structure promotes equity in access, ensures continuity of services, and strengthens the district's capacity to address unduplicated students' academic and social-emotional needs across all schools. Citations Whiston, S. C., & Quinby, R. F. (2009). Review of school counseling outcome research. Psychology in the Schools, 46(3), 267–272. https://doi.org/10.1002/pits.20372 Reback, R. (2010). Schools' mental health services and young children's emotions, behavior, and learning. Journal of Policy Analysis and Management, 29(4), 698–725. https://doi.org/10.1002/pam.20528	

Limited Actions

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

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

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

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

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	39198097	1626742	4.150%	0.000%	4.150%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,365,366.00	$102,295.00	$0.00	$79,218.00	$5,546,879.00	$4,320,597.00	$1,226,282.00

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	Appropriately Credentialed and Assigned Staff	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.2	Implementation of State Academic Standards: Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$426,837.00	$750,000.00	$1,176,837.00				$1,176,837.00	
1	1.3	Implementation of Standards: English Language Arts	All	No			All Schools	Ongoing	$18,335.00	$24,000.00	$24,000.00	$18,335.00			$42,335.00	
1	1.4	Instructional Frameworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,000.00	$109,500.00	$256,500.00			$53,000.00	$309,500.00	
1	1.5	Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,657,060.00	$0.00	$1,657,060.00				$1,657,060.00	
1	1.6	Co-Teaching	All	No			All Schools	Ongoing	$94,531.00	$0.00	$94,531.00				$94,531.00	
1	1.7	Tier Two Academic Support in English Language Arts and Mathematics	All	No			All Schools	Ongoing	$826,306.00	$0.00	$826,306.00				$826,306.00	
1	1.8	English language Development	All	No			All Schools	Ongoing	$17,449.00	$0.00	$17,449.00				$17,449.00	
1	1.9	Multi-Tiered Systems Of Support (MTSS) - Academic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.10	i-Ready Assessment and Reading Learning Pathway	All	No			All Schools	Ongoing	$0.00	$50,000.00		$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
1	1.11	Supplemental Intervention for English learners	English Language Learners	No			All Schools	Ongoing	$0.00	$50,000.00		$28,960.00		$21,040.00	$50,000.00	
1	1.12	Implementation of State Academic Standards: HistorySocial Science	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.13	Technology	All	No			All Schools	Ongoing	$4,400.00	$85,000.00	$89,400.00				$89,400.00	
1	1.14	Transitional Kindergaten, Early Intervention Program	Socio-Economic Disadvantaged, Homeless, and Foster Youth	No				Ongoing	$453,388.00	$60,000.00	$513,388.00				$513,388.00	
1	1.15	Implement the Amplify m-Class Dibbles Reading Difficulties Risk Screener	All	No			All Schools	Ongoing	$28,846.00	$26,700.00	$55,546.00				$55,546.00	
2	2.1	Multi-Tiered Systems of Support (MTSS) Social-Emotional/Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$21,192.00	$21,192.00				$21,192.00	
2	2.2	Social Emotional Learning	All	No			All Schools	Ongoing	$166,609.00	$5,000.00	$166,609.00	$5,000.00			$171,609.00	
2	2.3	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$425,506.00	$0.00	$425,506.00				$425,506.00	
2	2.4	Diversity, Equity, and Inclusion	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.5	Parent Education	All	No			All Schools	Ongoing	$1,330.00	$20,890.00	$22,220.00				$22,220.00	
2	2.6	Reduce Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7	Parent Involvement and Support	All	No			All Schools	Ongoing	$0.00	$24,000.00	$18,822.00			$5,178.00	$24,000.00	
2	2.8	Meaningful and appropriate access to digital spaces	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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	2.9	Student Choice and Agency	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
39198097	1626742	4.150%	0.000%	4.150%	$3,537,095.00	0.000%	9.024 %	**Total:**	$3,537,095.00
								LEA-wide Total:	$3,537,095.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	Implementation of State Academic Standards: Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,176,837.00	
1	1.4	Instructional Frameworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,500.00	
1	1.5	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,657,060.00	
1	1.9	Multi-Tiered Systems Of Support (MTSS) - Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.1	Multi-Tiered Systems of Support (MTSS) Social-Emotional/Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,192.00	
2	2.3	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,506.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,089,727.00	$4,089,906.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Appropriately Credentialed and Assigned Staff	No	$0.00	0
1	1.2	Implementation of State Academic Standards: Mathematics	Yes	$775,000.00	975000
1	1.3	Implementation of Standards: English Language Arts	No	$140,000.00	140000
1	1.4	Instructional Frameworks	Yes	$40,000.00	130500
1	1.5	Class Size	Yes	$1,195,230.00	1195230
1	1.6	Co-Teaching	No	$195,294.00	195294
1	1.7	Tier Two Academic Support in English Language Arts and Mathematics	No	$328,838.00	328838
1	1.8	English language Development	No	$0.00	0
1	1.9	Multi-Tiered Systems Of Support (MTSS) - Academic	Yes	$0.00	0
1	1.10	i-Ready Assessment and Reading Learning Pathway	No	$30,000.00	121590
1	1.11	Supplemental Intervention for English learners	No	$40,000.00	57000

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	1.12	Implementation of State Academic Standards: History-Social Science	No	$0.00	0
1	1.13	Technology	No	$714,954.00	161817
1	1.14	Transitional Kindergaten, Early Intervention Program	No	$200,000.00	290965
2	2.1	Multi-Tiered Systems of Support (MTSS) Social- Emotional/Behavior	Yes	$10,000.00	10000
2	2.2	Social Emotional Learning	No	$10,000.00	61261
2	2.3	School Counselors	Yes	$311,164.00	311164
2	2.4	Diversity, Equity, and Inclusion	No	$54,247.00	54247
2	2.5	Parent Education	No	$0.00	0
2	2.6	Reduce Chronic Absenteeism	No	$0.00	0
2	2.7	Parent Involvement and Support	No	$0.00	12000
2	2.8	Meaningful and appropriate access to digital spaces	No	$45,000.00	45000
2	2.9	Student Choice and Agency	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1592276	$1,581,394.00	$1,671,894.00	($90,500.00)	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	Implementation of State Academic Standards: Mathematics	Yes	$25,000.00	25000		
1	1.4	Instructional Frameworks	Yes	$40,000.00	130500		
1	1.5	Class Size	Yes	$1,195,230.00	1195230		
1	1.9	Multi-Tiered Systems Of Support (MTSS) - Academic	Yes	$0.00	0.00		
2	2.1	Multi-Tiered Systems of Support (MTSS) Social-Emotional/Behavior	Yes	$10,000.00	10000		
2	2.3	School Counselors	Yes	$311,164.00	311164		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
39779616	1592276	0	4.003%	$1,671,894.00	0.000%	4.203%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o 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:

    o 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.

  o 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:

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

  o 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.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o 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.

    o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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:

  o 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.

  o 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.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *[EC Section 32526(c)(2)](#)*.

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **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.

    o **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.

    o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

  - o 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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