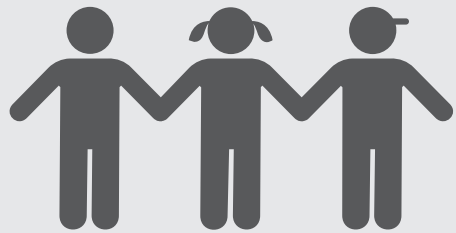


Local Control and Accountability Plan



Plan Summary, 2024-25



8,820 PreK-12th grade STUDENTS

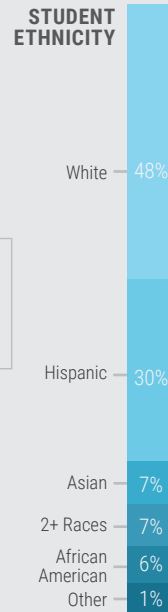


24 SCHOOLS

Elementary:	9	Preschool:	8
Middle School:	3	Alternative Ed:	1
High School:	2	Continuation:	1



CA DISTINGUISHED Schools



STUDENT GROUPS



DISTRICT STORY

Robust Career Technical Education Program

The district has a robust CTE program, including a growing STEM pathway to meet the demands of 21st century careers.



Nationally Ranked High Schools

U.S. News & World Report has named Golden High School as among the Best High Schools in the nation.



Mission Statement

Extraordinary achievement for all students while simultaneously closing the achievement gap.



LCAP HIGHLIGHTS

BROAD GOAL



Ensure College and Career Readiness for All

GOAL #1

Highlighted Actions

- 1.16 - Support student graduation, college readiness, AVID access, and AP/SAT accessibility.
- 1.18 - Expand CTE pathways with certifications, college credit, internships, and career exploration.

BROAD GOAL



Ensure English Proficiency for Multilingual Learners

GOAL #2

Highlighted Actions

- 2.2 - Provide teachers with PD on effective strategies for English learners.
- 2.5 - Coordinate timely, accurate reclassification cycles and guidelines and training.

BROAD GOAL



Foster Connected and Informed School Communities

GOAL #3

Highlighted Actions

- 3.8 - Ensure language access services.
- 3.12 - Security staff will support campus safety.
- 3.14 - Utilize the Let's Talk communication tool to increase the participation of parents.

REFLECTION: SUCCESSES



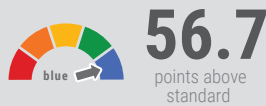
Graduation Rate

Indicator:
2023 CA School Dashboard



English Language Arts

Indicator:
2023 CA School Dashboard



English Learner Performance

Indicator:
2023 CA School Dashboard



Planned Actions to Maintain Progress:

- 1.6** - Offer integrated professional development on instructional practices, district priorities, and strategies to support English Learners and diverse student needs.
- 1.16** - Counselors guide students on graduation requirements, postsecondary planning, AVID participation, and access to AP and SAT/PSAT exams.
- 2.1** - Provide integrated and designated ELD instruction, appropriate scheduling, and essential ELD materials.
- 3.3** - Ensure access to digital tools, secure network infrastructure, and provide training for teachers, staff, and parents on digital literacy, citizenship, and future-ready skills.

REFLECTION: IDENTIFIED NEEDS



Chronic Absenteeism

Indicator:
2023 CA School Dashboard



Suspension Rate

Indicator:
2023 CA School Dashboard



Planned Actions to Address Needs:

- 1.12** - Implement a unified MTSS framework to address student needs, provide tiered interventions, and align school support plans with district goals.
- 1.21** - Deliver universal SEL instruction across all classrooms, with teacher training on SEL curriculum and effective practices.
- 3.4** - Monitor attendance, train staff, engage parents, and provide targeted outreach for chronically absent students.
- 3.7** - Implement PBIS with a focus on proactive strategies, restorative practices, anti-bullying efforts, and culturally responsive training to foster a positive school climate and reduce suspensions.

Engaging Educational Partners



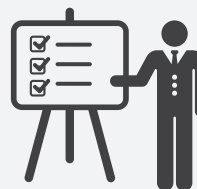
INPUT & FEEDBACK

Collected via Let's Talk & LCAP Survey



ADVISORY MEETINGS

Held



PUBLIC HEARING

Held



11

GROUPS

Involved

Groups include:
DCC, PAC, DELAC, Teachers, School Personnel, District and Site Administrators, Local Bargaining Units, Parents, Families, and Community.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview



SMMUSD has informed, consulted, & involved the community in the process of creating the LCAP as summarized above. Forms of communication included:

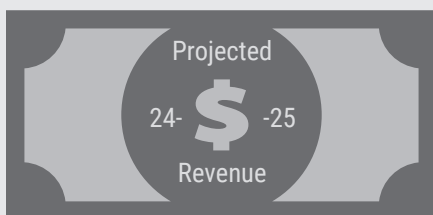


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$6,110,600
Supplemental Grant	
Base Grant	\$118,276,784
Other Revenue (state & local)	\$82,367,231
Federal Revenue	\$6,854,984

Total Revenue: \$213,609,599

...targeting disadvantaged students...

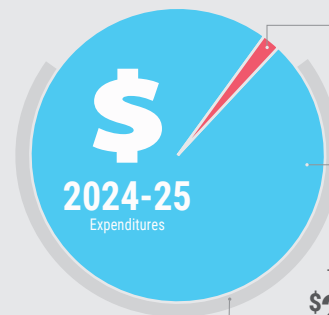


...resulting in increased service of...

5.3%

2024-25 Expected Service Improvement Using:
\$6,110,600
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



LCAP Expenditures for High Needs Students:
\$6,100,036

LCAP Expenditures:
\$317,635,245

Total General Fund Expenditures:
\$221,525,280

...which is reported on the following year

2023-24	Expenditures for High Needs Students:	
	Budgeted	Actual
	\$5,842,853	\$5,842,853

BROAD GOAL

GOAL
#1



Ensure College and Career Readiness for All

STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

Outcome ID	Icon	Description	Observed Outcomes	Targeted Outcome										
1.1		MAINTAIN FULLY CREDENTIALLED AND ASSIGNED TEACHERS	<table border="1"> <tr><th>OBSERVED OUTCOMES</th></tr> <tr><td>Baseline</td><td>100%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	OBSERVED OUTCOMES	Baseline	100%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>TARGETED OUTCOME</th></tr> <tr><td>Year 3</td><td>= 100%</td></tr> </table>	TARGETED OUTCOME	Year 3	= 100%
OBSERVED OUTCOMES														
Baseline	100%													
Year 1	TBD													
Year 2	TBD													
TARGETED OUTCOME														
Year 3	= 100%													
1.2		MAINTAIN SUFFICIENCY OF STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS	<table border="1"> <tr><th>OBSERVED OUTCOMES</th></tr> <tr><td>Baseline</td><td>100%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	OBSERVED OUTCOMES	Baseline	100%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>TARGETED OUTCOME</th></tr> <tr><td>Year 3</td><td>= 100%</td></tr> </table>	TARGETED OUTCOME	Year 3	= 100%
OBSERVED OUTCOMES														
Baseline	100%													
Year 1	TBD													
Year 2	TBD													
TARGETED OUTCOME														
Year 3	= 100%													
1.3		IMPROVE COMPLETION OF A-G REQUIREMENTS	<table border="1"> <tr><th>OBSERVED OUTCOMES</th></tr> <tr><td>Baseline</td><td>55%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	OBSERVED OUTCOMES	Baseline	55%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>TARGETED OUTCOME</th></tr> <tr><td>Year 3</td><td>↑ 75%</td></tr> </table>	TARGETED OUTCOME	Year 3	↑ 75%
OBSERVED OUTCOMES														
Baseline	55%													
Year 1	TBD													
Year 2	TBD													
TARGETED OUTCOME														
Year 3	↑ 75%													
1.4		INCREASE CTE PATHWAY COMPLETION RATE	<table border="1"> <tr><th>OBSERVED OUTCOMES</th></tr> <tr><td>Baseline</td><td>1.3%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	OBSERVED OUTCOMES	Baseline	1.3%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>TARGETED OUTCOME</th></tr> <tr><td>Year 3</td><td>↑ 75% or higher</td></tr> </table>	TARGETED OUTCOME	Year 3	↑ 75% or higher
OBSERVED OUTCOMES														
Baseline	1.3%													
Year 1	TBD													
Year 2	TBD													
TARGETED OUTCOME														
Year 3	↑ 75% or higher													
1.5		INCREASE % OF STUDENTS COMPLETING BOTH A-G AND CTE PATHWAYS	<table border="1"> <tr><th>OBSERVED OUTCOMES</th></tr> <tr><td>Baseline</td><td>0.8%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	OBSERVED OUTCOMES	Baseline	0.8%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>TARGETED OUTCOME</th></tr> <tr><td>Year 3</td><td>↑ 75% or higher</td></tr> </table>	TARGETED OUTCOME	Year 3	↑ 75% or higher
OBSERVED OUTCOMES														
Baseline	0.8%													
Year 1	TBD													
Year 2	TBD													
TARGETED OUTCOME														
Year 3	↑ 75% or higher													
1.6		INCREASE % OF STUDENTS PASSING AP EXAMS (passing with a score of 3 or higher)	<table border="1"> <tr><th>OBSERVED OUTCOMES</th></tr> <tr><td>Baseline</td><td>68.6%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table>	OBSERVED OUTCOMES	Baseline	68.6%	Year 1	TBD	Year 2	TBD	<table border="1"> <tr><th>TARGETED OUTCOME</th></tr> <tr><td>Year 3</td><td>↑ 80%</td></tr> </table>	TARGETED OUTCOME	Year 3	↑ 80%
OBSERVED OUTCOMES														
Baseline	68.6%													
Year 1	TBD													
Year 2	TBD													
TARGETED OUTCOME														
Year 3	↑ 80%													

EXPECTED 2024-25 MEASURABLE OUTCOMES


1.7



IMPROVE % OF STUDENTS PREPARED FOR COLLEGE IN ELA & MATH

OBSERVED OUTCOMES	
Baseline	81% ELA, 48% Math
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑85% ELA, 75% Math


1.8



IMPROVE HIGH SCHOOL GRADUATION RATE

OBSERVED OUTCOMES	
Baseline	95.2%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑95%


1.9



REDUCE HIGH SCHOOL DROPOUT RATE

OBSERVED OUTCOMES	
Baseline	2.9%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓5% or less


1.10



INCREASE COLLEGE/ CAREER READINESS

OBSERVED OUTCOMES	
Baseline	58.9%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑75% or higher


1.11



INCREASE % OF STUDENTS COMPLETING BOTH A-G AND CTE PATHWAYS

OBSERVED OUTCOMES	
Baseline	0%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=0%


1.12



INCREASE ELA PROFICIENCY (measured on CAASPP)

OBSERVED OUTCOMES	
Baseline	73%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑85%


1.13



INCREASE ELA PROFICIENCY (measured on CAASPP)

OBSERVED OUTCOMES	
Baseline	58%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑65%

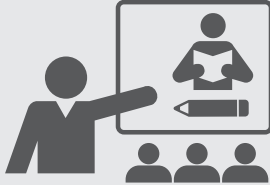
1.14



INCREASE CALIFORNIA SCIENCE TEST (CAST) PROFICIENCY

OBSERVED OUTCOMES	
Baseline	57.91%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑65%

1.15




INCREASE PROFICIENCY IN ELA (measured on Renaissance Star Early Literacy and Star Reading Assessment)

OBSERVED OUTCOMES	
Baseline	67% Early Literacy, 71% Star Reading
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑85%

EXPECTED 2024-25 MEASURABLE OUTCOMES


1.16



INCREASE MATH PROFICIENCY
(measured as % of students at or above benchmark on Renaissance Star Math assessment)

OBSERVED OUTCOMES	
Baseline	76%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 85%


1.17



IMPROVE PARTICIPATION IN RENAISSANCE STAR EARLY LITERACY/ READING AND STAR MATH

OBSERVED OUTCOMES		
Baseline	89%	91%
	Reading	Math
Year 1	TBD	
Year 2	TBD	
TARGETED OUTCOME		
Year 3	↑ 95%	


1.18



IMPROVE PROFICIENCY IN ELA INTERIM ASSESSMENT BLOCKS (IBA)
(increase proficiency to level 3)

OBSERVED OUTCOMES	
Baseline	No Data to Report
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 65%


1.19



IMPROVE PROFICIENCY IN MATH INTERIM ASSESSMENT BLOCKS (IBA)
(increase proficiency to level 3)

OBSERVED OUTCOMES		
Baseline	28%	48%
	Level 2	Level 3
Year 1	TBD	
Year 2	TBD	
TARGETED OUTCOME		
Year 3	↑ 60%	


1.20



IMPROVE PARTICIPATION RATE ON ELA AND MATH CAASPP & IAB

OBSERVED OUTCOMES		
Baseline	86%	89%
	ELA	Math
Year 1	TBD	
Year 2	TBD	
TARGETED OUTCOME		
Year 3	↑ 95%	


1.21



IMPROVE TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

OBSERVED OUTCOMES	
Baseline	New Metric
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 85% or higher

1.22






INCREASE NUMBER OF SCHOOLS TRAINED IN PBL
(project-based learning)




OBSERVED OUTCOMES	
Baseline	1
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%






PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.1 -	Fiscal Responsibility and Transparency: Develop and publish an annual fiscal plan aligned with district goals, ensure continuous monitoring and auditing of finances, and train staff in budget management, payroll, and purchasing procedures.	\$6,662,611
1.2 -	Recruitment and Staff Diversity: Recruit top-quality, diverse staff through partnerships and refined practices, support retention with mentorship and professional development, and ensure all teachers are fully credentialed and appropriately assigned.	\$6,755,329
1.3 -	Equity-Focused Induction and Orientation: Implement New Teacher and Administrator Induction Programs with mentorship and professional learning to support retention, and provide orientations for new staff on district priorities and practices.	\$1,422,812
1.4 -	Administrator Professional Development: Provide monthly training for administrators (<i>compliance, data analysis, district priorities, and leadership</i>), with collaborative sessions for shared problem-solving and resource sharing across school sites.	\$20,500,038
1.5 -	Compliance Training and Support: Provide annual staff training on required policies and procedures, with ongoing compliance support for Special Education staff and collaboration with SELPA to address specific training needs.	\$1,417,008
1.6 -	Integrated Professional Development for Teachers: Deliver interconnected professional development on effective teaching practices, culturally responsive strategies, and supports for English Learners and unduplicated students.	\$2,191,350
1.7 -	Instructional Coaching Support: Instructional Coaches will build teacher capacity through coaching, aligned professional development, and data-driven support to strengthen instructional practices and close achievement gaps for unduplicated students.	\$1,231,176
1.8 -	Site Leadership Team and School Implementation Plan: Establish Site Leadership Teams to drive data-driven improvements, implement research-based practices, and lead professional development focused on supporting unduplicated students through a School Implementation Plan.	\$360,750
1.9 -	Standards-Aligned Curriculum: Provide updated, standards-aligned textbooks and curriculum guides with Social Justice Standards to support consistent, high-quality instruction.	\$402,162
1.10 -	DEI and BCE Strategic Plan: Collect data and input to guide a strategic plan for Diversity, Equity, Inclusion, Belonging, Curiosity, and Empowerment, with embedded professional development and school-based committees to support these core values.	\$150,000

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.11	Special Education Support: Strengthen co-taught classes, provide behavioral and instructional training, and support inclusive practices for students with disabilities.	\$191,986
1.12	Multi-Tiered Systems of Support (MTSS): Implement an MTSS framework to address students' academic, social, and emotional needs through aligned resources, professional development, and tiered interventions, with focused support for unduplicated students.	\$115,687
1.13	Targeted Assessment and Support: Use diagnostic testing and data-driven interventions, including dyslexia screening and Tier III support, to address academic needs, with a focus on English Learners, Foster Youth, and Low-Income students.	\$712,776
1.14	Summer School Programs: Provide academic support, credit recovery, enrichment, and college credit opportunities for eligible students.	\$1,615,488
1.15	Expanded Learning Opportunities Program (ELO-P): Provide before- and after-school enrichment for TK-6th grade unduplicated students through partnerships and hands-on activities, with regular input and evaluation.	\$2,024,550
1.16	College and Career Readiness: Counselors support graduation, A-G progress, AVID recruitment, and AP/SAT access.	\$179,538
1.17	Dual Enrollment: Expand dual enrollment programs to offer high school students early college credit through partnerships with local colleges.	N/C
1.18	Career Technical Education (CTE): Expand CTE pathways with industry certifications, college credit, and work-based learning, and provide career-focused education from elementary through high school.	\$821,689
1.19	Project-Based Learning (PBL) Training: Train all teachers in Project-Based Learning to enhance college, career readiness, and foster student belonging and empowerment.	\$134,543
1.20	American Cultures and Ethnic Studies (ACES): Expand ACES courses to meet educational standards and enhance cultural relevance, embedding social justice standards into curriculum.	N/C
1.21	Social-Emotional Learning (SEL) Instruction: Provide universal SEL instruction for TK-12 students, with training for teachers in SEL curriculum and practices like Responsive Classroom techniques.	\$173,559
1.22	Environmental Education: Implement the district Sustainability Plan by integrating environmental education across subjects, gathering community input, and building partnerships with local organizations.	\$143,120

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.23 - Visual and Performing Arts (VAPA):	Expand P-12 visual and performing arts programs with district-wide events and site-level opportunities, using Prop 28 funding to enhance arts education.	\$4,226,267
1.24 - Elementary Physical Education Coordination:	Ensure elementary PE is led by credentialed teachers, with program oversight and scheduling by district leadership.	\$973,328
1.25 - Transitional Kindergarten (TK) Expansion:	Expand the TK program district-wide with 12:1 staffing, Reggio Emilia-based materials, dedicated instructional coaching, and inclusive TK classes for students with IEPs.	\$277,966
1.26 - Library and Classroom Literacy Support:	Provide library staff and funding to maintain culturally responsive, current resources, and supply diverse read-aloud books for TK-8 classrooms that align with district values and Social Justice standards.	\$2,097,535



GOAL #1
SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$32,835,895

Actual
\$43,414,522

2024-25

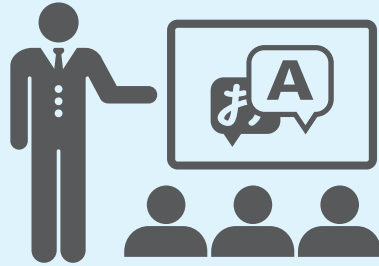
Budgeted expenditures contributing to increased or improved services:
\$5,241,541

Total Budgeted expenditures for 2024-25
\$54,781,268



BROAD GOAL

GOAL #2



Ensure English Proficiency for Multilingual Learners

STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>2.1</p> <p>IMPROVE ENGLISH LEARNER RECLASSIFICATION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>18%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 20% or higher</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	18%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 20% or higher	<p>2.2</p> <p>MAINTAIN ENGLISH LEARNER PROGRESS INDICATOR OVERALL SCORE</p>	<p>2.3</p> <p>IMPROVE ENGLISH LEARNER PROFICIENCY ON SUMMATIVE ELPAC ASSESSMENT (measured as level 1-4: minimally developed to well developed)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>Level 4: 37.63% Level 3: 38.49% Level 2: 16.67% Level 1: 7.22%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ Level 4: 40% Level 3: 38.49% Level 2: 20% Level 1: 20%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	Level 4: 37.63% Level 3: 38.49% Level 2: 16.67% Level 1: 7.22%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ Level 4: 40% Level 3: 38.49% Level 2: 20% Level 1: 20%
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<p>2.4</p> <p>IMPROVE % OF STUDENTS PROCESSING ON ELPAC ASSESSMENT</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>18.8%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 20%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	18.8%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 20%	<p>2.5</p> <p>IMPROVE ENGLISH LEARNER PROFICIENCY IN ELA (measured as % meeting or exceeding standard: level 3 & 4)</p>	<p>2.6</p> <p>IMPROVE ENGLISH LEARNER PROFICIENCY IN MATH (measured as % meeting or exceeding standard: level 3 & 4)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>5.82% Level 4 15.27% Level 3</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 30%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	5.82% Level 4 15.27% Level 3	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 30%
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Year 3	↑ 30%																											

EXPECTED 2024-25 MEASURABLE **OUTCOMES**


2.7



IMPROVE ENGLISH LEARNER PROFICIENCY IN ELA ON RENAISSANCE STAR READING ASSESSMENT
(measured as at or above benchmark)

OBSERVED OUTCOMES	
Baseline	18%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑25%


2.8



IMPROVE ENGLISH LEARNER PROFICIENCY IN MATH ON RENAISSANCE STAR READING ASSESSMENT
(measured as at or above benchmark)

OBSERVED OUTCOMES	
Baseline	63.5%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	=63%


2.9



INCREASE EL PARTICIPATION RATE IN RENAISSANCE STAR EARLY LITERACY/STAR READING & MATH

OBSERVED OUTCOMES		
Baseline	92% Reading	89% Math
Year 1	TBD	
Year 2	TBD	
TARGETED OUTCOME		
Year 3	↑95%	


2.10



IMPROVE % OF EL STUDENTS PROFICIENCY IN ELA ON CAASPP AND ELA IAB
(exceeding standard)

OBSERVED OUTCOMES	
Baseline	No Data to Report
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑25%

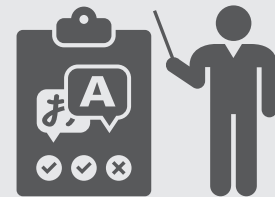
2.11



IMPROVE % OF EL STUDENTS PROFICIENCY IN MATH ON CAASPP AND ELA IAB
(exceeding standard)

OBSERVED OUTCOMES	
Baseline	Exceed Standard: 9% Near Standard: 44%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑30%


2.12



IMPROVE % OF COMPLETED TEACHER INPUT FORMS IN ELLEVATION

OBSERVED OUTCOMES		
Baseline	EL Progress: New TBD	Reclassification: 100%
	RFEP Progress: New TBD	
Year 1	TBD	
Year 2	TBD	
TARGETED OUTCOME		
Year 3	↑ EL Progress: TBD Reclassification: 100% RFEP Progress: 100%	


2.13



REDUCE % OF LONGTERM ENGLISH LEARNERS

OBSERVED OUTCOMES	
Baseline	0-3 Years: 302 At-risk 4-5 Years: 62 LTEL 6+ Years: 113 Not at risk: 205
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓5% annually

2.14






INCREASE # OF STUDENTS MEETING CRITERIA FOR STATE SEAL OF BILITERACY

OBSERVED OUTCOMES	
Baseline	150
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑2% annually



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.1 - Support for English Language Development: Embed Integrated English Language Development in all classes, provide daily Designated ELD instruction, align schedules to support ELD access, and supply teachers with essential ELD materials.	\$15,693
	2.2 - Professional Development for English Learner Support: Provide teachers with professional development on effective strategies for English Learners, including ELD practices, culturally responsive instruction, and targeted math support at Santa Monica High School.	N/C
	2.3 - Targeted Support for English Learners: Provide additional ELD for EL students needing extra help, with targeted instruction for 4th-5th graders and secondary ELs, bilingual assistance in core classes, supplemental academic vocabulary instruction, summer school, and translation devices for newcomers.	\$1,334,626
	2.4 - Efficient ELPAC Testing: Use roving teachers to conduct ELPAC testing for consistency, and provide substitute coverage for special education teachers conducting Alternative ELPAC testing.	\$58,370
	2.5 - Consistent Reclassification Process: Coordinate timely and accurate reclassification cycles for English Learners, provide clear reclassification guidelines and training, and use the Ellevation platform to document requirements and parent involvement.	N/C
	2.6 - Comprehensive Progress Monitoring for English Learners: Establish a rigorous process to monitor academic and language progress for EL and RFEP students, provide interventions if needed, and communicate progress, reclassification criteria, and home support strategies to parents.	\$8,250



GOAL #2 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$1,325,789
Actual
\$1,210,725

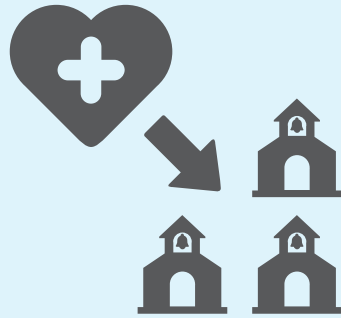
2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$1,342,876

Total Budgeted expenditures for 2024-25
\$1,416,939

BROAD GOAL

GOAL #3



Foster Connected and Informed School Communities

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>3.1</p> <p>IMPROVE SCHOOL'S FIT RATING</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>Poor: 0 Fair: 10 Good: 4 Exemplary: 0</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ Good or Exemplary</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	Poor: 0 Fair: 10 Good: 4 Exemplary: 0	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ Good or Exemplary	<p>3.2</p> <p>INCREASE % OF MAINTENANCE WORK ORDER COMPLETION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>Maintenance: 93% Operations: 92% Total Completed: 94%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 100%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	Maintenance: 93% Operations: 92% Total Completed: 94%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 100%	<p>3.3</p> <p>MAINTAIN INTERACTIVE TECHNOLOGY (% of classrooms with and % of students with access to technology)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>= 100%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	100%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	= 100%
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<p>3.4</p> <p>IMPROVE AVERAGE DAILY ATTENDANCE RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>17.1%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 95%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	17.1%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 95%	<p>3.5</p> <p>REDUCE CHRONIC ABSENTEEISM RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>17.1%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 5% or lower</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	17.1%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 5% or lower	<p>3.6</p> <p>MAINTAIN SUSPENSION RATE</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>2.1%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>= 3% or lower</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	2.1%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	= 3% or lower
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EXPECTED 2024-25 MEASURABLE **OUTCOMES**

3.7



MAINTAIN EXPULSION RATES

OBSERVED OUTCOMES	
Baseline	0%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= <1%

3.8



REDUCE % OF STUDENTS WHO HAVE BEEN BULLIED
(measured as students reporting 2-3 times a month on Olweus Bullying Questionnaire)

OBSERVED OUTCOMES	
Baseline	15%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	X


3.9



INCREASE NUMBER OF SCHOOLS TRAINED IN RESTORATIVE JUSTICE

OBSERVED OUTCOMES	
Baseline	5
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%


3.10



IMPROVE STUDENTS' PERCEPTION OF SCHOOL SAFETY
(based on the California Healthy Kids Survey)

OBSERVED OUTCOMES	
Baseline	Grade 5: 88% Grade 7: 72% Grade 9: 70% Grade 11: 71%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ X

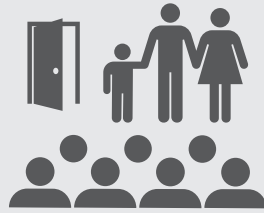
3.11



INCREASE OPPORTUNITIES FOR PARENT INPUT
(parents agreeing school actively seeks input of parents before making important decisions)

OBSERVED OUTCOMES	
Baseline	64%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 90%


3.12



INCREASE PARENT PARTICIPATION
(% of parents who are satisfied with opportunities to be involved in child's education)

OBSERVED OUTCOMES	
Baseline	86%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 90%


3.13



MAINTAIN LCAP PAC PARTICIPATION

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%


3.14



MAINTAIN % OF SCHOOLS' SSC'S MEETING COMPOSITION REQUIREMENTS FOR INPUT

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%


3.15



MAINTAIN % OF SCHOOL SITES REPRESENTED ON DELAC




OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%

EXPECTED 2024-25 MEASURABLE OUTCOMES




<p>3.16</p>  <p>INCREASE # OF DISTRICT PARENT EDUCATIONAL EVENTS</p>	OBSERVED OUTCOMES	
	Baseline	10+
	Year 1	TBD
	Year 2	TBD
	TARGETED OUTCOME	
Year 3	↑ 15+	



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
	3.1 - Campus Maintenance and Safety: Maintain clean, functional, and safe facilities by addressing repairs, ensuring custodial training, tracking work orders, following security protocols, and funding deferred maintenance for ongoing improvements.	\$33,431,199
	3.2 - Facility Planning for Innovative Learning: Use SMMUSD Educational Specifications to guide and prioritize construction and modernization projects that enhance student engagement and future-ready skills, and inform educational partners through planning and community meetings.	\$211,137,170
	3.3 - Comprehensive Educational Technology Support: Evaluate and provide instructional technology, ensure secure digital access, support connectivity, and offer professional development to teachers, staff, and parents to enhance digital literacy, citizenship, and future-ready skills.	\$8,973,425
	3.4 - Comprehensive Attendance Support: Train staff, monitor attendance, communicate with families, and provide targeted outreach for chronically absent students to support consistent attendance and foster a positive school environment.	\$452,752
	3.5 - Student Health and Wellness Support: Provide assistance for school-based medical needs and offer health-related training for staff and parents.	\$3,269,885
	3.6 - Mental Health and Wellness Support: Provide counseling services, wellness spaces, social-emotional training, and inclusive support resources for students and staff.	\$383,603

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
3.7 - Positive Behavior and Culture Support:	Implement PBIS with proactive strategies, anti-bullying curriculum, restorative practices, and culturally responsive training to foster a positive school climate and reduce suspensions.	\$10,600
3.8 - Restorative Justice Implementation:	Train all staff in Restorative Justice practices, use community-building circles in classrooms, and engage parents to foster a respectful, connected school environment.	\$265,582
3.9 - Campus Security and Safety:	Maintain campus security with electronic systems, on-campus Security Officers, emergency response training, regular drills, and comprehensive annual safety plans.	\$2,162,431
3.10 - Parent and Student Engagement:	Encourage input and participation through advisory committees, surveys, town halls, engagement activities, and recruit diverse parent representatives for the LCAP Parent Advisory Committee.	N/C
3.11 - Family Communication and Engagement:	Share updates through digital platforms, newsletters, events, and two-way tools like "Let's Talk" to keep families informed and engaged.	\$19,000
3.12 - Parent and Family Engagement Support:	Develop and share a Parent Engagement Compact and Policy, support parent advisory groups (<i>ELAC and SSC</i>), and provide resources and guidance for meaningful, consistent parent involvement.	\$180,367
3.13 - English Learner Parent Engagement:	Ensure all ELACs are represented on DELAC, gather input to support EL students, and provide valuable resources and information for EL parents at DELAC meetings.	N/C
3.14 - Bilingual Support for Families:	Spanish Bilingual Community Liaisons will engage families, connect them to resources, and provide interpretation at events, with translation available online for other languages.	\$1,089,294
3.15 - Parent Education Opportunities:	Offer parent education events based on community needs, available in-person or online with Spanish interpretation, and provide resources for later access.	\$97,094



GOAL #3 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$43,002,363
Actual
\$40,791,620

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$2,498,292

Total Budgeted expenditures for 2024-25
\$261,472,402

Abbreviations: *AP* (Advanced Placement), *BCE* (Belonging, Curiosity, and Empowerment), *CAASPP* (California Assessment of Performance and Progress), *CAST* (California Science Test), *CTE* (Career and Technical Education), *DCC* (District Consultation Committee), *DEI* (Diversity, Equity, Inclusion), *DELAC* (District English Learner Advisory Council), *EL* (English Learner), *ELA* (English-Language Arts), *ELAC* (English Learner Advisory Committee), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessment for California), *EO* (English Only), *FY* (Foster Youth), *IAB* (Interim Assessment Blocks), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *LI* (Low Income), *MDTP* (Mathematics Diagnostic Testing Project), *PAC* (Parent Advisory Committee), *PBL* (Project-Based Learning), *PD* (Professional Development), *PLC* (Professional Learning Communities), *PreK* (Preschool), *RTI* (Response to Intervention), *SSC* (School Site Council), *SED* (Socioeconomically Disadvantaged), *SMMUSD* (Santa Monica Malibu Unified School District), *SWD* (Students With Disabilities), *TBD* (To Be Determined), *VAPA* (Visual and Performing Arts).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	↘ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



For More Details

This infographic provides a high-level summary only and is based on the full


141
 page text LCAP

For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.



Santa Monica Malibu Unified School District, 1717 4th St. Santa Monica, CA 90401; (310) 450-8338; www.smmusd.org; CDS#19649800000000
 Assistant Superintendent: Stacy Williamson, EdD, Email: swilliamson@smmusd.org