LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Del Mar Union School District

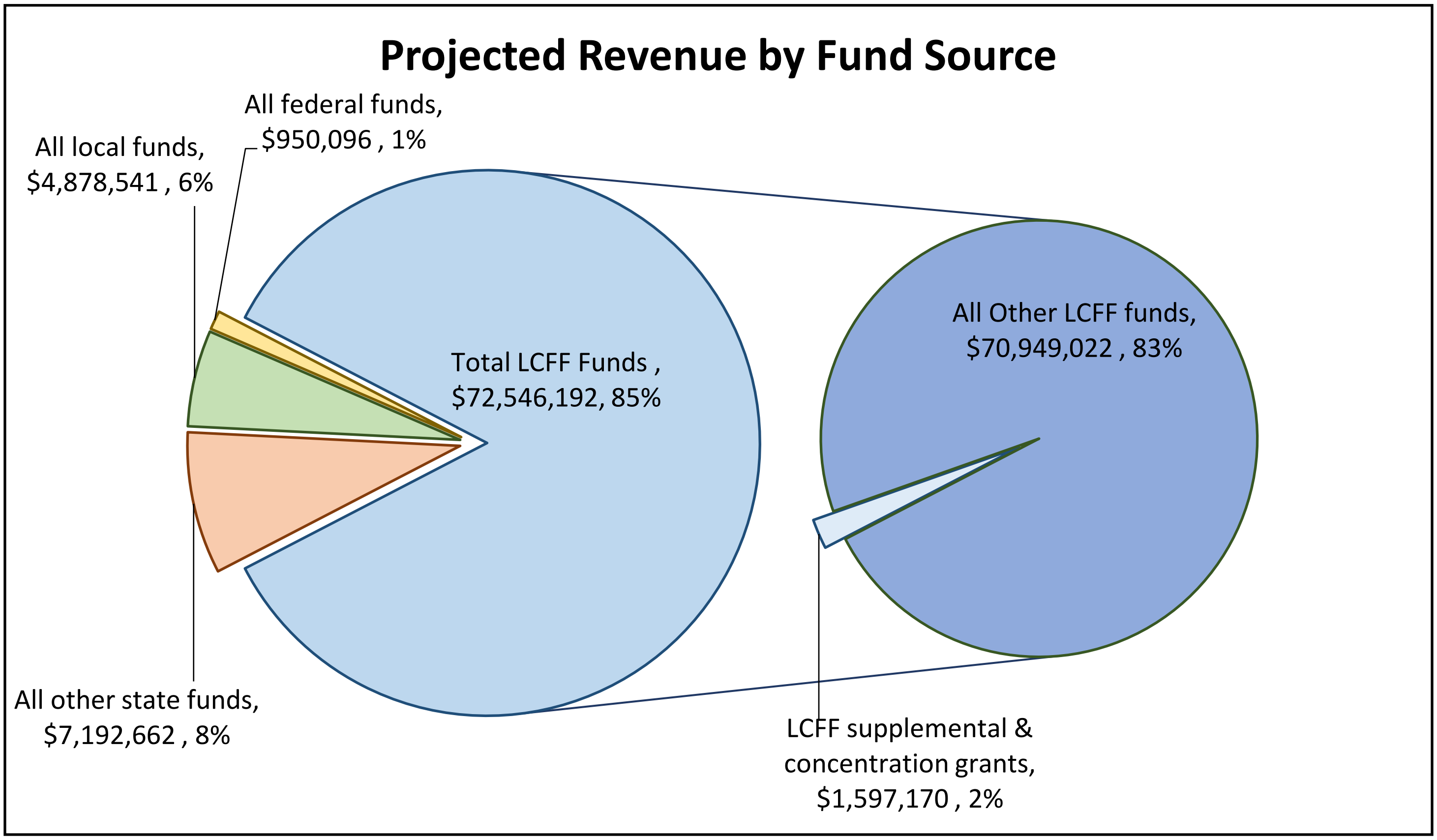
CDS Code: 37 68056 0000000

School Year: 2026-2027

LEA contact information: Marisa Janicek, Superintendent; mjanicek@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 2026-2027 School Year

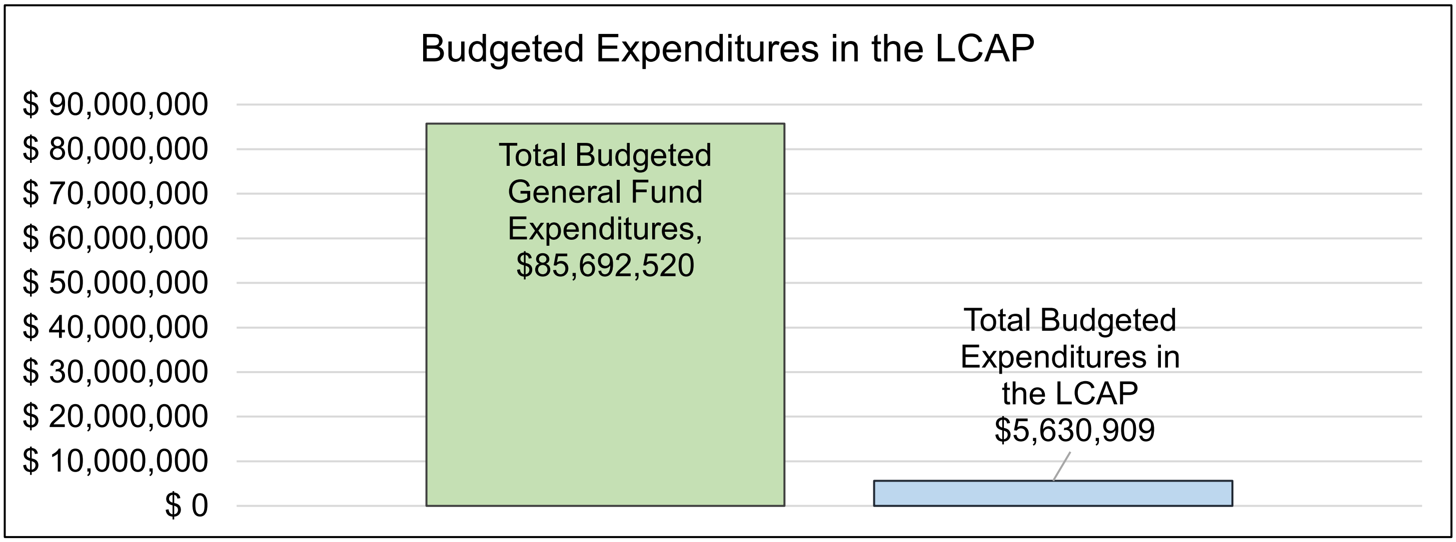


This chart shows the total general purpose revenue Del Mar Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Del Mar Union School District is $85,567,491.00, of which $72,546,192.00 is Local Control Funding Formula (LCFF), $7,192,662.00 is other state funds, $4,878,541.00 is local funds, and $950,096.00 is federal funds. Of the $72,546,192.00 in LCFF Funds, $1,597,170.00 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.



This chart provides a quick summary of how much Del Mar Union School District plans to spend for 2026-2027. 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 $85,692,520.00 for the 2026-2027 school year. Of that amount, $5,630,909.00 is tied to actions/services in the LCAP and $80,061,611.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

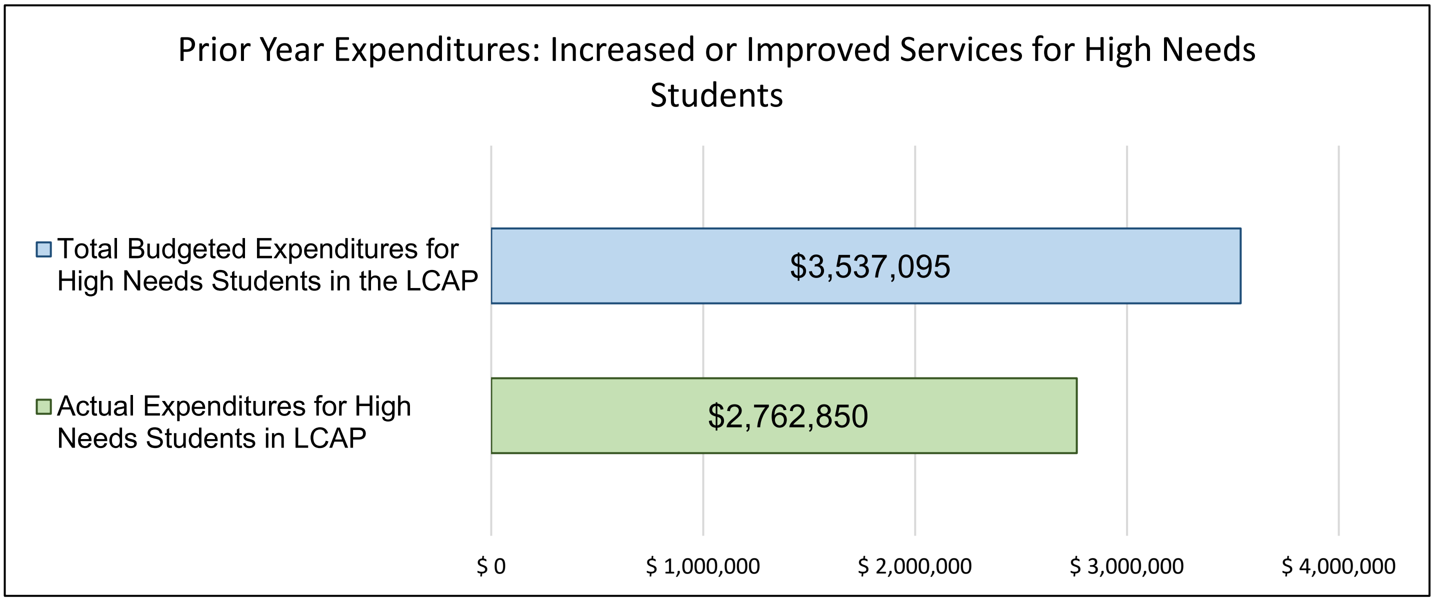
The $80,061,611 in General Fund budget expenditures not included in the Learning Continuity Plan represents the District's Base Program which includes salary and benefits for general education, special education programs, STEAM+, other certificated staff, classified and administrative staff, materials 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 2026-2027 School Year

In 2026-2027, Del Mar Union School District is projecting it will receive $1,597,170.00 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 $3,076,810.00 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 2025-2026



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 2025-2026, Del Mar Union School District's LCAP budgeted $3,537,095.00 for planned actions to increase or improve services for high needs students. Del Mar Union School District actually spent $2,762,850.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $774,245.00 had the following impact on Del Mar Union School District's ability to increase or improve services for high needs students:

Due to the large number of Mathematics programs approved by the state, consideration of a pilot program and the corresponding costs has been moved to the 2026-27 school year. The district had a reduced need for substitute costs due to fewer newer teachers requiring training, along with a decrease in training days. The Leap Ahead Early Intervention Program operated with one classroom instead of the budgeted two classes as enrollment was lower than projected.

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	Marisa Janicek Superintendent	mjanicek@dmusd.org (858) 755-9301

Plan Summary [2026-27]

General Information

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

The 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 3,400 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 626 dedicated staff members, including teachers who bring an average of 16 years of classroom experience, DMUSD offers a dynamic, enriching learning community. The district is home to four National Blue Ribbon Schools and eight 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 34.4% Asian, 40.5% White, 11.1% Hispanic, 8.6% identifying as Two or More Races, 1.1% Filipino, and 1% African American. With a focus on supporting every learner, the district provides specialized services for 12.9% English Learners, 10.3% 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 2025-26 school year reaffirms the effectiveness of our long-standing investments in high-quality instruction, inclusive practices, and social-emotional learning. This 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 was 99.44%, and textbook sufficiency and broad course access remain at 100% for all students.

2025 California School Dashboard Performance
Overall performance in English Language Arts and Mathematics was maintained at exceptionally high levels, with all students achieving Blue performance level in both content areas
-English Language Arts: 81.6 points above standard, 83% Meets and Exceeds (60% exceeded standards, 23% met standards) compared to 49% county and 49% state
-Mathematics: 81.6 points above standard, 83% Meets and Exceeds (60% exceeded standards, 23% met standards) compared to 42% county and 37% state

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

Two student groups that have historically exhibited wider achievement gaps, socioeconomically disadvantaged students and students with disabilities, demonstrated meaningful growth, with socioeconomically disadvantaged students advancing 13.1 points in Distance-from-Standard and students with disabilities advancing 2.5 points. These gains reflect the effectiveness of targeted interventions, including low class sizes, the Co-Teaching Model, and dedicated reading intervention support.

Mathematics:
-Blue Level: Asian, English learners, Two or More Races, and White
-Green Level: Filipino, Hispanic, Socioeconomically Disadvantaged
-Yellow: Students with Disabilities

Mathematics performance remained exceptionally strong. Socioeconomically disadvantaged students increased by 4.3 points in Distance-from-Standard, and English learners grew by 7.7 points. This progress demonstrates the effectiveness of Cognitively Guided Instruction (CGI), targeted class size reduction, and the Co-Teaching Model in providing equitable access to grade-level mathematics content.

iReady Diagnostic Results (February 2026):

Reading (Grades 3-6):
- All Students: 76%
- Asian: 83%
- Hispanic 63%
- Two or More Races: 88%
- White: 73%
- English Learners: 57%
- Socioeconomically Disadvantaged: 55%
- Students with Disabilities: 47%

While overall reading performance remains stable, achievement gaps persist and continue to be a focus for the district. The district is addressing these gaps through reading intervention support (serving 250+ students across all schools) and targeted professional learning.

Mathematics (Grades K-6)
-All Students: 76%
-Asian: 88%:
-Hispanic: 62%
-Two or More Races: 76%
-White: 72%
-English Learners: 66%
-Socioeconomically Disadvantaged: 53%
-Students with Disabilities: 46%
Mid-year i-Ready Mathematics diagnostics indicate that mathematics performance was also maintained, demonstrating the effectiveness of Cognitively Guided Instruction (CGI) and targeted mathematics interventions in closing achievement gaps.

English Learner Progress
Our English Learners continued to demonstrate meaningful academic progress across multiple measures:

-English Learner Progress Indicator (ELPI): Yellow/High performance level with 63% of English learners advancing at least one ELPI level. While this represents a decline from the previous year's Very High performance level (69.3%), it remains solidly within the High performance category and exceeds the state's High performance threshold of 55%.

-Reclassification Rate: 21.9% current year, exceeding both the district target of 19% and the three-year average of 20.4%. This high reclassification rate demonstrates that English learners are successfully developing the academic language proficiency needed to access grade-level content without specialized support.

CAASPP Performance: Green performance level in both ELA (42.7 points above standard, +5.7 points from baseline) and Mathematics (61.4 points above standard, +4.8 points from baseline), significantly outperforming county and state averages.

Long-Term English Learner Success: 90% of students who have attended DMUSD schools for three or more years scored at the high proficiency levels (3 and 4) on the ELPAC, demonstrating that our instructional program effectively develops academic English proficiency over time. DMUSD did not have an LTEL student group on the 2025 California School Dashboard.

Reclassified Fluent English Proficient (RFEP) students continue to demonstrate exceptional academic performance: 90% met or exceeded standards in both ELA and Math (compared to 60% county in ELA and 40% county in Math). This validates that our reclassification process appropriately identifies students ready for mainstream instruction and that reclassified students continue to receive effective support.

Science Education Success
Science achievement remains a district strength, with 75.05 % of Grade 5 students meeting or exceeding the state CAST science assessment. Students with disabilities increased 4.97% in the meets and exceeds performance level from the 2023 baseline, and the socio-economically disadvantaged group has gained 12.76%

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

Learning Environments
Students benefit from well-maintained, high-quality learning environments, with all schools receiving a rating of "Good" or better on the 2025-26 Facility Inspection Tool (FIT) report.

Social-Emotional Learning Competence
The Insights Social-Emotional Assessment continued to demonstrate exceptionally strong social-emotional competence across all student groups, with 94.8% of all students demonstrating Above Average or At/Around Average social-emotional skills, and reflects the effectiveness of comprehensive SEL programming:
All Students 95%
Two or More Races 98%
Asian 95%
Hispanic 95%
White 94%
English Learners 92%
Socioeconomically Disadvantaged 92%
Black/African American 91%
Special Education 89%
These results demonstrate both district-wide SEL strength and educational equity. Historically underserved groups, including English Learners and Socioeconomically Disadvantaged students, both achieved 92%, only 3 percentage points below the district average. This reflects the effectiveness of universal SEL instruction through Second Step, monthly counselor classroom visits, and comprehensive MTSS

structures. The high performance of Two or More Races students (98%), Hispanic students (95%), and Asian students (95%) demonstrates that SEL programming is culturally responsive and effective across diverse student populations.

School climate remains a district strength, with students reporting exceptionally high levels of connectedness, support, and safety. The 2025-26 Insights Climate Survey results were as follows:
-93% of students agreed that teachers encourage them to work hard, reflecting a strong culture of high expectations and support
-93% reported that teachers help them learn
-92% indicated that their teachers care about them
-92% of students agreed that they feel safe at school
-82% agreed that rules are fair
These positive perceptions reflect strong teacher-student relationships and school-wide systems that promote safety and fairness. The survey responses did identify an important area for continued attention. 77% or students agreed that "kids care about me". While this result is well above the nationwide average for this question, there is an ongoing need to focus on building peer relationships to ensure all students feel valued and connected to their peers.

Suspension rates across DMUSD remain low, demonstrating the effectiveness of proactive social-emotional supports and positive behavioral interventions.

We have continued to have low suspension rates this year. Suspension Rates in the 2025-26 school year as of May 1 are as follows:
All students 0.39% (13/3331): -04.%
Asian 0% (0/1146): -0.16%
Black or African American 8.82% (3/34): +5.49%
Filipino 0%: -0.0
Hispanic 0%: -0.0
Two or More Races 0.35% 1/287: +0.06%
White 0.52% (7/1348): -0.16%
English Learner 0%: -0.0: -0.66%
Special Education 1.15% (5/435): -0.3%
Socioeconomically Disadvantaged 0.74% (3/407) -0.46%

While Chronic absenteeism rates remain a concern for our students, particularly among some of our most vulnerable populations, we are seeing improvement. The overall rate reduced from 10.4% in 2023-24 to 6.7% in the 2024-2025 school year, and DMUSD performed at the Green performance level on the 2025 California School Dashboard. As of May 4, 2026 the rate was 3.78%.

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), and Carmel Del Mar (No student groups in Red).

Our most recent data indicate continued improvements in rates across most groups in the 2025-26 school year. 2024-25 Chronic Absenteeism rates follow with the 2025-26 rate as of May 4, 2026 in parentheses:
All Students 6.7% (3.78%)
African American 13.3% (11.63%)
Asian 4.3% (1.72%)
Hispanic 12.1% (6.72%)
Filipino 4.5% (0%)
Two or More Races 7.5% (3.66%)
White 7.2% (4.34%)
Socioeconomically Disadvantaged 19.2% (9.07%)
English Learners 8.3% (5.28%)
Students with Disabilities 19.2% (7.19%)

These reductions reflect the actions identified for continued inclusion in Goal 2, including Systematic monitoring using Synergy's Chronic Absenteeism Report at each school site, with proactive outreach to families approaching the 10% absence threshold.

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:
New Learning Recovery Emergency Block Grant (LREBG) funds were allocated for the 2025-26 school year in the amount of $75,775. As communicated to the DMUSD Board of Trustees during the 2025-26 LCAP development process, the district expanded Tier 2 mathematics support. The funds were used to pay 44.17% of the salary for one of two teachers on Special Assignment (TOSA) positions. The remaining salary for these two positions was paid from LCFF (general fund, unrestricted) dollars. Implementation of this action was shared with the Board of Trustees at the February 11 Mid-Year update.

All Learning Recovery Emergency Block Grant Funds (LREBG) received to date have been used. If new LREBG funds are allocated in 2026-27, the district plans to use them to maintain the expansion of Tier Two academic support in mathematics, where the number of Teacher on Special Assignment (TOSA) positions was increased by two. If such funds are not received, the district will maintain 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. This year, our superintendent held Coffee with the Superintendent meetings at each school: Ashley Falls: 9/26, Carmel Del Mar: 10/23, Del Mar Heights: 10/3, Del Mar Hills Academy: 10/1, Ocean Air: 10/28, Pacific Sky: 10/21, Sage Canyon: 9/25, Sycamore Ridge: 10/9, Torrey Hills: 10/2. In addition, she and our Assistant Superintendent of Business Services held Budget

Educational Partner(s)	Process for Engagement
	Roadshow meetings, where they provided district budget information related to the district's strategic plan and LCAP prioriites for each school: Ashley Falls: 4/10, Carmel Del Mar: 3/26, Del Mar Heights: 5/21, Del Mar Hills Academy: 4/16, Ocean Air: 5/1, Pacific Sky: 4/9, Sage Canyon: 3/20, Sycamore Ridge: 4/9, Torrey Hills: 3/16. Surveys: DMUSD conducts several surveys to gather parent feedback: • Annual Spring Community Survey helps to identify priorities for the LCAP (3/17-3/27) -Parents can provide feedback following a presentation on actions being considered for inclusion in the upcoming LCAP - Ashley Falls (SSC: 4/1, ELAC 4/29), Carmel Del Mar (SSC: 4/9, General PTA Mtg./Principal's Coffee 5/8), Del Mar Heights (SSC: 4/23), Del Mar Hills Academy (SSC: 4/21, Principal's Chat 5/1), Ocean Air (SSC: 5/7), Pacific Sky (SSC: 5/11, ELAC 5/5), Sage Canyon (SSC: 5/4, ELAC: 5/6, PTA: 5/8), Sycamore Ridge (SSC: 5/7, ELAC. 5/7), Torrey Hills (SSC: 5/19) • A follow-up survey conducted after the May LCAP hearing helps to refine the draft plan. (5/28-6/5) 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 (5/12, 5/19). 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 (4/30). DMUSD ensures that parents have the opportunity to provide input through these various engagement methods.

Educational Partner(s)	Process for Engagement
Students	DMUSD actively involves students in the development of the Local Control and Accountability Plan (LCAP) through several key strategies: Focus Groups with Principals and the Superintendent: 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. Principal Focus Groups: Ashley Falls: 3/23, Carmel Del Mar: 3/19, Del Mar Heights: 3/23, Del Mar Hills Academy: 3/30, Ocean Air: 3/9, Pacific Sky: 3/23, Sage Canyon: 4/10, Sycamore Ridge: 3/27, Torrey Hills: 3/26. Superintendent Focus Groups: Ashley Falls: 10/24, Carmel Del Mar: 10/28, Del Mar Heights: 10/23, Del Mar Hills Academy: 11/5, Ocean Air: 10/30, Pacific Sky: 10/23, Sage Canyon: 11/5, Sycamore Ridge: 10/27, Torrey Hills: 11/5. Student Advisory Council (These are 18 Sixth Grade students representing all schools who meet with the Superintendent) 3/4 and 5/6. 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 (Beginning of year: 9/29-10/17, End of year: 4/6-4/24) 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. New in the 2025-26 school year, a survey was sent to our parents of our alumni students who have moved on to secondary school. The purpose of this survey was to gather information from students and their families about how prepared they felt for success in middle school (4/15-5/19).

Educational Partner(s)	Process for Engagement
	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. (3/17-3/27) Presentation of LCAP Proposed Actions and Follow-Up Survey: Teachers review proposed LCAP actions to solicit their professional 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: 4/28, Carmel Del Mar: 4/28, Del Mar Heights: 4/28, Del Mar Hills Academy: 4/28, Ocean Air: 4/28, Pacific Sky: 4/28, Sage Canyon: 4/28, Sycamore Ridge: 4/28, Torrey Hills: 4/28). 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. (5/28-6/5) 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 of specific initiatives related to student learning and well-being and their classroom-level impact, giving teachers a voice in shaping educational strategies.

Educational Partner(s)	Process for Engagement
	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 (4/30). 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: 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. (3/17-3/27) Presentation of LCAP Proposed Actions: The proposed actions are reviewed in meetings, where principals and district leaders provide feedback. A survey collects further insights to finalize the LCAP. (3/25) Post-LCAP Hearing Survey: After the May LCAP hearing, all educational partners, including principals and district leadership, receive a survey that gathers feedback on the draft LCAP. This survey provides an additional layer of input, ensuring that any concerns or new ideas from staff are considered before finalizing the plan. (5/28-6/5) 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, the Spring Community Survey, and student focus group data to identify trends that inform the LCAP. (5/13)

Educational Partner(s)	Process for Engagement
	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 (4/30). This approach ensures that DMUSD leadership actively shapes the LCAP, enhancing its relevance and effectiveness across the district.
Other School Personnel	DMUSD ensures that all school personnel, including district and site administrative staff, maintenance workers, and instructional assistants, are integral to the development of 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. (3/17-3/27) Presentation of LCAP Proposed Actions and Follow-Up Survey: Principals provide a presentation on proposed LCAP actions where staff members can provide feedback via a survey (Ashley Falls: 4/28, Carmel Del Mar: 4/28, Del Mar Heights: 4/28, Del Mar Hills Academy: 4/28, Ocean Air: 4/28, Pacific Sky: 4/28, Sage Canyon: 4/28, Sycamore Ridge: 4/28, Torrey Hills: 4/28).

Educational Partner(s)	Process for Engagement
	By engaging a broad spectrum of school personnel in these activities, 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. 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. (3/17-3/27) 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: 4/28, Carmel Del Mar: 4/28, Del Mar Heights: 4/28, Del Mar Hills Academy: 4/28, Ocean Air: 4/28, Pacific Sky: 4/28, Sage Canyon: 4/28, Sycamore Ridge: 4/28, Torrey Hills: 4/28) 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. (5/28-6/5) Interest-Based Bargaining: Participation by teachers' association members in interest-based bargaining sessions also plays a vital role.

Educational Partner(s)	Process for Engagement
	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 at various stages of 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), 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 meetings with the Advisory Committee are 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, sharing district information with their school communities and bringing 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. (3/17-3/27) Proposed LCAP Actions Presentation and Follow-Up Survey: DMUSD hosts two dedicated meetings for the LCAP Parent Advisory Committee to present and discuss the draft LCAP, including the proposed actions (5/12, 5/19). This meeting is specifically designed to solicit detailed feedback from parents, ensuring their viewpoints are

Educational Partner(s)	Process for Engagement
	considered in shaping the plan. After viewing the proposed actions, a follow-up survey is distributed to the group to capture 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. (5/28-6/5) 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. (3/17-3/27) Presentation of Proposed LCAP Actions and Follow-Up Survey: DELAC is involved in a dedicated meeting to present proposed LCAP actions, with a focus on measures affecting multilingual learners. This presentation is tailored to gather specific feedback from DELAC

Educational Partner(s)	Process for Engagement
	members, who can offer targeted insights based on their direct experiences and interactions with the community. (5/5) 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. (5/5) Post-LCAP Hearing Survey: Available in May, this survey offers DELAC members another opportunity to review the LCAP following the public presentation. This final survey allows them to provide further feedback that will be considered in the final version of the LCAP. (5/28-6/5) Through these steps, DELAC's involvement in the LCAP development process ensures that DMUSD's educational strategies 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 plays an important advisory role in developing our Local Control and Accountability Plan (LCAP), ensuring it effectively supports students with disabilities. In this capacity, the SELPA uses data analysis to identify areas of need, which informs the LCAP goals and ensures 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 by completing our Spring Community Survey. They can also participate in the survey following our presentation of our Draft LCAP

Educational Partner(s)	Process for Engagement
	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 group-level trends. Groups included parents, staff, parents of students receiving special education, parents of students who participate in the free and reduced-price 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 continued priority to provide 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 continuing professional learning in the area of evidence-based literacy instruction
-A need for support for students who are newcomers learning English to be supported in acquiring foundational language quickly, to help them navigate the classroom and school
-A desire to have at least one counselor assigned to each school site
-Continued support and appreciation for Tier 2 reading and math intervention teachers
-A need to ensure that students demonstrating behavioral and social-emotional needs receive support
-A desire to treat screen time and use of technology as a social-emotional concern
-A desire that students are prepared for the impacts of artificial intelligence and a changing future
-a need to ensure students are developing executive functioning skills as they prepare for middle school
-A need to integrate a shared language for social-emotional learning, both at school throughout the day and with families

Educational partner input is reflected through the 2026-2027 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
-Goal 1.8: Novice-level English learners at grades 3-6 will receive an eight-week intensive language support program
-Goals 1.13 and 2.8: Continue work with technology integration to include ethical use of AI by teachers, appropriate for the elementary environment. All certificated staff will be assigned Magicschool AI and professional learning will be made available
-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. A TOSA will continue to provide teachers with support and coaching in effective strategies to promote positive student behavior. Behavior Support Assistants (BSAs) will be implemented across all nine school sites to provide proactive social-emotional and behavioral support to all students, including those in both general education and special education settings.
-Goal 2.3: Increase the number of school counselors to nine so that one is assigned to each school site
-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	99.44% compliance with teacher credential	Maintain or exceed the baseline of 97%	99.44% compliance with teacher credential

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)	and assignment requirements (As of 5/1/26)		and assignment requirements (As of 5/1/26) + 2.66% 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 2024-25 per Resolution No. 2024-17 approved on 9/11/2024	100% compliance with instructional materials requirements 2025-26 per Resolution No. 2025-21 approved on 9/10/2025	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	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, 2025: 19.3%	Annual Reclassification rates through May 29, 2026: 23.4%	Annual reclassification rate meets or exceeds an average of at least 19% over three years.	2025-26 Reclassification Rate through May 29 is 23.4% +3.4 percentage points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Average through May 30, 2026 is 20.9%. +1.9% difference from target
1.5	California Dashboard English Learner Progress Indicator (ELPI) color performance and % of students demonstrating access to ELD standards via progress in English language proficiency	2023 California Dashboard English Learner Progress Indicator (ELPI) was at the Blue color performance 69.9% of students demonstrated progress in English Language proficiency	2024 California Dashboard English Learner Progress Indicator (ELPI) was at the Blue color performance 69.3% of students demonstrated progress in English Language proficiency	2025 California Dashboard English Learner Progress Indicator (ELPI) was at the yellow color performance 63% of students demonstrated progress in English Language proficiency	California Dashboard English Learner Progress levels at the Very High performance level (65% or higher English learners demonstrating progress towards English language proficiency)	English Learner progress level at High Performance Level (63%) -6.9% 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%	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	2025 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 81.6 Points above standard	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	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: Blue -1.6 points Asian: Blue -4.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nearly Met 9.62% Not Met 6.44% Blue Asian - Blue 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%	77.1 Points above standard Exceeds 55.87% Met 24.56% 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%	Exceeds 57.12% Met 24.85% Nearly Met 11.35% Not Met 6.68% Student Groups: Asian - Blue 106.9 points above standard Exceeds 68.32% Met 19.71% Nearly Met 6.65% Not Met 5.32% Hispanic - Green 43.2 points above standard Exceeds 39.53% Met 29.30% Nearly Met 20.00% Not Met 11.16%	Maintain or increase baseline Asian Maintain or increase baseline 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	Hispanic: Green -0.5 points Two or More Races: Blue +12.4 points White:Blue -2.1 points English Learners: Green +5.7 points Socioeconomically Disadvantaged: Green +13.1 points Students with disabilities: Yellow +2.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - Green 37 Points above standard Exceeds 13.53% 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%	Two or More Races - Blue 76.7 points above standard 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%	Two or More Races - Blue 89 points above standard Exceeds 56.29% Met 27.15% Nearly Met 11.26% Not Met 5.3% White - Blue 71.2 points above standard Exceeds 52.25% Met 27.62% Nearly Met 13.38% Not Met 6.75% English Learners - Green 42.7 Points above standard Exceeds 12.36% Met 24.16% Nearly Met 27.53% Not Met 35.96%	Increase points above standard by least 12 points above baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Not Met 37.16% Socioeconomically Disadvantaged - Green 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%	Socioeconomically Disadvantaged - Green 35.1 points above standard Exceeds 36.55% Met 28.15% Nearly Met 19.33% Not Met 15.97% Students with Disabilities - Yellow 6.8 points above standard Exceeds 24.77% Met 25.23% Nearly Met 23.85% Not Met 26.15%		
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	K-6 i-Ready Reading Performance Levels 2024-25 (Reflects mid-year data)-	iReady Results for K-6 were discontinued in the 2025-2026 school year.	Grades 3-6 i-Ready Reading Performance Levels - All Student Groups 75% or more at Tier 1	iReady Results for K-6 were discontinued in the 2025-2026 school year. iReady English Language Arts for grades K-2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Results for K-6 were discontinued in the 2025-2026 school year. iReady English Language Arts for grades K-2 was replaced with the Amplify mCLASS DIBELS Reading Difficulties Risk Screener, Metric 1.13. iReady results for grades 3-6 are found in Metric 1.12.	All Students Tier 1 80% Tier 2 15% Tier 3 5% 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%	All Students and Student Groups larger than 30 All Students Tier 1 80% 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%	iReady English Language Arts for grades K-2 was replaced with the Amplify mCLASS DIBELS Reading Difficulties Risk Screener, Metric 1.13. iReady results for grades 3-6 are found in Metric 1.12.		was replaced with the Amplify mCLASS DIBELS Reading Difficulties Risk Screener, Metric 1.13. iReady results for grades 3-6 are found in Metric 1.12.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Tier 1 60% Tier 2 28% Tier 3 12% Students with Disabilities Tier 1 54% Tier 2 26% Tier 3 20%	English Learners Tier 1 62% Tier 2 25% Tier 3 13% Socioeconomically Disadvantaged Tier 1 61% Tier 2 25% Tier 3 14% Students with Disabilities Tier 1 54% Tier 2 26% Tier 3 20%			
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 LREBG Metric	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	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%	2025 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 77.7 points above standard Exceeds 60.31% Met 22.75%	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	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 points Student Groups Asian - Green -7.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian - Blue 121.4 points above standard Exceeds 77.37% Met 16.16% 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%	Nearly Met 12.49% Not Met 5.55% 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%	Nearly Met 11.22% Not Met 5.72% Student Groups Asian - Blue 114.3 points above standard Exceeds 77.38% Met 14.40% Nearly Met 5.71% Not Met 2.50% Hispanic - Green 25.7 points above standard Exceeds 36.74% Met 28.84% Nearly Met 21.40% Not Met 13.02% Two or More Races - Blue 78.4 points above standard Exceeds 59.87%	Asian Maintain or increase baseline 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	Hispanic - Green +6.2 points Two or More Races - Blue +7.3points White - Blue -2.9 points above standard English Learners - Green +4.8 points Socioeconomically Disadvantaged - Green +15.5 points Students with Disabilities - Green -4.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met 27.35% Nearly Met 20.82% Not Met 19.59% 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%	Met 23.02% Nearly Met 11.11% Not Met 5.56% 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	Met 17.11% Nearly Met 17.76% Not Met 5.26% White - Blue 61.2 points above standard Exceeds 51.87% Met 29.35% Nearly Met 12.17% Not Met 6.62% English Learners - Green 61.4 points above standard Exceeds 33.33% Met 28.21% Nearly Met 20.00% Not Met 18.46% Socioeconomically Disadvantaged - Green 27.2 points above standard	least 20 points above baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Exceeds 33.84% Met 23.57% Nearly Met 24.71% 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%	Exceeds 35.95% Met 30.58% Nearly Met 17.36% Not Met 16.12% Students with Disabilities - Yellow 2.1 points below standard Exceeds 25.11% Met 26.03% Nearly Met 18.26% Not Met 30.59%		
1.9	K-6 i-Ready Mathematics Diagnostic Tiered Performance Levels for all students and all student and student groups on mid-year administration LREBG Metric	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	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%	K-6 i-Ready Mathematics Performance Levels 2025-26 (Reflects mid-year data)- Student Groups larger than 30 All Students Tier 1 76% Tier 2 21% Tier 3 3%	K-6 i-Ready Reading Performance Levels - All Student Groups 75% or more at Tier 1	K-6 i-Ready Mathematics Performance Levels 2025-26 (Reflects mid-year data)- All Students and Student Groups larger than 30. Target is all student groups 75% or more at Tier 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 87% Tier 2 11% Tier 3 2% Hispanic Tier 1 58% Tier 2 36% 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%	Student Groups Asian Tier 1 90% Tier 2 9% Tier 3 1% Hispanic 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%	Student Groups Asian Tier 1 88% Tier 2 11% Tier 3 1% Hispanic Tier 1 62% Tier 2 32% Tier 3 6% Two or More Races Tier 1 76% Tier 2 22% Tier 3 3% White Tier 1 72% Tier 2 25% Tier 3 3% English Learners Tier 1 66% Tier 2 29% Tier 3 5% Socioeconomically Disadvantaged Tier 1 53% Tier 2 38% Tier 3 9% Students with Disabilities Tier 1 46% Tier 2 39%		All Students Tier 1 76%: -1% from baseline Student Groups Asian Tier 1 88%: +1% from baseline Hispanic Tier 1 62% +4% from baseline Two or More Races Tier 1 76% -3% from baseline White Tier 1 72% +2% from baseline English Learners Tier 1 66% +12% from baseline Socioeconomically Disadvantaged Tier 1 53% -3% from baseline Students with Disabilities Tier 1 46% -2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tier 3 17%	Tier 3 15%		
1.10	Other Pupil Outcomes: Grade 5 California Science Test (CAST) % Meets and exceeds for all students and student groups more than 30, including English learners	2023 Grade 5 California Science Test (CAST) All Students: 76.26% Asian: 79.38% 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%	2024 Grade 5 California Science Test (CAST) All Students: 72.99% Asian: 79.38% Hispanic 62.50% Two or More Races 75.75% White 73.47% English learners 25% Socioeconomically Disadvantaged 43.55% Students with Disabilities 40%	2025 Grade 5 California Science Test (CAST) All Students: 75.05% Asian: 82.26% Hispanic 61.54% Two or More Races 84.38% White 70.7% English learners 25.92% Socioeconomically Disadvantaged 59.7% Students with Disabilities 40.81%	Grade 5 California Science Test (CAST) % Meets and exceeds for all 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	Grade 5 California Science Test (CAST) % Meets and exceeds for all students and student groups more than 30 All Students: 75.05% -1.21% Asian: 82.26% +2.88% Hispanic 61.54% -3.25% Two or More Races 84.38% +6.33% White 70.7% -6.43% English learners 21.15% +4.77% Socioeconomically Disadvantaged 46.94% +12.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					greater than one year Socioeconomically Disadvantaged Increase the baseline by at least 10% Students with disabilities Increase the baseline by at least 10%	Students with Disabilities 40.81% +4.97%
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. 2024 (Goal Met), indicates 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, 2025 (Goal Met), indicates 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, 2026 (Goal Met), indicates 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), indicates 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 2026 (Goal Met), indicates at least full implementation of state standards
1.12	3-6 i-Ready Reading Diagnostic Tiered Performance Levels for all students and all student and student	3-6 i-Ready Reading Performance Levels 2023-24 (Reflects mid-year data)-	3-6 i-Ready Reading Performance Levels	3-6 i-Ready Reading Performance Levels	K-6 i-Ready Reading Performance Levels - All Student Groups	K-6 i-Ready Reading Performance Levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups on mid-year administration New Metric added in 2025-26 to replace grades 3-6 from Metric 1.7. Although new for the 2025-2026 school year, baseline data from 2023-24 and 2024-2025 have been provided to enable comparison across all years of the LCAP	All Students and Student Groups larger than 30 All Students Tier 1 80% Tier 2 13% Tier 3 7% Student Groups Asian Tier 1 84% Tier 2 9% Tier 3 7% Hispanic Tier 1 67% Tier 2 25% Tier 3 9% Two or More Races Tier 1 84% Tier 2 10% Tier 3 6% White Tier 1 79% Tier 2 15% Tier 3 6% English Learners Tier 1 61% Tier 2 21% Tier 3 18% Socioeconomically Disadvantaged	2024-25 (Reflects mid-year data)- All Students and Student Groups larger than 30 All Students Tier 1 80% Tier 2 13% Tier 3 7% Student Groups Asian Tier 1 84% Tier 2 11% Tier 3 6% Hispanic Tier 1 69% Tier 2 21% Tier 3 10% Two or More Races Tier 1 82% Tier 2 12% Tier 3 6% White Tier 1 79% Tier 2 14% Tier 3 7% English Learners Tier 1 61% Tier 2 21% Tier 3 18%	2025-26 (Reflects mid-year data)- All Students and Student Groups larger than 30 All Students Tier 1 76% Tier 2 16% Tier 3 7% Student Groups Asian Tier 1 83% Tier 2 11% Tier 3 6% Hispanic Tier 1 63% Tier 2 26% Tier 3 12% Two or More Races Tier 1 88% Tier 2 9% Tier 3 3% White Tier 1 73% Tier 2 20% Tier 3 7% English Learners Tier 1 57% Tier 2 25% Tier 3 19%	75% or more at Tier 1	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 76%: -4% from baseline Student Groups Asian Tier 1 83%: -1% from baseline Hispanic Tier 1 63% -4% from baseline Two or More Races Tier 1 88% +4% from baseline White Tier 1 73% -6% from baseline English Learners Tier 1 57% -4% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 57% Tier 2 25% Tier 3 18% Students with Disabilities Tier 1 50% Tier 2 22% Tier 3 28%	Socioeconomically Disadvantaged Tier 1 63% Tier 2 19% Tier 3 18% Students with Disabilities Tier 1 50% Tier 2 23% Tier 3 28%	Socioeconomically Disadvantaged Tier 1 55% Tier 2 27% Tier 3 18% Students with Disabilities Tier 1 47% Tier 2 25% Tier 3 28%		Socioeconomically Disadvantaged Tier 1 55% -2% from baseline Students with Disabilities Tier 1 47% -3% from baseline
1.13	Amplify mCLASS DIBLES % of students at or above expectations - End-of-Year assessment New Metric added in 2025-26 to replace grades K-2 from Metric 1.7	Amplify mCLASS DIBLES % of students at or above expectations - End-of-Year assessment New Metric added in 2025-26 to replace grades K-2 from Metric 1.7 All Students: 86% Student Groups Asian: 84% Hispanic: 76% Two or More Races: 91% White: 84% English Learners: 79% Socioeconomically Disadvantaged: 73% Students with Disabilities: 62%	New Metric added in 2025-26 to replace grades K-2 from Metric 1.7	Amplify mCLASS DIBLES % of students at or above expectations - End-of-Year assessment New Metric added in 2025-26 to replace grades K-2 from Metric 1.7 All Students: 86% Student Groups Asian: 84% Hispanic: 76% Two or More Races: 91% White: 84% English Learners: 79%	Percent of student at or above expectations All Students Maintain or increase baseline Asian Maintain or increase baseline Two or More Races Maintain or increase baseline White Maintain or increase baseline Hispanic Increase least 4 percent above baseline	Amplify mCLASS DIBLES % of students at or above expectations - End-of-Year assessment New Metric added in 2025-26 to replace grades K-2 from Metric 1.7 - This is baseline data, so there is no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: 73% Students with Disabilities: 62%	English Learners Maintain or increase baseline Socioeconomically Disadvantaged Increase least 4 percent above baseline Students with disabilities Increase least 6 percent above baseline	

Goal Analysis [2025-26]

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

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

During the 2025-2026 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 and staff input. Professional learning opportunities were expanded, class sizes were maintained, and targeted supports for students continued to be implemented across all sites. All actions have been fully implemented or are on track to be by the end of the next school year.

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 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 content specialists. Learning was differentiated based on prior training and grade-level assignment. A cohort of mathematics teacher leaders was maintained at each site to support school-level implementation. A CGI training menu was created, offering optional sessions to deepen practice. A team of educators and district leaders was formed and has completed an initial review of state-approved mathematics curriculum. Due to the large number of programs approved by the state, consideration of a pilot has been moved to the 2026-2027 school year.

Action 1.3 Literacy Professional Learning
Grades K-2 received professional learning to support the implementation and use of data from the district's newly adopted Reading Difficulties Risk Screener. Teachers attended two sessions. The first focused on how to give the assessment. The second session focused on how to use the data to drive instructional decisions for students, as well as the district process for notifying parents of the assessment outcome. A third session was provided to all Learning Lab teachers and school psychologists to ensure they understood how to analyze the assessment reports. Grades 3-6 received professional learning focused on morphology and vocabulary strategies to support reading comprehension. Session 1 focused on the role of this instruction in supporting students' reading development and on effective instructional strategies. Session two provided an opportunity to co-design and observe a model lesson.

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 second annual Cultures of Thinking Summit, which brought together administrators and educators from across California, as well as participants from across the United States and from other continents. 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 and Math Intervention
Tier 2 Reading intervention teachers were assigned to all schools. Collectively, these teachers successfully supported 226 students across the school district, primarily in the foundational skills of phonemic awareness, phonics, and fluency. New Learning Recovery Emergency Block Grant (LREBG) funds were allocated for the 2025-26 school year in the amount of $75,775. With this funding, the number of Tier 2 Math Intervention TOSAs grew from 2 to 4. They served 119 students at all school sites.

Action 1.8 English Language Development
An English language development professional learning series was designed for school-site use. This series is designed to give principals flexibility in how they support staff as they deepen their understanding and refine their practice in English Language Development (ELD) based on site needs. The sessions offer adaptable frameworks and practical tools that can be tailored to each site's goals, instructional focus, and professional learning structures.

Action 1.9 Multi-Tiered Systems of Support (MTSS)
Following a review of the draft MTSS guidance document, it was determined that school sites need more effective tools to clearly identify and monitor student needs. A team of site and district administrators was formed to review and select a platform. The Synergy Early Warning System was selected and will be further enhanced by the purchase of an analytics module, which will allow key metrics to be easily visualized. Both the Early Warning system and analytics module will be developed, and implementation will begin next school year.

Action 1.11 English Learner Supplemental Intervention
Imagine Learning was used to support all English learners with targeted language development. This supplemental intervention platform provided additional practice aligned to students' language needs. Imagine learning offers an assessment that includes information on the language needs of each student learning English.

Action 1.12 History-Social Science Standards Implementation
Teachers continue to fully implement the district's adopted history-social science curriculum, supported by the district's instructional frameworks, including Creating Cultures of Thinking and EEI.

Action 1.13 Technology and Innovation
A Tech Expert group was established to deepen their understanding of meaningful and thoughtful use of Artificial Intelligence in an elementary school setting. Focus groups were held with parents and staff to better understand our community's thinking on this topic. This feedback was used to refine an Artificial Intelligence Guidelines document, which will help guide future work in this area. The Tech Expert group was also provided MagicSchool accounts and participated in professional learning for this platform, which includes both teacher and student AI tools. Licenses were purchased for all certificated staff and will be fully implemented next school year.

Action 1.14 Leap Ahead Early Intervention Program
The Leap Ahead early intervention program continues to be successfully implemented at Sycamore Ridge. This is an early intervention program with enrollment eligibility limited to foster, homeless, and low-income eligible students who are 4 years of age by September 1 of the school year. The program was refined throughout the year with support from district and site leadership, academic specialists, and social-emotional and behavioral specialists.

Action 1.15 Implement the Amplify m-Class DIBELS Reading Difficulties Risk Screener
Amplify m-Class DIBELS Reading Difficulties Risk Screener was purchased and implemented with the support of professional learning (see action 1.3). All students in grades K-2 were provided access to the Boost Reading Platform.

Modified Implementation
Action 1.10 i-Ready Assessment and Reading Learning Pathway

While i-Ready continues to be used to monitor student growth in mathematics for grades K-6 and in reading for grades 3-6, it was phased out for K-2 reading to make way for the newly adopted Reading Difficulties Risk Screener. All i-Ready reading metrics were recalculated for grades 3-6 to provide accurate comparison data.

All actions were either fully implemented or modified in response to state requirements.

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 1.2 CGI Math Implementation
A team of educators and district leaders was formed and has completed an initial review of state-approved mathematics curriculum. Due to the large number of programs approved by the state, consideration of a pilot has been moved to the 2026-2027 school year.

Action 1.2 CGI Math Implementation
There was a reduced need for substitute costs due to fewer newer teachers requiring training than anticipated

Action 1.4 Cultures of Thinking and Essential Elements of Instruction (EEI)
Reduced need for substitute costs due to fewer training days than expected and reduced consultant fees for canceled sessions.

Action 1.5 Class Size Reduction Action 1.7 Reading and Math Intervention
Differences in these two actions reflect increased salary and benefit costs negotiated during the 2025-26 school year. These increases were retroactive to July 1, 2025.

Action 1.7 Math Intervention
New Learning Recovery Emergency Block Grant (LREBG) funds were allocated for the 2025-26 school year in the amount of $75,775 and supported the addition of two math intervention teachers

Action 1.8 English Language Development
Increased Teacher on Special Assignment support for professional learning by 0.20 FTE after adoption of LCAP. In addition, costs reflect increased salary and benefit costs negotiated during the 2025-26 school year. These increases were retroactive to July 1, 2025

Action 1.11 Supplemental Intervention for English Learners
Difference reflects lower than expected expense for licenses to assign Imagine Language and Learner to all English learners.

Action 1.13 Technology
Difference reflects changing from using a consultant to provide general professional learning on the use of AI to purchasing and providing professional learning for Magic School, a platform designed for the school setting.

Action 1.14 Leap Ahead Early Intervention Program

We anticipated having two classes, which would have included staff and outfitting a second classroom. Enrollment was lower than projected, and only one class was needed

Action 1.15 Implement the Amplify mCLASS Dibbles Reading Difficulties Risk Screener
Differences reflect an additional session of professional learning to support implementation

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 2025 academic outcomes demonstrates that actions under Goal 1 are highly effective in maintaining exceptionally high achievement levels while accelerating progress for high-need student groups. Del Mar Union School District students continue to perform well above San Diego County and California averages across all metrics. Most notably, socioeconomically disadvantaged students achieved the strongest growth of any student group in the district, advancing 13.1 points in ELA and 15.5 points in Mathematics from the Smarter Balanced Assessments baseline. English learners advanced by 5.7 points on the ELA and by 4.8 points in mathematics. These gains reflect Year 2 implementation of the current LCAP cycle and confirm that the district's sustained instructional focus is producing measurable impact.

All Students
2025 CAASPP Dashboard Performance
ELA: Blue performance level, 81.6 points above standard/82% Meets and Exceeds (57% exceeded standards, 25% met standards) vs. 49% county, 49% state
Math: Blue performance level, 77.7 points above standard/83% Meets and Exceeds (60% exceeded standards, 23% met standards) vs. 42% county, 37% state

This data demonstrates the effectiveness of the following actions:
1.2 Cognitively Guided Instruction (CGI), which supports student-centered problem-solving in math
1.3 English language arts professional learning
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
2025 CAASPP Dashboard Performance:
ELA: Green performance level, 35.1 points above standard (+13.1 points from baseline of 26.8) /65% Meets and Exceeds vs. 40% county, 38% state
Math: Green performance level, 27.2 points above standard (+15.5 points from baseline of 11.7) /67% Meets and Exceeds vs. 28% county, 26% state

Socioeconomically disadvantaged students achieved the largest gains of any student group in the district, which resulted in progress toward closing achievement gaps. This growth demonstrates the effectiveness of:

1.5 Maintenance of low class sizes, allowing for increased personalization and targeted support

1.4 CoT and EEI frameworks, which support high-leverage teaching strategies and ensure access to grade-level content
1.7 Reading Intervention program, which provided targeted foundational skills support to students demonstrating need

English Learners (EL)
2025 CAASPP Dashboard Performance:
ELA: Green performance level, 42.7 points above standard (+5.7 points from baseline of 37). Includes English learners and reclassified students
37% Meets and Exceeds standards/ vs. 11% county and 10% state. Includes only students identified as English learners

Math: Green performance level, 61.4 points above standard (+4.8 points from baseline of 56.6). Includes English learners and reclassified students
62% Meets and Exceeds standards vs. 11% county, 11% state. Includes only students identified as English learners

English Learner Progress and Reclassification:
English Learner Progress Indicator (ELPI) Yellow Performance Level: 63% of ELs advanced at least one ELPI level; High performance level (declined from 69.3% Very High to 63% High)
Reclassification Rate: 21.9% current year; 3-year average: 20.4%, exceeding the target of 19%

English learners made strong academic progress, as evidenced by meaningful gains on state assessments in both ELA (+5.7 points) and Math (+4.8 points). The reclassification rate of 21.9% exceeds both the district target and the three-year average, reflecting effective language development support. While the ELPI declined from 69.3% to 63% and the California School Dashboard showed a Yellow performance level, English learners continue to perform at the High level. 90% of students who have attended DMUSD schools for three or more years scored at the high 3 and 4 performance levels on the ELPAC. This data demonstrates the effectiveness of the following actions:

1.4 Instructional Frameworks helped ensure scaffolding, academic language modeling, and monitoring of learning
1.8 Professional learning in English language development to support teachers in helping students to access core instruction
1.11 Supplemental Support for ELs through the use of Imagine Language and Literacy provided targeted practice that effectively supported students

Analysis of ELPI and general ELPAC performance, along with input from our educational partners, indicates the need to accelerate newcomer students' learning of foundational English in grades 3-6. Beginning next year, all newcomers who are English learners will receive an 8-week course in foundational English.

Reclassified Fluent English Proficient (RFEP)
ELA: 90% met or exceeded (vs. 60% county, 60% state)
Math: 90% met or exceeded (vs. 40% county, 41% state)

Students who have been reclassified continue to demonstrate exceptional academic performance, indicating that the reclassification process appropriately identifies students ready for mainstream instruction and that these students continue to receive effective support after reclassification.

These outcomes point to the effectiveness of:

1.2 Cognitively Guided Instruction (CGI), which supports high-quality Tier 1 instruction for mathematics
1.4 CoT and EEI, which support high-quality Tier 1 instruction and consistent access to academic content
1.9 Multi-Tiered Systems of Support (MTSS)- Academic: Ongoing monitoring practices embedded in site-level data reviews to ensure continued success

Students with Disabilities
ELA: 50% met or exceeded (vs. 22% county, 17% state)
Math: 51% met or exceeded (vs. 16% county, 13% state)

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 226 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 MTSS 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
1.10 i-Ready reading assessment as a tool to screen student progress to determine need. (76% of 3-6 students met benchmark by the end of school year)
1.15 Amplify mCLASS DIBELS Reading Difficulties Risk Screener to determine student need (86% of K-2 students met benchmark by the end of school year)

1.1 Credential Monitoring: Instructional Services, Human Resources, and CALPADS staff collaborated to continue refining 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. Credentialing compliance is 99.44% in the 2025-26 school year.

1.3 Literacy Professional Learning: Professional learning was provided to teachers through district-grade level meetings. Grades K-2 focused on the implementation and use of data from the newly adopted Reading Difficulties Risk Screener to tailor instruction to meet student needs. Grades 3-6 received professional learning focused on morphology and vocabulary strategies to support reading comprehension. Feedback from teachers for each session indicated that they deepened their understanding of research-based practices that support 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 continue to confirm that teachers, through the use of CoT and EEI strategies, have strengthened their cultural lenses and inquiry practices.

1.13 A Tech Expert group was established to deepen their understanding of meaningful and thoughtful use of Artificial Intelligence in an elementary school setting. Focus groups were held with parents and staff to better understand our community's thinking on this topic. This feedback was used to refine an Artificial Intelligence Guidelines document, which will help guide future work in this area. The Tech Expert group was also provided MagicSchool accounts and participated in professional learning for this platform, which includes both teacher and student AI tools. Licenses were purchased for all certificated staff and will be fully implemented next school year.

1.14 Leap Ahead Early Intervention program: Although the full academic impact will emerge over several years, implementation indicators demonstrate that this action is likely to positively contribute to advancing Goal 1's equity objectives by proactively addressing achievement gaps. 80% of students who attended this program in the 2024-25 school year scored at or above benchmark on the midyear Amply mCLASS DIBELS reading difficulty risk assessment.

Tier 2 Math Intervention
New Learning Recovery Emergency Block Grant (LREBG) funds were used to expand Tier 2 mathematics support by two additional teachers. The funds were used to pay 44.17% of the salary for one of two teachers on Special Assignment (TOSA) positions. This enabled successful Math intervention support across all nine schools and for 119 students. Support was provided both as a pull-out program and a push-in program, depending on the need at each school. This program supports students who require Tier 2 intervention, as identified by each school's MTSS structure, and reflects the effectiveness of the following actions:

1.7 Mathematics Intervention - focused on developing mathematical reasoning skills for students with significant gaps in their understanding
1.9 Multi-Tiered Systems of Support (MTSS)- Academic - ensuring we provide the right level of support to students demonstrating academic need
1.10 i-Ready reading assessment as a tool to screen student progress to determine need

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
Professional development in reading will be provided to all teachers to address the needs identified in district-wide assessments, including Smarter Balanced English Language Arts, iReady reading, and mClass DIBELS assessment results, as well as input from staff. Grades K-2 will focus on providing high-quality tier 1 vocabulary Instruction and responding to RDRS data in tier 1 instruction. Grades 3-6 will receive professional learning focused on high-quality tier 1 vocabulary, morphology, and writing about reading to support the development of reading comprehension.

We will monitor the California Department of Education for the release of a state-approved English language Arts/English language development programs to consider for adoption. The release of this approved list was part of legislation that passed during the 2025-26 school year.

Action 1.4 Cultures of Thinking and Essential Elements of Instruction (EEI)
A reduction in budget for the 2026-27 school year, as fewer sub-release days and consultant fees will be needed due to fewer new teachers, and since teachers who expressed interest in participating in a Fellows experience have been provided the opportunity and have completed the program.

Action 1.7 Math Intervention
New Learning Recovery Emergency Block Grant (LREBG) funds were allocated for the 2025-26 school year in the amount of $75,775, supporting the addition of two math intervention teachers. This will continue in the 2026-27 school year, should new funds be allocated for that year.

Action Item 1.8 English Language Development
This action item has been revised to include Novice-level English learners in grades 3-6 receiving an eight-week intensive language support program. Instruction will be provided in a small-group format by existing intervention staff. An increase in the budget reflects this support.

Action 1.9 Multi-Tiered Systems of Support
An Early Warning System and Analytics module will be added to the Synergy Student Information System to better visualize and monitor student needs at each school. In addition, an assistant principal will be assigned to two schools in part to support the implementation of MTSS structures.

Action 1.14 Leap Ahead Early Intervention program
The title of this action was revised from "Transitional Kindergarten Early Intervention Program" to align with the district's program name. The budget change reflects the current projection of one class for the 2026-27 school year. Two classes were projected for the 2025-26 school year, but enrollment was lower and only one section was formed.

Action 1.15 Amplify mCLASS DIBLES Reading Difficulties Risk Screener
Budget is reduced due to professional learning obligations in the contract completed during the 2025-26 school year.

Changes in Metrics
Grade K-2 iReady data has been replaced with the baseline data from Amplify mCLASS DIBELS reading difficulties risk screener.
Specifically, Metric 1.7, iReady Results for K-6, was discontinued in the 2025-2026 school year. iReady English Language Arts for grades K-2 was replaced with the Amplify mCLASS DIBELS Reading Difficulties Risk Screener, Metric 1.13 and iReady results for grades 3-6 are found in Metric 1.12.

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	Mathematics content specialists 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 within the grade-level span to which they are assigned. Teachers new to our district or to 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. Additional optional sessions will be offered for teachers who want to deepen their practice in specific topic areas. The mathematics content specialists will also 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 a process to adopt a mathematics program in alignment with CGI pedagogy and the California Mathematics Framework	$985,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 them meet the needs of students at diverse performance levels. Professional learning will be provided through district-grade level meetings. Grades K-2 will focus on providing high-quality tier 1 vocabulary Instruction and responding to RDRS data in tier 1 instruction. Grades 3-6 will receive professional learning focused on high-quality tier 1 vocabulary, morphology, and writing about reading to support the development of reading comprehension. Professional learning will be provided by Dr. Katherine Spengler. Monitor the California Department of Education for the release of a state-approved English language Arts/English language development programs to consider for adoption.	$66,216.00	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. 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	$114,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Having smaller class sizes across all schools in the district ensures that every classroom can provide our most vulnerable students with tailored support, allowing teachers to better identify specific needs, such as learning difficulties, social-emotional challenges, or knowledge gaps. 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.	$1,573,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Co-Teaching	Professional learning and coaching will be provided to identified staff to maintain co-teaching teams. The co-teaching model facilitates greater collaboration between general education 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.	$89,399.00	No
1.7	Tier Two Academic Support in English Language Arts and Mathematics Partially funded by LREBG Funds	Maintain four intervention teachers 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. LREBG Required Information: New Learning Recovery Emergency Block Grant (LREBG) funds were allocated for the 2025-26 school year in the amount of $75,775. As communicated to the DMUSD Board of Trustees during the 2025-26 LCAP development process, the district expanded Tier 2 mathematics support. The funds were used to pay 44.17% of the salary for one of two teachers on Special Assignment (TOSA) positions. The remaining salary for these two positions was paid from LCFF (general fund, unrestricted) dollars. All Learning Recovery Emergency Block Grant Funds (LREBG) received to date have been used. If new LREBG funds are allocated in 2026-27, the district plans to use them to maintain the expansion of Tier Two academic support in mathematics, where the number of Teacher on Special Assignment (TOSA) positions was increased by two. If such funds are not received, the district will maintain this expansion using LCFF funds to ensure continued support for student academic recovery. Research Support Research strongly supports small-group math intervention by credentialed teachers using evidence-based instructional approaches such as	$1,239,511.00	No

Action #	Title	Description	Total Funds	Contributing
		Cognitively Guided Instruction (CGI). Studies show that students receiving Tier 2 math instruction improve by 8 to 27 percentile points compared with similar students without intervention. Support is structured as a minimum of 3 sessions per week, each lasting 30-45 minutes, aligning with research on effective intervention intensity (Institute of Education Sciences, 2026). Metrics Both the iReady Diagnostic (Metric 1.9) and the Smarter Balanced Mathematics assessment (Metric 1.8) are used as assessment tools to monitor the impact of this action.		
1.8	English language Development	Provide professional learning focused on supporting multilingual learners as they acquire English. Novice-level English learners at grades 3-6 will receive an eight-week intensive language support program. Instruction will be provided in small group format by existing intervention staff.	$103,920.00	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 receive targeted interventions. The Synergy MTSS module will be expanded to include an Early Warning System to assist each school site in monitoring each student's needs. An assistant principal will be assigned to two schools in part to support the implementation of MTSS structures Expenditures included in Goal 2, Action 1	$0.00	Yes
1.10	i-Ready ELA and Math Assessment	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 in reading and K-6 in math.	$86,910.00	No

Action #	Title	Description	Total Funds	Contributing
	and Reading Learning Pathway	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.		
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	$40,000.00	No
1.12	Implementation of State Academic Standards: HistorySocial Science	Teachers will continue to refine implementation of the 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. A Unit Design Team will create multi-disciplinary units to include the history-social science curriculum.	$22,419.00	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. All credentialed staff will be assigned MagicSchool AI accounts. This platform provides specialized AI tools with the goal of helping to streamline tasks, enhance lesson planning, and support differentiation. 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 to include AI topics appropriate for each grade level. A TOSA will provide support for the effective use of district technology platforms	$109,835.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	LEAP Ahead Early Intervention Program	LEAP Ahead Early Intervention Program 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.	$237,347.00	No
1.15	Implement the Amplify m-Class Dibbles Reading Difficulties Risk Screener	Continue to refine the implementation of the Amplify m-CLASS DIBELS Reading Difficulties Risk Screener (RDRS) and access to the Boost Reading Platform for all students in grades K-2. All districts were required to select an RDRS from a state-approved list and implement the assessment tool in the 2025-2026 school year. The purpose of the screener is to facilitate the early identification of students who are demonstrating reading difficulties. Boost Reading uses the results of Amplify's RDRS screener to provide adaptive lessons based on each student's needs.	$2,442.00	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 Inspection Tool (FIT Report)	100% of schools had a rating of "good' or better	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 rating of "good' or better

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	The Pupil Suspension Indicator color performance on the California School Dashboard for all students and student groups larger than 30. Suspension rate data is included for communication purposes	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	2025 California School Dashboard performance levels were as follows: Blue All students Asian Filipino Hispanic Green Two or More Races White Yellow English Learners 2/601 students in 23-24 to 4/531 students in 24-25 Students with Disabilities 9/497 students in 23-24 to 9/446 students in 24-25 Orange Socioeconomically Disadvantaged 4/485 students in 23-24 to 9/445 students in 24-25 Black or African American	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 Asian Filipino White Moved to Green or Blue Two or More Races Hispanic Moved to Yellow Students with Disabilities English Learner Moved to Orange African American Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The following suspension rate data is for the 2024-2025 school year as of May 30, 2025 and is included for communication purposes 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%	0/39 students in 23-24 to 1/31 students in 24-25 The following suspension rate data is for the 2025-2026 school year as of May 29 and is included for communication purposes All students 0.45% (15/3331): -.05% Asian 0% (0/1146): -0.16% Black or African American 8.82% (3/34): +5.49% Filipino 0%: -0.0 Hispanic 0.27%: -0.23 (1/370) Two or More Races 0.35% 1/287: +0.06% White 0.59% (8/1348): -0.11% English Learner 0%: -0.0: -0.66% Special Education 1.38% (6/435): -0.62% Socioeconomically Disadvantaged 0.74% (3/407)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-0.46%		
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 2023-24 school year is 0%	As of May 1, 2026 the Expulsion rate for the 2025-26 school year is 0%	The expulsion rate will be maintained at 0%	The expulsion rate is maintained at 0% as of May 1, 2026
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%)	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%)	Chronic Absenteeism Indicators for the 2025-26 California School Dashboard are listed below. In parentheses are the current year's percentages as of May 4, 2026 Green All Students 6.7% (3.84%) English Learners 8.3% (5.74%) Asian 4.3% (1.62%) Filipino 4.5% (0%) Two or More Races 7.5% (2.01%) White 7.2% (4.78%) Yellow African American 13.3% (13.33%) Students with Disabilities 12.7% (8.08%)	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 parentheses are the current year's percentages as of May 29, 2026 Green All Students 6.7% (3.84%) English Learners 8.3% (5.74%) Asian 4.3% (1.62%) Filipino 4.5% (0%) Two or More Races 7.5% (2.01%) White 7.2% (4.78%) Yellow African American 13.3% (13.33%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 25.3% (20.1%)	African American 16.7% (13.3%) Hispanic 12.2% (12.5%)	Orange Hispanic 12.1% (7.29%) Socioeconomically Disadvantaged 19.2% (9.06%)		Students with Disabilities 12.7% (8.08%) Orange Hispanic 12.1% (7.29%) Socioeconomically Disadvantaged 19.2% (9.06%)
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	Attendance Rate for the 25-26 school year is 92.4% as of May 29, 2026	Increase attendance rate by 3%	Attendance rate has increased by 0.4% as of May 29, 2026
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,	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	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 24-25 LCAP development cycle, parent input was gathered through: Scheduled district and site parent meetings, including LCAP Advisory, DELAC,	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 25-26 LCAP development cycle, parent input was gathered through: Scheduled district and site parent meetings, including LCAP Parent Advisory,	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 was maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	Participation in surveys, including: Annual spring survey LCAP Actions Feedback Survey Draft LCAP Feedback Survey Speak-Up Survey	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	DELAC, school-level presentations for SSC and PTA Participation in surveys, including: Annual spring survey LCAP Actions Feedback Survey Draft LCAP Feedback 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%	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%	SEL Skills Overall % At or above All Students 95% Asian 95% Black/African American 91% Hispanic 95% Two or More 98% White 94% English Learners 92% Socioeconomically Disadvantaged 92% Special Education 89% Climate Survey Results I Feel Safe All Students 92% Asian 93%	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 95% (+4) Asian 95% (+3) Black/African American 91% (+2) Hispanic 95% (+8) Two or More 98% (+5) White 94% (+4) English Learners 92% (+12) Socioeconomically Disadvantaged 92%(+10) Special Education 89% (+9) I Feel Safe All Students 92% (+3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 87% Socioeconomically Disadvantaged 91% Special Education 87% Rules are fair All Students 91% Asian 91% 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 95% Hispanic 92% Two or More 91% White 92% English Learners 87% 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%	Black/African American 97% Hispanic 90% Two or More 92% White 92% English Learners 85% Socioeconomically Disadvantaged 89% Special Education 86% Rules are fair All Students 82% Asian 84% Black/African American 94% Hispanic 81% Two or More 80% White 81% English Learners 75% Socioeconomically Disadvantaged 77% Special Education 75% Teachers care about me All Students 92% Asian 92% Black/African American 100% Hispanic 92%		Asian 93% (+4%) Black/African American 97% (+11%) Hispanic 90% (+4%) Two or More 92% (+3%) White 92% (-3%) English Learners 85% (-2%) Socioeconomically Disadvantaged 89% (-2%) Special Education 86% (-1%) Rules are fair All Students 82% (-9%) Asian 84% (-7%) Black/African American 94% (+1%) Hispanic 81% (-8%) Two or More 80% (-8%) White 81% (-10%) English Learners 75% (-11%) Socioeconomically Disadvantaged 77% (-13%) Special Education 75% (-14%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American 75% Hispanic 75% Two or More 77% White 74% English Learners 65% Socioeconomically Disadvantaged 70% 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%	Two or More 91% White 91% English Learners 88% Socioeconomically Disadvantaged 90% 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%	Two or More 91% White 92% English Learners 87% Socioeconomically Disadvantaged 89% Special Education 89% Students Care About Me All Students 77% Asian 77% Black/African American 66% Hispanic 73% Two or More 78% White 77% English Learners 68% Socioeconomically Disadvantaged 72% Special Education 73% Teachers help me learn All Students 93% Asian 94% Black/African American 97% Hispanic 91% Two or More 91% White 93%		Teachers care about me All Students 92% (+2%) Asian 92% (+2%) Black/African American 100% (+14%) Hispanic 92% (+5%) Two or More 91% (+1%) White 92% (+2%) English Learners 87% (-1%) Socioeconomically Disadvantaged 89% (-1%) Special Education 89% (+1%) Students Care About Me All Students 77% (+2%) Asian 77% (+2%) Black/African American 66% (-9%) Hispanic 73% (-2%) Two or More 78% (+1%) White 77% (+3%) English Learners 68% (+3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners 88% Socioeconomically Disadvantaged 92% Special Education 91% 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%	English Learners 89% Socioeconomically Disadvantaged 93% Special Education 89% Adults encourage me to work hard All Students 93% Asian 94% Black/African American 100% Hispanic 93% Two or More 92% White 93% English Learners 86% Socioeconomically Disadvantaged 90% Special Education 88%		Socioeconomically Disadvantaged 72% (+2%) Special Education 73% (+3%) Teachers help me learn All Students 93% (+4%) Asian 94% (+5%) Black/African American 97% (+8%) Hispanic 91% (+4%) Two or More 91% (+2%) White 93% (+4%) English Learners 89% (+4%) Socioeconomically Disadvantaged 93% (+5%) Special Education 89% (+4%) Adults encourage me to work hard All Students 93% (+11%) Asian 94% (+12%) Black/African American 100% (+14%) Hispanic 93% (+11%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Two or More 92% (+8%) White 93% (+14%) English Learners 86% (+8%) Socioeconomically Disadvantaged 90% (+9%) Special Education 88% (+9%)
2.8	Speakup Survey Questions for Educators - % in positive range Safe Clean Environment that fosters Learning Learning Environment that promotes a sense of belonging The option to customize the Speak Up Survey was discontinued for the 2025-26 school year. The questions asked in the 2023-24 school year were included in 2025-26 annual spring survey	-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	-Safe Clean Environment that fosters Learning - 96% -Learning Environment that promotes a sense of belonging - 98% The option to customized the Speak Up Survey was discontinued for the 2025-26 school year. The questions asked in the 2023-24 school year were included in 2025-26 annual spring survey	Maintain or increase from baseline	-Safe Clean Environment that fosters Learning - 96% (+5%) -Learning Environment that promotes a sense of belonging - 98% (+7%)
2.9	SpeakUp Survey Questions for Parents - % in positive range I feel connected to my child's school	I feel connected to my child's school - 77% I feel my child is emotionally safe in school - 70%	I feel connected to my child's school - 80%	I feel connected to my child's school - 89%	Increase baseline as follows: I feel connected to my child's school:+4%	I feel connected to my child's school - 89% (+12%) I feel my child is emotionally safe in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	I feel my child is emotionally safe in school I feel my child's is physically safe when at school The option to customize the Speak Up Survey was discontinued for the 2025-26 school year. The questions asked in the 2023-24 school year were included in 2025-26 annual spring surveyschool	I feel my child is physically safe when at school - 80%	I feel my child is emotionally safe in school - 76% I feel my child is physically safe when at school - 83%	I feel my child is emotionally safe in school - 85% I feel my child is physically safe when at school - 89% The option for a customized Speak Up Survey was discontinued for the 2025-26 school year. The questions asked in the 2023-24 school year were included in 2025-26 annual spring survey	I feel my child is emotionally safe in school: +6% I feel my child is physically safe when at school: +3%	school - 85% (+15%) I feel my child is physically safe when at school - 89% (+9%)

Goal Analysis [2025-26]

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

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

In the 2025-26 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:
Following a review of the draft guidance document for MTSS, it was determined that school sites need more effective tools to clearly identify and monitor student need. A team of site and district administrators was formed to review and select a platform. The Synergy Early Warning System was selected and will be further enhanced by the purchase of an analytics module, which will allow key metrics to be easily visualized. Both the Early Warning system and analytics module will be developed, and implementation will begin next school year.

Action 2.2 Social-Emotional Learning and Action 2.8 Meaningful and Appropriate Access to Digital Spaces
The updated digital version of Second Step was fully implemented this school year. A Second Step and Digital Citizenship planning document was developed for each grade level. These planning documents support long-term instructional planning by integrating Digital Citizenship lessons into the Second Step sequence in a complementary way. These documents include recommended instructional topics for each trimester, links to family communication tools, and optional extension lessons to deepen learning. A sample weekly pacing guide is provided to support implementation.

Action 2.3 Social-Emotional and Behavioral Support
School counselors were maintained at 8, expanding capacity for preventive and responsive support services aligned to site-level social-emotional needs. Counselors moved from providing grade-level SEL assemblies to providing this support in each classroom monthly to increase the direct connection to students. They also continue to provide tier 2 support to students demonstrating a need for additional support.

Action 2.4 – Diversity, Equity, and Inclusion
This action item was retired for the 2025-2026 LCAP to reflect its transition from a standalone initiative to embedded, sustainable practices. Site and district DEI teams successfully integrated professional learning and systemic supports to embed equity-minded practices across all levels of the organization. These efforts are now integrated into core systems and instructional priorities.

Action 2.5 Parent Education
Topics district-wide parent education offerings for the 25-26 school year included: The Shift to Empowerment: Raising Kids Who Believe In Themselves, a six-week series of Love and Logic which focused on parenting skills, a session on Executive Functioning Skills, and another on Protecting Kids & Raising Responsible Citizens in a Digital World

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 help resolve barriers to regular school attendance. District-level Student Attendance Review Board meetings were held this school year for those families demonstrating ongoing challenges with regular 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. 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 maintained and trained to assist families of students receiving special education services in navigating available resources.

Action 2.9 Student Choice and Agency

School principals continued to examine school-wide structures for grade-level intervention opportunities and lunchtime clubs to expand student choice and connection to the school community. District- and site-level professional learning was provided to support implementation of the Portrait of a Learner competencies, which was a continued focus this year. Three objectives were established: developing a shared language with all staff members, students, and the broader community; using the competencies as a purposeful planning tool; and engaging students in reflection on their understanding of each competency. Grade-level span progressions were developed and include student-friendly language to support these goals.

All actions for Goal Two were successfully implemented during the 2025-26 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.

Action 2.3 Social-Emotional and Behavioral Support
Differences in this action reflect increased salary and benefit costs negotiated during the 2025-26 school year. These increases were retroactive to July 1, 2025.

Action 2.7 Parent Involvement and Support
The Kudo translation tool was added to this action item after adoption

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 from the 2025-26 school year, the implementation of actions under Goal 2 demonstrated significant 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: Following a review of the draft MTSS guidance document, a team of site and district administrators was formed to review and select a platform to visualize data on students' behavioral and social-emotional needs. The Synergy Early Warning System was selected and will be enhanced by the purchase of an analytics module to visualize key metrics.
Action 2.2: The digital version of Second Step was fully implemented, with planning documents developed for each grade level that integrate Digital Citizenship lessons into the Second Step sequence.
Action 2.3: Maintained school counselor staffing at eight, providing student access to preventive and responsive services.

Effectiveness Evidence:

SEL Performance (Metric 2.9): 95% of all students achieved Above Average or At/Around Average social-emotional skill levels on the Insights SEL survey, demonstrating strong district-wide SEL competence. Key student groups showed high performance:

- Socio-economically Disadvantaged students: 92%
- English Learners: 92%
- Students with Disabilities: 89%

Climate Survey Results (Metric 2.10): Students reported strong positive perceptions of their school environment:

- Adults encourage me to work hard: 93% agreement
- Teachers help me learn: 93% agreement
- Teachers care about me: 92% agreement
- I feel safe: 92% agreement

Chronic Absenteeism (Metric 2.4): The district improved from 7.3% to 6.7% (Green performance level), with current rates at 3.84% as of May 29, 2026, demonstrating that existing MTSS structures and counselor interventions are effectively supporting student attendance.

Suspension Rates (Metric 2.2): The district maintained Blue performance level for All Students. The suspension rate was at the Very Low performance level district-wide (.5%), indicating that MTSS guidance, SEL instruction, and counselor support are effectively promoting positive behavior.

Action 2.4: This action was retired in the 2025-26 LCAP as site and district Diversity, Equity, and Inclusion teams successfully integrated professional learning and systemic supports to embed equity-minded practices across all levels of the organization. These efforts are now integrated into core systems and instructional priorities.

Parent Education Action 2.5: The district provided multiple parent education opportunities during 2025-26, including The Shift to Empowerment: Raising Kids Who Believe In Themselves, a six-week series of Love and Logic focused on parenting skills, a session on Executive Functioning Skills, and another on Protecting Kids & Raising Responsible Citizens in a Digital World. These sessions delivered tools to support students' social-emotional well-being.

Effectiveness Evidence:
Parent Climate Survey (Metric 2.9): Parents report high levels of feeling connected to their school and a belief that their children feel emotionally and physically safe at school. Positive responses have increased significantly since the 2023-2024 baseline data was gathered:
I feel connected to my child's school - 89% (+12%)
I feel my child is emotionally safe in school - 85% (+15%)
I feel my child is physically safe when at school - 89% (+9%)

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: Continued implementing site-based systems for monitoring chronic absenteeism and engaging families through collaborative,

multi-role teams, adding a district-level Student Attendance meeting for families where chronic absenteeism persisted.
Action 2.7: Provided two cycles of ESL classes for adults and maintained Site Parent Liaisons to guide families of students with disabilities in accessing district resources

Effectiveness Evidence:
Chronic Absenteeism Rate (Metric 2.4): District-wide improvement from 7.3% (2024-25) to 6.7% (2025-26), maintaining Green performance level on the California School Dashboard. As of May 29, 2026, the current rate is 3.84%, demonstrating sustained progress. Key student group improvements include:

- English Learners: 12.4% to 8.3% (current rate 5.74%)
- Asian students: 7.0% to 4.3%(current rate 1.62%)
- Two or More Races: 11.2% to 7.5%(current rate 2.01%)
- Hispanic students: 18.8% to 12.1%(current rate 7.29%)
- Low Socio-economically Disadvantaged 25.3% to 19.2% (Current rate is 9.60%)

Parent Input for LCAP (Metric 2.6): The district successfully engaged parents from diverse backgrounds, including second language learners, economically diverse families, and special education families, through multiple channels during the 2025-26 LCAP development cycle. This demonstrates that ESL classes, Site Parent Liaisons, and culturally responsive engagement strategies are effectively reaching target populations and removing barriers to participation.

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

Digital Citizenship and Student Agency (Actions 2.8, 2.9)
These actions focused on supporting students in navigating digital spaces responsibly and increasing student voice and choice in their learning experiences.
Action 2.8: Digital citizenship was integrated into the Second Step sequence through grade-level planning documents. District technology leaders researched the impact of the digital world and shared best practices with staff and families. Digital citizenship was introduced as part of AI-focused educator training to encourage best-practice sharing across school sites.
Action 2.9: School principals examined and implemented school-wide structures, including grade-level intervention blocks and lunchtime clubs, to expand student choice and connection to the school community. District- and site-level professional learning was provided to support the implementation of the Portrait of a Learner competencies, with three objectives: developing shared language among all staff, students, and the broader community; using the competencies as a planning tool; and engaging students in reflection on their understanding of each competency. Grade-level span progressions with student-friendly language were developed.

Effectiveness Evidence:
Climate Survey (Metric 2.10): Student responses indicate a climate where agency and responsible technology use are valued:

- Adults encourage me to work hard: 93% agreement, reflecting a climate where student ownership and agency are valued
- Teachers help me learn: 93% agreement, suggesting that technology integration is supporting, not hindering, positive learning environments
- Rules are fair: 82% agreement, indicating students have input into classroom and school structures

- I feel safe: 92% agreement, demonstrating that digital citizenship instruction and safe technology practices are likely contributing to overall school safety

Parent Education Alignment: The parent education session on 'Protecting Kids & Raising Responsible Citizens in a Digital World' (Action 2.5) demonstrates coordination between school-based digital citizenship instruction and family engagement, creating consistent messaging about responsible technology use.
Student Engagement: The combination of lunchtime clubs and grade-level intervention blocks provides students with meaningful choices over how they spend their time and the support they receive, promoting engagement and a sense of belonging.

All Goal 2 actions were fully implemented during the 2025-26 school year and demonstrated effectiveness in supporting students' social-emotional well-being, engagement, and sense of belonging. 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 2.1: The Synergy MTSS module will be expanded to include an Early Warning System to assist each school site in monitoring each student's needs. In addition, the analytic module will be added to Synergy to provide visualization of key metrics. Finally, an assistant principal will be assigned to two school sites and will support multi-tiered systems of support. The budget has been adjusted to reflect these additions.
Action 2.2: Based on analysis of site needs and educational partner feedback, Behavior Support Assistants (BSAs) will be implemented across all nine school sites to provide proactive social-emotional and behavioral support to all students, including those in both general education and special education settings. Under the guidance of site administration and behavior specialists, BSAs will support staff in implementing behavior strategies, respond to student needs across campus environments, and promote safe, structured, and inclusive learning environments.
Action 2.3: An additional Counselor will be hired to ensure each school has a dedicated person in this role. The title of this action was changed from School Counselors to Social-Emotional and Behavioral Support to reflect the full scope of the action.
Action 2.4: Diversity, Equity, and Inclusion: These efforts continue to be integrated into core systems and instructional priorities. This action item was retired in the 2025–26 LCAP to reflect its transition from a standalone initiative to an embedded, sustainable practice.
Action 2.5: The budget has been reduced because some planned events will be facilitated by district staff, resulting in cost savings for the district.
Action 2.7: The Kudo Translation tool is being secured to provide two-way translation services for multiple languages.
Action 2.8: MagicSchool AI has been purchased for all certificated staff. Expenses for this action are reflected in Action 1.13.
Action 2.10 This is a new service to contract with Care Solace, who will provide targeted care coordination and resource navigation services for students and their families

Metrics

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: The option to customize the Speak Up Survey was discontinued for the 2025-26 school year. The questions asked in the 2023-24 school year were included in the 2025-26 annual spring survey.

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 receive targeted interventions. The Synergy MTSS module will be expanded to include an Early Warning System to assist each school site in monitoring each student's needs. In addition, the analytic module will be added to Synergy to provide visualization of key metrics. An assistant principal will be assigned to two school sites and will support multi-tiered systems of support	$81,853.00	Yes
2.2	Social Emotional Learning	Site staff, including principals, counselors, teachers, and support personnel, will use Insights survey results and related resources to identify opportunities to strengthen Second Step implementation. This will 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. Behavior Support Assistants (BSAs) will be implemented across all nine school sites to provide proactive social-emotional and behavioral support to all students, including those in both general education and special	$295,927.00	No

Action #	Title	Description	Total Funds	Contributing
		education settings. Under the guidance of site administration and behavior specialists, BSAs will support staff in implementing behavior strategies, respond to student needs across campus environments, and promote safe, structured, and inclusive learning environments.		
2.3	Social-Emotional and Behavioral Support	Increase to nine school counselors to address the social-emotional needs of all students, including unduplicated students (MTSS, Tier I/II). Increasing by one will allow for one dedicated counselor per school site. 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 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.	$532,190.00	Yes
2.4	Diversity, Equity, and Inclusion	Action 2.4 was retired in the 2025–26 LCAP to reflect its transition from a standalone initiative to an embedded, sustainable practice. 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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$8,282.00	No
2.6	Reduce Chronic Absenteeism	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. Attendance will also be a component of the Synergy Early Warning System. C) District-level Student Attendance Review meetings will be held with families demonstrating continued challenges with regular school attendance. 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 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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Parent Involvement and Support	Continue to support parents who desire a greater understanding of the U.S. school System. • 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 services to increase their understanding of the programs serving their children. Support translation of school and district meetings with the Kudo Platform	$31,650.00	No
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. The focus will be on supporting students in developing digital citizenship and the skills to navigate their use of technology successfully. Continued focus will be on the appropriate and meaningful implementation of Artificial Intelligence in an elementary school district. All certificated staff will be provided with MagicSchool AI accounts. The district will investigate current guidance on technology integration to ensure practices enhance student learning and engagement through an appropriate balance of digital and non-digital instructional approaches. Expenses for this action are reflected in Action 1.13.	$0.00	No
2.9	Student Choice and Agency	Continue to examine school-wide structures that support student choice within learning environments, subject matter, and how learning is demonstrated.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Care Solace Resource Services	DMUSD will partner with Care Solace, which will provide targeted care coordination and resource navigation services for students and their families, including those identified as homeless, foster youth, and low-income. Through 24/7 multilingual support, warm handoff referrals, and real-time case tracking, the Care Solace partnership will help the district increase equitable access to mental health, medical, housing, food, and community-based services while reducing barriers to care for our highest-need student populations. New action added for 2026-27 LCAP	$9,600.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,597,170	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.063%	0.000%	$0.00	4.063%

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 this approach for linguistically diverse student	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics 1.9 and 1.12 iReady Assessments, Reading and Mathematics 1.13 Amplify mCLASS DIBELS Reading 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
		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 average effect size of 0.60 across more than 400	

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
		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 Language in Palestine. Journal of Educational	

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
		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. **Scope:**	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, students from socioeconomically disadvantaged	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics 1.9 and 1.12 iReady Assessments, Reading and Mathematics 1.13 Amplify mCLASS DIBELS Reading 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
	LEA-wide	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:** There is a persistent need to close the opportunity gap for student groups such as	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. Through early identification and ongoing progress	1.5 English Learner Progress Indicator 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
	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	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 to ensure that all students, regardless of school	1.9 and 1.12 iReady Assessments, Reading and Mathematics 1.13 Amplify mCLASS DIBELS Reading Assessment 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
		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 to stable adult relationships. School site teams	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 interventions within Tier 2. Students with more	1.6 and 1.8 Academic performance on the California School Dashboard ELA and Mathematics 1.9 and 1.12 iReady Assessments, Reading and Mathematics 1.13 Amplify mCLASS DIBELS Reading Assessment 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
	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	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, engagement, and success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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:** Social-Emotional and Behavioral Support **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 group performed at the Red level for chronic	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 development. The behavioral lens was not	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
	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	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 counselor access during the early years 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
		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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$39,307,171	$1,597,170	4.063%	0.000%	4.063%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,223,876.00	$306,566.00	$0.00	$100,467.00	$5,630,909.00	$4,519,180.00	$1,111,729.00

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	$235,368.00	$750,000.00	$985,368.00				$985,368.00	
1	1.3	Implementation of Standards: English Language Arts	All	No			All Schools	Ongoing	$35,216.00	$31,000.00	$54,384.00	$11,832.00			$66,216.00	
1	1.4	Instructional Frameworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$89,385.00	$25,500.00	$71,068.00			$43,817.00	$114,885.00	
1	1.5	Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,573,155.00	$0.00	$1,573,155.00				$1,573,155.00	
1	1.6	Co-Teaching	All	No			All Schools	Ongoing	$89,399.00	$0.00	$89,399.00				$89,399.00	
1	1.7	Tier Two Academic Support in English Language Arts and Mathematics Partially funded by LREBG Funds	All	No			All Schools	Ongoing	$1,239,511.00	$0.00	$1,239,511.00				$1,239,511.00	
1	1.8	English language Development	All	No			All Schools	Ongoing	$103,920.00	$0.00	$103,920.00				$103,920.00	
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 ELA and Math Assessment and Reading Learning Pathway	All	No			All Schools	Ongoing	$0.00	$86,910.00		$86,910.00			$86,910.00	
1	1.11	Supplemental Intervention for English learners	English Language Learners	No			All Schools	Ongoing	$0.00	$40,000.00		$24,000.00		$16,000.00	$40,000.00	

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	1.12	Implementation of State Academic Standards: HistorySocial Science	All	No			All Schools	Ongoing	$22,419.00	$0.00	$22,419.00				$22,419.00	
1	1.13	Technology	All	No			All Schools	Ongoing	$42,585.00	$67,250.00	$109,835.00				$109,835.00	
1	1.14	LEAP Ahead Early Intervention Program	Socio-Economic Disadvantaged, Homeless, and Foster Youth	No				Ongoing	$224,176.00	$13,171.00	$237,347.00				$237,347.00	
1	1.15	Implement the Amplify m-Class Dibbles Reading Difficulties Risk Screener	All	No			All Schools	Ongoing	$2,442.00	$0.00	$2,442.00				$2,442.00	
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	$60,487.00	$21,366.00	$81,853.00				$81,853.00	
2	2.2	Social Emotional Learning	All	No			All Schools	Ongoing	$268,927.00	$27,000.00	$268,927.00	$17,000.00		$10,000.00	$295,927.00	
2	2.3	Social-Emotional and Behavioral Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$532,190.00	$0.00	$365,366.00	$166,824.00			$532,190.00	
2	2.4	Diversity, Equity, and Inclusion	All	No			All Schools	Discontinued	$0.00	$0.00	$0.00				$0.00	
2	2.5	Parent Education	All	No			All Schools	Ongoing	$0.00	$8,282.00	$8,282.00				$8,282.00	
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	$31,650.00	$1,000.00			$30,650.00	$31,650.00	
2	2.8	Meaningful and appropriate access to digital spaces	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.9	Student Choice and Agency	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.10	Care Solace Resource Services	All	No			All Schools	Ongoing	$0.00	$9,600.00	$9,600.00				$9,600.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$39,307,171	$1,597,170	4.063%	0.000%	4.063%	$3,076,810.00	0.000%	7.828 %	**Total:**	$3,076,810.00
								LEA-wide Total:	$3,076,810.00
								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	$985,368.00	
1	**1.4**	Instructional Frameworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,068.00	
1	**1.5**	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,573,155.00	
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	$81,853.00	
2	**2.3**	Social-Emotional and Behavioral Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$365,366.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,546,879.00	$4,805,695.00

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	$0.00
1	**1.2**	Implementation of State Academic Standards: Mathematics	Yes	$1,176,837.00	$236,978.00
1	**1.3**	Implementation of Standards: English Language Arts	No	$42,335.00	$43,419.00
1	**1.4**	Instructional Frameworks	Yes	$309,500.00	$142,869.00
1	**1.5**	Class Size	Yes	$1,657,060.00	$1,884,934.00
1	**1.6**	Co-Teaching	No	$94,531.00	$97,273.00
1	**1.7**	Tier Two Academic Support in English Language Arts and Mathematics	No	$826,306.00	$1,218,781.00
1	**1.8**	English language Development	No	$17,449.00	$23,697.00
1	**1.9**	Multi-Tiered Systems Of Support (MTSS) - Academic	Yes	$0.00	$0.00
1	**1.10**	i-Ready Assessment and Reading Learning Pathway	No	$50,000.00	$66,902.00
1	**1.11**	Supplemental Intervention for English learners	No	$50,000.00	$40,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	Implementation of State Academic Standards: HistorySocial Science	No	$0.00	$0.00
1	**1.13**	Technology	No	$89,400.00	$77,833.00
1	**1.14**	Transitional Kindergaten, Early Intervention Program	No	$513,388.00	$187,572.00
1	**1.15**	Implement the Amplify m-Class Dibbles Reading Difficulties Risk Screener	No	$55,546.00	$60,995.00
2	**2.1**	Multi-Tiered Systems of Support (MTSS) Social- Emotional/Behavior	Yes	$21,192.00	$19,643.00
2	**2.2**	Social Emotional Learning	No	$171,609.00	$171,745.00
2	**2.3**	School Counselors	Yes	$425,506.00	$478,426.00
2	**2.4**	Diversity, Equity, and Inclusion	No	$0.00	$0.00
2	**2.5**	Parent Education	No	$22,220.00	$23,978.00
2	**2.6**	Reduce Chronic Absenteeism	No	$0.00	$0.00
2	**2.7**	Parent Involvement and Support	No	$24,000.00	$30,650.00
2	**2.8**	Meaningful and appropriate access to digital spaces	No	$0.00	$0.00
2	**2.9**	Student Choice and Agency	No	$0.00	$0.00

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,602,725	$3,537,095.00	$2,762,850.00	$774,245.00	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	$1,176,837.00	$236,978.00		
1	**1.4**	Instructional Frameworks	Yes	$256,500.00	$142,869.00		
1	**1.5**	Class Size	Yes	$1,657,060.00	$1,884,934.00		
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	$21,192.00	$19,643.00		
2	**2.3**	School Counselors	Yes	$425,506.00	$478,426.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$39,024,035	$1,602,725	0.00%	4.107%	$2,762,850.00	0.000%	7.080%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024