



San Juan Unified
SCHOOL DISTRICT

2024-2027 Local Control Accountability Plan

*Adopted by the San Juan Unified School District Board of Education on June 25th, 2024
Approved by the Sacramento County Office of Education on September 16th, 2024*

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Unified School District

CDS Code: 34674470000000

School Year: 2024-25

LEA contact information:

Gianfranco Tornatore

Director, Continuous Improvement and LCAP

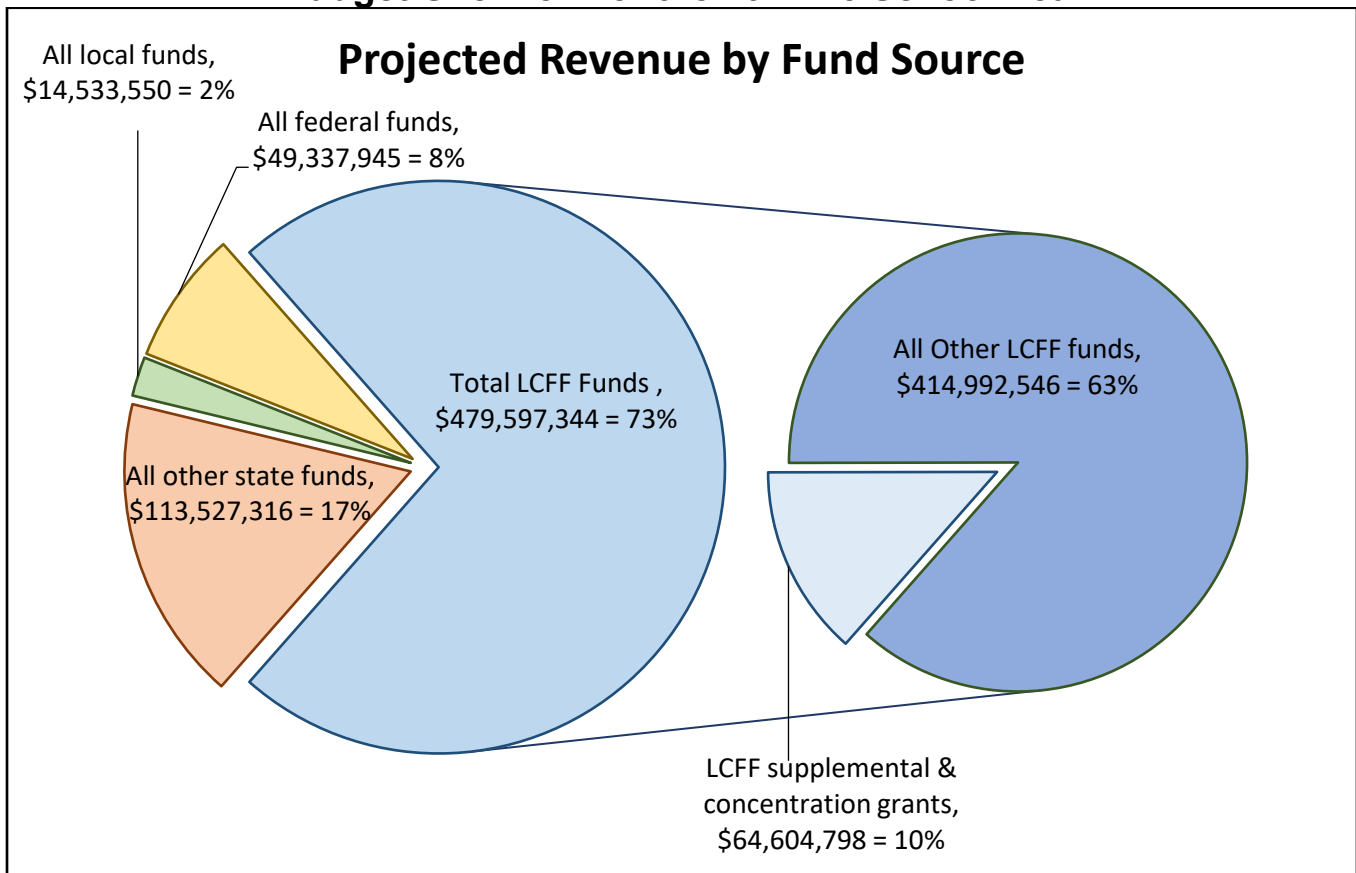
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

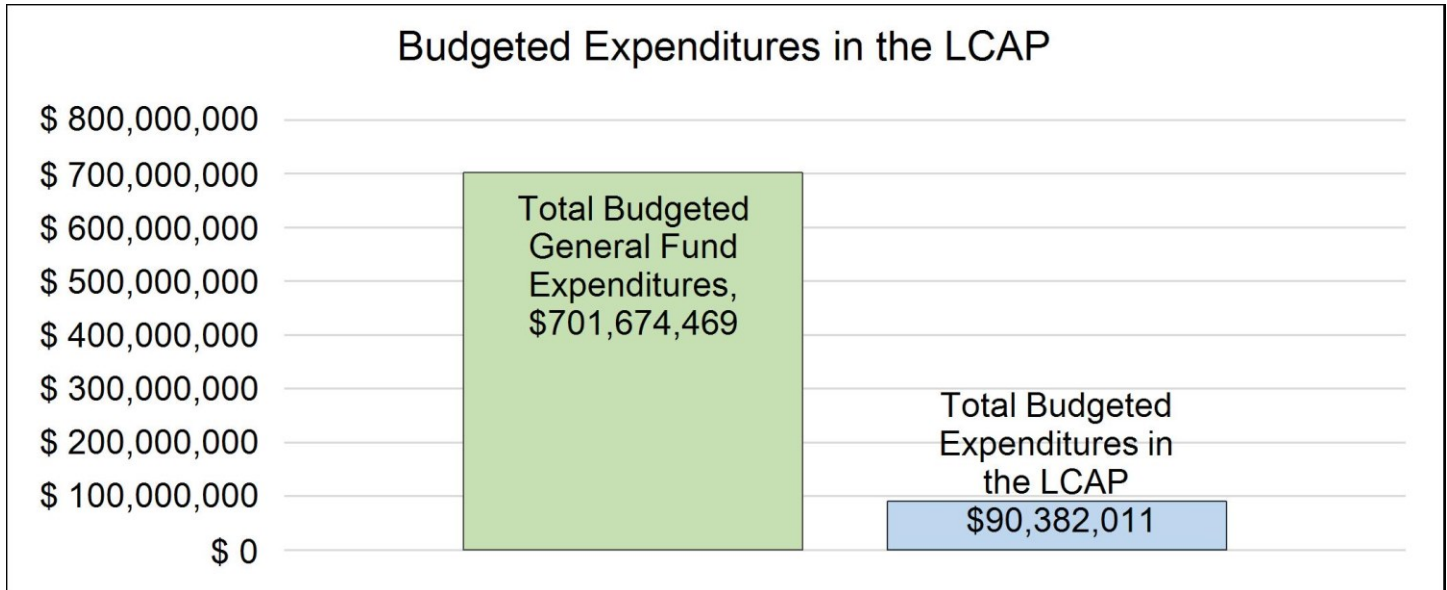


This chart shows the total general purpose revenue San Juan Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Juan Unified School District is \$656,996,155, of which \$479,597,344 is Local Control Funding Formula (LCFF), \$113,527,316 is other state funds, \$14,533,550 is local funds, and \$49,337,945 is federal funds. Of the \$479,597,344 in LCFF Funds, \$64,604,798 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Juan Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Juan Unified School District plans to spend \$701,674,469 for the 2024-25 school year. Of that amount, \$90,382,011 is tied to actions/services in the LCAP and \$611,292,458 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following:

- District and school general operating and housekeeping expenses
- Routine repair and maintenance
- Insurance
- Transportation
- Instructional materials and resources
- Special education
- Other certificated and classified employee salaries and benefits

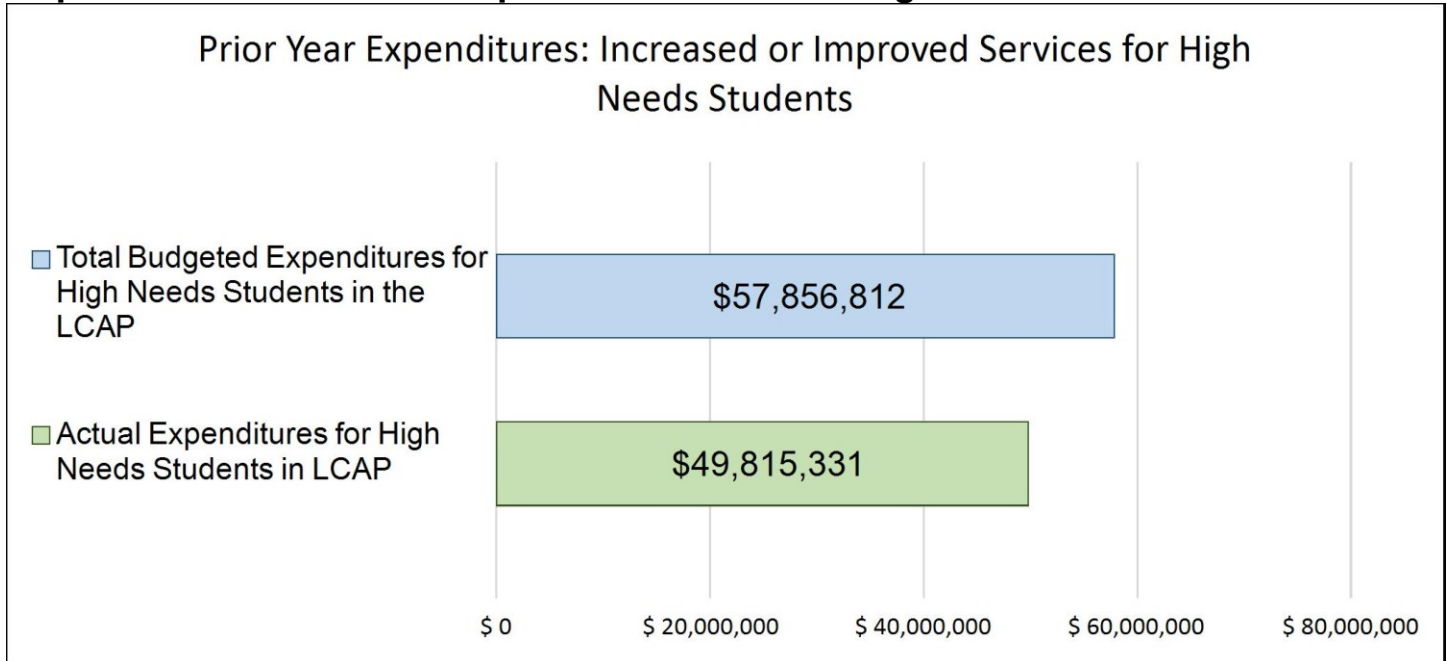
These expenditures, while not included in the Local Control and Accountability Plan, are integral to the district's ability to serve students and families. In 2024-25, San Juan Unified School District (SJUSD) will be deficit spending to reduce funding reserves.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Juan Unified School District is projecting it will receive \$64,604,798 based on the enrollment of foster youth, English learner, and low-income students. San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Unified School District plans to spend \$74,903,555 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 2023-24



This chart compares what San Juan Unified 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 San Juan Unified 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 2023-24, San Juan Unified School District's LCAP budgeted \$57,856,812 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent \$49,815,331 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$8,041,481 had the following impact on San Juan Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$-8,041,481 had the following impact on San Juan Unified School District's ability to increase or improve services for high needs students: Actual 2023-24 expenditures are preliminary. The final numbers for the year will be available in August 2024. Looking across goals 1-5, the difference between our planned expenditures and preliminary actual expenditures was due to staffing and substitute shortages, and shifts in funding to sources outside of the LCAP. The impact of the difference in funding resulted in the inability to fully implement some actions as planned. Additionally, the impact of the difference in funding results in carryover funding for the upcoming 2024-25 school year.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Unified School District	Gianfranco Tornatore Director, Continuous Improvement and LCAP	gianfranco.tornatore@sanjuan.edu 916-971-7931

Goals and Actions

Goal

Goal #	Description
1	Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

Measuring and Reporting Results

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HIM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism: Percentage of students who are chronically absent in grades TK-8.	2018-19 Overall: 13.0% Disparity: 13.6% AA: 25.7% HIS: 14.7% WH: 10.6%	2021-22 Overall: 32.7% Disparity: 20.5% AA: 50.7% HIS: 38.9% WH: 28.7%	2022-23 Overall: 32.5% Disparity: 20.6% AA: 48.2% HIS: 37.5% WH: 29.4%	2023-24 Overall: 22.5% Disparity: 22.5% AA: 38.9% HIS: 27.4% WH: 18.9%	All: <10% Disparity: <8.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - Q-SIS	EL: 12.4% RFEP: 5.9% SWD: 19.2% SED: 17.7% FY: 25.0% HM: 26.6%	EL: 30.0% RFEP: 23.1% SWD: 40.4% SED: 38.2% FY: 41.0% HM: 53.2%	EL: 29.6% RFEP: 23.4% SWD: 39.0% SED: 38.2% FY: 38.5% HM: 53.1%	EL: 20.7% RFEP: 15.8% SWD: 28.7 SED: 28.5 FY: 38.2% HM: 45.0	
Attendance: Attendance rates for students in TK-8.	2018-19 Overall: 95.2% Disparity: 2.6%	2021-22 Overall: 90.6% Disparity: 6.5%	2022-23 Overall: 87.4% Disparity: 4.7%	2023-24 Overall: 93.3% Disparity 5.1%	All: >95% Disparity: <2%
Metric Source: Local - Q-SIS	AA: 93.2% HIS: 94.8% WH: 95.5% EL: 95.0% RFEP: 96.6% SWD: 93.8% SED: 94.3% FY: 92.6% HM: 92.7%	AA: 84.9% HIS: 89.5% WH: 91.6% EL: 91.5% RFEP: 93.4% SWD: 88.3% SED: 89.2% FY: 88.8% HM: 84.1%	AA: 82.7% HIS: 85.9% WH: 88.1% EL: 89.9% RFEP: 86.4% SWD: 84.4% SED: 86.5% FY: 83.1% HM: 85.2%	AA: 89.8 % HIS: 92.3% WH: 93.9% EL: 93.7% RFEP: 94.7% SWD: 91.9% SED: 92.0% FY: 90.7% HM: 88.2%	
Parent and Family Engagement: District ratings on the parent and family engagement tool in all three areas: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making. Metric Source: Local Performance Indicator	2020-21 Relationships: Level 3 Partnerships: Level 2 Input: Level 3	2020-21 Relationships: Level 3 Partnerships: Level 2 Input: Level 3	2021-22 Relationships: Level 3 Partnerships: Level 3 Input: Level 3	2022-23 Relationships: Level 3.75 Partnerships: Level 3.5 Input: Level 3.25	All: Level 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
- Parent and Family Engagement Self-Reflection Tool					
<p>Participation, Engagement, and Motivation: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Participation/Engagement/Motivation.</p> <p>Metric Source: Local - District Climate Survey</p>	<p>2019-20 Students: 50.8% of schools Staff: 73.0% of schools Parents: 92.1% of schools</p>	<p>2021-22 Students: 52.2% of schools Staff: 80.6% of schools Parents: 61.2% of schools</p>	<p>2022-23 Students: 20.6% of schools Staff: 80.9% of schools Parents: 83.9% of schools</p>	<p>2023-24 Students: 7.7% of schools Staff: 81.5% of schools Parents: 92.3% of schools</p>	<p>All: >70% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"</p>
<p>High Expectations and Caring Relationships: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to High Expectations/Caring Relationships.</p> <p>Metric Source: Local - District Climate Survey</p>	<p>2019-20 Students: 76.2% of schools Staff: 85.7% of schools Parents: 93.7% of schools</p>	<p>2021-22 Students: 67.2% of schools Staff: 83.6% of schools Parents: 88.1% of schools</p>	<p>2022-23 Students: 50.0% of schools Staff: 79.4% of schools Parents: 73.5% of schools</p>	<p>2023-24 Students: 33.8% of schools Staff: 78.5% of schools Parents: 76.9% of schools</p>	<p>All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Staffing Ethnic Diversity: Percentage of staff reflects the ethnic diversity of the student population for SJUSD.</p> <p>Metric Source: CALPADS</p>	<p>2019-20 Non-White Certificated: 21.0% Non-White Classified: 26.0%</p>	<p>2020-21 Non-White Certificated: 23% Non-White Classified: 28%</p>	<p>2021-22 Non-White Certificated: 19.8% Non-White Classified: 27.6%</p>	<p>2022-23 Non-White Certificated: 20.0% Non-White Classified: 32.1%</p>	<p>Non-White Certificated Staff: 24% Non-White Classified Staff: 29%</p>
<p>Parent Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, MKV, and SWD in leadership roles (e.g. School Site Council, Bond Oversight, C&S, Facilities, WSCC, ELAC, DELAC, CAC, LCAP PAC, SPAC, etc.).</p> <p>Metric Source: Local</p>	<p>2019-20 36.4%</p>	<p>2020-21 31.3%</p>	<p>2021-22 34.6%</p>	<p>2022-23 49.1%</p>	<p>>45%</p>

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 1 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff shortage, vacancies, hiring, and resignations.
- Substitute shortage for staff to attend professional learning.

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.

Actions 1.01, 1.02, 1.03: Actual expenditures 10% lower than planned expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in goal 1 contributed to the following outcomes:

- San Juan did not meet the eligibility criteria for Differentiated Assistance in chronic absenteeism for African American, English learner, foster youth, homeless youth, and students with disabilities.
- Chronic absenteeism rates reduced overall, especially for African American, English learner, Hispanic, socioeconomically disadvantaged, and students with disabilities.

Programs and services within our LCAP actions that contributed to the improvement San Juan Unified made towards achieving this goal include:

- School attendance interventions that provide wraparound supports to students and families.
- Family engagement workshops, opportunities, resources, and communication in languages other than English.
- Transportation for homeless and foster youth.

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

Goal: 2024-27 LCAP goals will be revised to align with state priority areas and required LCAP metrics.

Metrics: 2024-27 LCAP metrics will include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

Actions: 2024-27 LCAP actions will be revised to align with new goals, required metrics, data results, input from educational partners, and will address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

- See addendum A for schools within the LEA that received the lowest performance level on a 2023 Dashboard state indicator.
- See addendum B for student groups within the LEA and within each school that received the lowest performance level on a 2023 Dashboard state indicator.

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.

Goals and Actions

Goal

Goal #	Description
2	Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Measuring and Reporting Results

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HIM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate: Percent of students who have one or more days of home/in-school suspension.	2018-19 Overall: 6.74% Disparity: 14.31% AA: 15.49% HIS: 7.05% WH: 5.65%	2021-22 Overall: 3.86% Disparity: 17.29% AA: 10.09% HIS: 4.25% WH: 2.86%	2022-23 Overall: 3.74% Disparity: 11.97% AA: 8.45% HIS: 4.11% WH: 3.00%	2023-24 Overall: 3.93% Disparity: 21.48% AA: 10.31% HIS: 4.42% WH: 2.86%	All: <4.7% Disparity: <9.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - Q-SIS	EL: 5.52% RFEP: 5.68% SWD: 10.69% SED: 9.14% FY: 21.05% HM: 14.73%	EL: 3.56% RFEP: 2.78% SWD: 7.87% SED: 5.98% FY: 21.15% HM: 10.12%	EL: 2.95% RFEP: 3.58% SWD: 5.95% SED: 4.93% FY: 15.71% HM: 6.90%	EL: 3.46% RFEP: 3.10% SWD: 6.27% SED: 5.67% FY: 25.41% HM: 11.14%	
Suspension: Number of days of instruction lost to home/in-school suspension per 100 students. Metric Source: Local - Q-SIS	2018-19 Overall: 16.9 days Disparity: 53.3 days AA: 48.4 days HIS: 17.5 days WH: 12.8 days EL: 13.7 days RFEP: 13.7 days SWD: 31.4 days SED: 24.4 days FY: 70.2 days HM: 48.1 days	2021-22 Overall: 8.28 days Disparity: 44.12 days AA: 23.02 days HIS: 9.07 days WH: 5.89 days EL: 13.04 days RFEP: 6.16 days SWD: 17.43 days SED: 13.03 days FY: 52.40 days HM: 20.53 days	2022-23 Overall: 6.79 days Disparity: 34.22 days AA: 17.09 days HIS: 7.41 days WH: 5.12 days EL: 4.44 days RFEP: 5.03 days SWD: 12.73 days SED: 8.60 days FY: 41.01 days HM: 14.96 days	2023-24 Overall: 5.61 days Disparity: 39.13 days AA: 18.22 days HIS: 5.94 days WH: 4.04 days EL: 3.20 days RFEP: 4.54 days SWD: 9.66 days SED: 8.18 days FY: 44.74 days HM: 17.18 days	All: <14.9 days Disparity: <47 days
Expulsion Rate: Percentage of students expelled from school. Metric Source: DataQuest	2018-19 Overall: 0.07% Disparity: 0.13% AA: 0.19% HIS: 0.10% WH: 0.04% EL: 0.04% SWD: 0.03% SED: 0.09% FY: 0.20% HM: 0.15%	2020-21 Overall: 0.002% Disparity: 0.003% AA: 0.00% HIS: 0.00% WH: 0.005% EL: 0.0% SWD: 0.0% SED: 0.0% FY: 0.0% HM: 0.0%	2021-22 Overall: 0.08% Disparity 0.92% AA: 0.32% HIS: 0.07% WH: 0.05% EL: 0.03% SWD: 0.15% SED: 0.12% FY: 1.0% HM: 0.20%	2022-23 Overall: 0.08% Disparity 0.77% AA: 0.36% HIS: 0.09% WH: 0.05% EL: 0.04% SWD: 0.17% SED: 0.18% FY: 0.85% HM: 0.00%	Maintain Levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes).</p> <p>Metric Source: Dataquest</p>	<p>2018-19 Overall: 6.6% Disparity: 30.4%</p> <p>AA: 11.8% HIS: 7.5% WH: 5.5% EL: 18.4% SWD: 13.4% SED: 9.6% FY: 37.0% HM: 20.5%</p>	<p>2020-21 Overall: 6.11% Disparity: 14.82%</p> <p>AA: 9.5% HIS: 9.25% WH: 4.99% EL: 12.55% SWD: 8.60% SED: 8.91% FY: 20.93% HM: 16.80%</p>	<p>2021-22 Overall: 8.4% Disparity: 16.6%</p> <p>AA: 13% HIS: 8.3% WH: 7.5% EL: 16.0% SWD: 13.5% SED: 11.6% FY: 25.0% HM: 20.2%</p>	<p>2022-23 Overall: 9.0% Disparity: 11.9%</p> <p>AA: 17.9% HIS: 10.2% WH: 8.3% EL: 13.6% SWD: 9.6% SED: 11.8% FY: 20.0% HM: 20.9%</p>	<p>All: <5.6% Disparity: <25.4%</p>
<p>Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.</p> <p>Metric Source: CALPADS</p>	<p>2018-19 24 Students</p>	<p>2020-21 15 students</p>	<p>2021-22 11 students</p>	<p>2022-23 10 students</p>	<p><20 Students</p>
<p>School Culture and Sense of Belonging: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to School Culture/Sense of Belonging.</p>	<p>2021-22 Students: 50.7% of schools Staff: 70.1% of schools Parents: 79.1% of schools</p>	<p>2021-22 Students: 50.7% of schools Staff: 70.1% of schools Parents: 79.1% of schools</p>	<p>2022-23 Students: 50% of schools Staff: 70.6% of schools Parents: 79.4% of schools</p>	<p>2023-24 Students: 41.5% of schools Staff: 69.2% of schools Parents: 83.1% of schools</p>	<p>Increase by 5% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - District Climate Survey					
<p>Safety: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Safety.</p> <p>Metric Source: Local - District Climate Survey</p>	<p>2019-20 Students: 82.5% of schools Staff: 82.5% of schools Parents: 95.2% of schools</p>	<p>2021-22 Students: 52.2% of schools Staff: 70.1% of schools Parents: 89.6% of schools</p>	<p>2022-23 Students: 54.4% of schools Staff: 64.7% of schools Parents: 86.8% of schools</p>	<p>2023-24 Students: 43.1% of schools Staff: 61.5% of schools Parents: 87.7% of schools</p>	All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
<p>School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool.</p> <p>Metric Source: SARC</p>	<p>2019-20 100%</p>	<p>2020-21 100%</p>	<p>2021-22 98.8%</p>	<p>2022-23 100%</p>	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 2 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Substitute shortage impacted staff professional development attendance.

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.

Actions 2.01, 2.03, 2.04, 2.05: Actual expenditures 10% lower than planned expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

Action 2.02: Actual expenditures 10% greater than planned expenditures were due to stipends and training costs for more Safe School Ambassadors and Safe School Buddies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in goal 2 contributed to the following outcomes:

- San Juan did not meet the eligibility criteria for Differentiated Assistance in suspension rates for African American, foster youth, homeless youth, and students with disabilities.
- Suspension rates declined for African American, English learner, Filipino, foster youth, homeless, socioeconomically disadvantaged, and students with disabilities.

Programs and services within our LCAP actions that contributed to the progress San Juan Unified made toward this goal include:

- Counseling and mentoring to support social, emotional, and mental health.
- Alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), Collaborative for Academic, Social, and Emotional Learning (CASEL).
- Staff for campus supervision and relationships.
- Staff training and professional learning.

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

Goal: 2024-27 LCAP goals will be revised to align with state priority areas and required LCAP metrics.

Metrics: 2024-27 LCAP metrics will include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

Actions: 2024-27 LCAP actions will be revised to align with new goals, required metrics, data results, input from educational partners, and will address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

- See addendum A for schools within the LEA that received the lowest performance level on a 2023 Dashboard state indicator.
- See addendum B for student groups within the LEA and within each school that received the lowest performance level on a 2023 Dashboard state indicator.

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.

Goals and Actions

Goal

Goal #	Description
3	Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Measuring and Reporting Results

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HIM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts State Assessment: Percentage of students who meet or exceed the ELA	2018-19 CAASPP: Grades 3-8, 11 Overall: 46.6% Disparity: 40.2%	2020-21 CAASPP: Grade 11 Overall: 66.81% Disparity: 54.17% AA: 36.37%	2021-22 CAASPP: Grades 3-8, 11 Overall: 42.62% Disparity: 34.88%	2022-23 CAASPP: Grades 3-8, 11 Overall: 41.75% Disparity: 36.74%	All: >55.6% Disparity: <30.23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards as measured by CAASPP (and i-Ready in 2020-21). Metric Source: California School Dashboard - English Language Arts Indicator	AA: 24.7% HIS: 34.9% WH: 53.7% EL: 6.37% SWD: 15.7% SED: 31.5% FY: 21.1% HM: 22.3%	HIS: 57.64% WH: 71.11% EL: 12.64% SWD: 27.59% SED: 49.64% FY: N/A HM: 28.13% 2020-21 i-Ready: Grades 3-8 Overall: 13.3% Disparity: 13.3% AA: 5.1% HIS: 8.0% WH: 16.7% EL: 1.3% SED: 6.1% SWD: 4.7% FY: 0.0% HM: 4.0%	AA: 20.7% HIS: 33.68% WH: 51.32% EL: 7.74% SWD: 14.19% SED: 27.43% FY: 20.0% HM: 18.15%	AA: 20.34% HIS: 34.86% WH: 50.13% EL: 5.01% SWD: 14.11% SED: 28.39% FY: 25.0% HM: 18.53%	
Math State Assessment: Percentage of students who meet or exceed math standards as measured by CAASPP (and i-Ready in 2020-21). Metric Source: California School Dashboard - Mathematics Indicator	2018-19 CAASPP: Grades 3-8, 11 Overall: 37.2% Disparity: 29.22% AA: 14.3% HIS: 23.9% WH: 44.9% EL: 7.98% SED: 22.9% SWD: 13.1% FY: 16.8% HM: 13.1%	2020-21 CAASPP: Grade 11 Overall: 43.31% Disparity: 34.77% AA: 15.21% HIS: 27.67% WH: 47.14% EL: 12.99% SED: 28.19% SWD: 8.54% FY: N/A HM: 13.79%	2021-22 CAASPP: Grades 3-8, 11 Overall: 29.55% Disparity: 24.26% AA: 10.37% HIS: 20.01% WH: 37.28% EL: 5.29% SWD: 10.28% SED: 16.56% FY: 11.11% HM: 9.52%	2022-23 CAASPP: Grades 3-8, 11 Overall: 29.60 % Disparity 24.28% AA: 8.83% HIS: 22.08% WH: 37.15% EL: 5.32% SWD: 11.71% SED: 17.84% FY: 9.76% HM: 10.08%	All: >46.2% Disparity: <19.22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2020-21 i-Ready: Grades 3-8 Overall: 4.7% Disparity: 4.0% AA: 0.8% HIS: 1.9% WH: 5.3% EL: 0.7% SED: 1.8% SWD: 1.1% FY: N/A HM: 1.6%			
Science Standards: Percentage of students who meet or exceed the science standards. Metric Source: Test Results for California's Assessments - CAST and CAA	2021-22 CAAST: Grades 5, 8, and once in HS Overall: 30.51% Disparity: 28.7% AA: 9.51% HIS: 21.72% WH: 37.89% EL: 1.81% SWD: 11.81% SED: 17.85% FY: 11.54% HM: 11.49%	N/A	2021-22 CAAST: Grades 5, 8, and once in HS Overall: 30.51% Disparity: 28.7% AA: 9.51% HIS: 21.72% WH: 37.89% EL: 1.81% SWD: 11.81% SED: 17.85% FY: 11.54% HM: 11.49%	2022-23 CAAST: Grades 5, 8, and once in HS Overall: 30.86% Disparity: 30.19% AA: 12.00% HIS: 20.93% WH: 38.49% EL: 0.67% SWD: 10.56% SED: 18.67% FY: 7.14% HM: 9.52%	All: Increase by 5% Disparity: <10%
Implementation of State Academic Standards: District ratings on the implementation of state academic	2020-21 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.9	2020-21 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.9	2021-22 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7	2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7	All: Level 4 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators. Metric Source: Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool	Other Adopted Academic Standards: 4 Support for Teachers and Administrators: 4	Other Adopted Academic Standards: 4 Support for Teachers and Administrators: 4	Other Adopted Academic Standards: 3.6 Support for Teachers and Administrators: 4	Other Adopted Academic Standards: 3.6 Support for Teachers and Administrators: 4	
English Language Progress: Percentage of English learners who demonstrate improvement using ELPI levels on the ELPAC. Metric Source: California School Dashboard - English Learner Progress Indicator	2018-19 52.55%	2018-19 52.55%	2021-22 51.8%	2022-23 48.6%	>61.5%
English Language Learner Reclassification:	2020-21 6.3%	2020-21 6.3%	2021-22 6.5%	2022-23 11.0%	>5.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English learners who are reclassified to Fluent English Proficient. Metric Source: CALPADS					
Standards Access: Percentage of students who have access to standards-aligned instructional materials. Metric Source: SARC	2019-20 100%	2020-21 100%	2021-22 100%	2022-23 100%	100%
Credentialed Staffing: Percentage of teachers properly credentialed and appropriately assigned. Metric Source: SARC	2020-21 79.1%	2020-21 79.1%	2021-22 85.8%	2022-23 Data not yet released by California Department of Education.	>95%
Text Level / iReady Reading K-2: Percentage of students who meet or exceed the ELA standards measured by site text level assessment or i-	2021-22 (Trimester 2) Text Level/i-Ready Overall: 28.3% Disparity: 24.0% AA: 10.5% HIS: 19.1% WH: 36.4% EL: 4.3%	2021-22 (Trimester 2) Text Level/i-Ready Overall: 28.3% Disparity: 24.0% AA: 10.5% HIS: 19.1% WH: 36.4% EL: 4.3%	2022-23 (Trimester 2) Text Level/i-Ready Overall: 32.0% Disparity: 17.9% AA: 19.2% HIS: 26.3% WH: 38.6% EL: 14.1%	2023-24 (Trimester 2) Text Level/i-Ready Overall: 29.2% Disparity: 17.3% AA: 19.4% HIS: 23.7% WH: 35.1% EL: 11.9%	All: >65.8% Disparity: <17.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ready reading assessment. Metric Source: Local - Illuminate	SWD: 13.7% SED: 15.0% FY: 7.3% HM: 9.0%	SWD: 13.7% SED: 15.0% FY: 7.3% HM: 9.0%	SWD: 18.7% SED: 25.4% FY: 25.0% HM: 18.5%	SWD: 19.1% SED: 20.9% FY: 19.4% HM: 15.9%	
Integrated Math 1 Completion: Percentage of Grade 9 students who successfully pass IM1 with a C or better by the end of their grade 9 year. Metric Source: Local - Q-SIS	2018-19 Overall: 61.4% Disparity: 46.0% AA: 38.3% HIS: 52.7% WH: 66.8% EL: 34.2% RFEP: 65.5% SWD: 34.0% FY: 15.4% SED: 49.1% HM: 33.5%	2021-22 Overall: 59.3% Disparity: 37.8% AA: 53.0% HIS: 51.7% WH: 63.8% EL: 43.7% RFEP: 66.2% SWD: 41.1% FY: 21.4% SED: 50.6% HM: 38.0%	2022-23 Overall: 53.2% Disparity: 21.9% AA: 41.0% HIS: 44.8% WH: 57.5% EL: 33.3% RFEP: 61.2% SWD: 36.1% FY: 54.5% SED: 42.0% HM: 31.3%	2023-24 Overall: 60.7% Disparity: 27.4% AA: 52.1% HIS: 53.9% WH: 65.7% EL: 43.8% RFEP: 61.9% FY: 33.3% SED: 53.8% SWD: 55.8% HM: 39.2%	All: >64.4% Disparity: <41%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 3 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff shortage impacting ability to find highly qualified staff to fill vacancies, teach before and after school programs, and implement programs and services.
- Substitute shortage for staff to attend professional learning.

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.

Actions 3.02, 3.06, 3.08, 3.12: Actual expenditures 10% lower than planned expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

Action 3.01: Actual expenditures 10% greater than planned expenditures were due to increased iReady license costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in goal 3 contributed to the following outcomes:

English Language Arts (ELA)

- Increased ELA proficiency for American Indian/Alaskan Native, foster youth, Pacific Islander, and students with disabilities.
- Decreased ELA proficiency for African American, Asian, and English learner.
- Lowest performance ELA for African American, English learner, and homeless.

Math

- Increased math proficiency for American Indian/Alaskan Native, Filipino, foster youth, Hispanic, and students with disabilities.
- Decreased math proficiency for Asian.
- Lowest performance in math for African American, English learner, and homeless.

English Learner Progress

- Decreased English learner progress towards English language proficiency.
- Increased English learner reclassification rate to Fluent English Proficient.

Programs and services within our LCAP actions that contributed to the progress San Juan Unified made toward this goal include:

- ELA: Lexia English, Aspire, Language Essentials for Teachers of Reading and Spelling (LETRS), Universal Design for Learning (UDL), tutoring.
- Math: Math Recovery, UDL, tutoring.
- English learner Progress: EL Achieve, Guided Language Acquisition Design (GLAD), Bilingual Instructional Assistants, translators, Newcomer support.

To address the areas in need of improvement, we will use a continuous improvement process that includes:

- Building on the work we have done to maintain continuity of learning.
- Analyzing multiples sources of data that includes educational partner input, state and local data, practitioner experience, and research to identify the unique needs of our students.
- Adjusting existing and creating new actions to address the unique needs of our students.

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

Goal: 2024-27 LCAP goals will be revised to align with state priority areas and required LCAP metrics.

Metrics: 2024-27 LCAP metrics will include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

Actions: 2024-27 LCAP actions will be revised to align with new goals, required metrics, data results, input from educational partners, and will address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

- See addendum A for schools within the LEA that received the lowest performance level on a 2023 Dashboard state indicator.
- See addendum B for student groups within the LEA and within each school that received the lowest performance level on a 2023 Dashboard state indicator.

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.

Goals and Actions

Goal

Goal #	Description
4	Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Measuring and Reporting Results

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HIM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate: Percentage of students who graduate high school within 4 years.	2018-19 Overall: 88% Disparity: 34.3% AA: 79.2% HIS: 85.5% WH: 89.6%	2020-21 Overall: 87.1% Disparity: 42.9% AA: 78% HIS: 84.2% WH: 92.3%	2021-22 Overall: 87.4% Disparity: 26.7% AA: 80% HIS: 88.3% WH: 88.9%	2022-23 Overall: 86.7% Disparity: 16.5% AA: 77.6% HIS: 85.6% WH: 87.6%	All: >89% Disparity: <29.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: DataQuest	EL: 77.3% SWD: 67.5% SED: 82.6% FY: 53.7% HM: 68.7%	EL: 65.8% SWD: 64.2% SED: 81.2% FY: 44.2% HM: 66.8%	EL: 69.5% SWD: 70.6% SED: 82.7% FY: 60.7% HM: 71.8%	EL: 74.5% SWD: 77.5% SED: 82.2% FY: 70.8% HM: 70.2 %	
College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. Metric Source: California School Dashboard - College/Career Indicator	2018-19 Overall: 41.1% Disparity: 39.1% AA: 16.1% HIS: 31.8% WH: 44.9% EL: 8.0% SWD: 4.5% FY: 2.0% SED: 25.9% HM: 13.9%	2020-21 No Dashboard data available.	2021-22 No Dashboard data available.	2022-23 Overall: 40.5% Disparity: 32.7% AA: 21.7% HIS: 30.7% WH: 44.1% EL: 13.3% SWD: 7.8% SED: 29.4% FY: 12.5% HM: 14.0%	All: >47.1% Disparity: <29.1%
A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. Metric Source: CALPADS	2018-19 Overall: 45.6% Disparity: 45.6% AA: 23.9% HIS: 37.0% WH: 48.9% EL: 9.5% SWD: 4.3% SED: 28.6% FY: 0.0% HM: 16.7%	2020-21 Overall: 45.2% Disparity: 45.2% AA: 30.91% HIS: 39.45% WH: 46.73% EL: 8.84% SWD: 10.11% SED: 32.93% FY: 0.0% HM: 21.14%	2021-22 Overall: 49.7% Disparity: 33% AA: 16.8% HIS: 35.1% WH: 45.4% EL: 8.7% SWD: 8.9% SED: 26.8% FY: 7.7% HM: 17.2%	2022-23 Overall: 46.5% Disparity: 46.5% AA: 33.3% HIS: 34.5% WH: 50.0% EL: 15.0% SWD: 8.1% SED: 34.5% FY: 0.0% HM: 20.2%	All: >48.6% Disparity: <35.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway.</p> <p>Metric Source: CALPADS</p>	<p>2018-19 Overall: 8.9% Disparity: 8.9%</p> <p>AA: 5.8% HIS: 11.6% WH: 7.4% EL: 6.1% SWD: 9.1% SED: 10.6% FY: 0.0% HM: 10.2%</p>	<p>2020-21 Overall: 13.18% Disparity: 13.18%</p> <p>AA: 13.33% HIS: 12.82% WH: 13.58% EL: 11.56% SWD: 11.99% SED: 15.59% FY: 0.0% HM: 13.82%</p>	<p>2021-22 Overall: 12.7% Disparity: 5.5%</p> <p>AA: 12.3% HIS: 11.5% WH: 13.6% EL: 7.2% SWD: 12.8% SED: 13.2% FY: 7.7% HM: 8.2%</p>	<p>2022-23 Overall: 13.19% Disparity: 13.19%</p> <p>AA: 10.9% HIS: 15.4% WH: 12.9% EL: 12.1% SWD: 10.3% SED: 16.0% FY: 0.0% HM: 6.0%</p>	<p>All: >11.9% Disparity: <3.9%</p>
<p>A-G and CTE Completion: Percentage of graduating seniors who meet the A-G college requirements and complete at least one CTE pathway.</p> <p>Metric Source: CALPADS</p>	<p>2018-19 Overall: 4.3% Disparity: 4.3%</p> <p>AA: 2.6% HIS: 4.6% WH: 3.6% EL: 0.7% SWD: 0.0% SED: 3.7% FY: 0.0% HM: 5.6%</p>	<p>2020-21 Overall: 5.41% Disparity: 5.41%</p> <p>AA: 2.42% HIS: 5.36% WH: 5.48% EL: 0.68% SWD: 1.5% SED: 5.89% FY: 0.0% HM: 1.63%</p>	<p>2021-22 Overall: 5.7% Disparity: 5.7%</p> <p>AA: 1.3% HIS: 4.6% WH: 6.6% EL: 0.5% SWD: 1.6% SED: 4.3% FY: 0.0% HM: 1.6%</p>	<p>2022-23 Overall: 7.7% Disparity: 7.7%</p> <p>AA: 7.0% HIS: 7.0% WH: 7.0% EL: 4.6% SWD: 2.2% SED: 8.2% FY: 0.0% HM: 3.6%</p>	<p>All: >7.3% Disparity: <3.6%</p>
<p>A-G or CTE Completion: Percentage of graduating seniors who meet the A-G college requirements or complete at least one CTE pathway.</p>	<p>2018-19 Overall: 50.1% Disparity: 50.1%</p> <p>AA: 27.1% HIS: 44.1% WH: 52.7% EL: 15.0% SWD: 13.4%</p>	<p>2020-21 Overall: 52.97% Disparity: 52.97%</p> <p>AA: 41.82% HIS: 46.92% WH: 54.84% EL: 19.73% SWD: 20.6%</p>	<p>2021-22 Overall: 47.8% Disparity: 32.4%</p> <p>AA: 27.7% HIS: 42.0% WH: 52.3% EL: 15.5% SWD: 20.2%</p>	<p>2022-23 Overall: 52.7 Disparity: 52.7</p> <p>AA: 37.2% HIS: 42.9% WH: 55.9% EL: 22.5% SWD: 16.1%</p>	<p>All: >55.1% Disparity: <40.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: CALPADS Metric Source: CALPADS	SED: 35.5% FY: 0.0% HM: 21.3%	SED: 42.64% FY: 0.0% HM: 33.33%	SED: 35.6% FY: 15.4% HM: 23.8%	SED: 42.3% FY: 0% HM: 22.6%	
College and Career Indicators (AP or IB Exam Performance): Percentage of graduating seniors who receive a passing score on one or more AP or IB exams. Metric Source: Local - AEP Report	2018-19 Overall: 21.3% Disparity: 21.0% AA: 6.9% HIS: 15.3% WH: 23.7% EL: 24.7% SED: 9.6% SWD: 0.4% FY: 0.3% HM: 4.6%	2020-21 Overall: 17.54% Disparity: 17.54% AA: 10.10% HIS: 11.52% WH: 17.16% EL: 5.1% SED: 10.67% SWD: 1.54% FY: 0% HM: 3.68%	2021-22 Overall: 18.6% Disparity: 18.6% AA: 3.2% HIS: 16.5% WH: 20.9% EL: 0.7% SWD: 1.3% SED: 9.9% FY: 0.0% HM: 5.5%	2022-23 Overall: 16.5% Disparity: 16.5% AA: 6.3% HIS: 9.2% WH: 19.7% EL: 0.7% SWD: 1.2% SED: 7.7% FY: 0.0% HM: 14.4%	>30.3% Disparity <16%
College and Career Indicators (Early Assessment Program ELA): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional). Metric Source: Local - CAASPP Scores	2018-19 Overall: 52.6% Disparity: 40.3% AA: 37.2% HIS: 42.3% WH: 57.2% EL: 37.2% SWD: 12.3% SED: 35.8% FY: 18.8% HM: 27.5%	2020-21 Overall: 28.8% Disparity: 25.0% AA: 10.2% HIS: 18.7% WH: 35.3% EL: 17.4% SWD: 6.7% SED: 15.8% FY: 9.5% HM: 3.8%	2021-22 Overall: 54.5% Disparity: 52.3% AA: 43.5% HIS: 41.8% WH: 61.5% EL: 2.2% SWD: 16.1% SED: 38.6% FY: 14.3% HM: 33.3%	2022-23 Overall: 55.2% Disparity: 51.4% AA: 36.2% HIS: 47.7% WH: 61.0% EL: 3.8% SWD: 14.1% SED: 40.6% FY: 42.9% HM: 29.6%	All: >59.6% Disparity: <30.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>College and Career Indicators (Early Assessment Program Math): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional) as measured by the Early Assessment Program (EAP).</p> <p>Metric Source: Local - CAASPP Scores</p>	<p>2018-19 Overall: 31.2% Disparity: 25.6%</p> <p>AA: 10.6% HIS: 18.2% WH: 35.8% EL: 20.7% SED: 16.3% SWD: 5.6% FY: 5.6% HM: 5.7%</p>	<p>2020-21 Overall: 17.0% Disparity: 17.0%</p> <p>AA: 3.7% HIS: 8.3% WH: 21.0% EL: 10.5% SED: 8.1% SWD: 2.6% FY: 0.0% HM: 1.5%</p>	<p>2021-22 Overall: 27.0% Disparity: 27.0%</p> <p>AA: 13.8% HIS: 12.0% WH: 32.9% EL: 1.5% SWD: 5.5% SED: 12.2% FY: 0.0% HM: 4.0%</p>	<p>2022-23 Overall: 27.1% Disparity: 25.5%</p> <p>AA: 8.2% HIS: 16.7% WH: 32.8% EL: 1.6% SED: 15.2% SWD: 3.2% FY: 7.1% HM: 6.5%</p>	<p>All: >38.2% Disparity: <15.6%</p>
<p>Broad Course of Study: Percentage of students in TK-5 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.</p> <p>Metric Source: Local - Q-SIS</p>	<p>2019-20 92.8%</p>	<p>2021-22 89.8%</p>	<p>2022-23 90.2%</p>	<p>2023-24 90.8%</p>	<p>>95%</p>
<p>Broad Course of Study: Percentage of students in 6-8 who receive a broad course of study based</p>	<p>2019-20 95.6%</p>	<p>2021-22 94.9%</p>	<p>2022-23 92.1%</p>	<p>2023-24 94.5%</p>	<p>Maintain Levels</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on enrollment in ELA, math, science, social science, and PE. Metric Source: Local - Q-SIS					
Broad Course of Study: Percentage of 9-12 grade students who receive a broad course of study based on enrollment in course/graduation requirements in English language arts, math, science, social science, foreign language, physical education, and Visual and Performing Arts (VAPA). Metric Source: Local - Q-SIS	2019-20 English Language Arts: 96.9% Math: 85.5% Science: 75.9% Social Studies: 79.4% Foreign Language: 51.7% Visual and Performing Arts: 43.0% Physical Education: 60.2%	2021-22 English Language Arts: 95.4% Math: 87.1% Science: 74.5% Social Studies: 81.2% Foreign Language: 69.5% Visual and Performing Arts: 43.9% Physical Education: 60.7%	2022-23 English Language Arts: 94.5% Math: 89.5% Science: 80.2% Social Studies: 79.9% Foreign Language: 56% Visual and Performing Arts: 44.8% Physical Education: 59.9%	2023-24 English Language Arts: 95.7% Math: 91.3% Science: 84.2% Social Studies: 84.2% Foreign Language: 53.4% Visual and Performing Arts: 52.2% Physical Education: 60.1%	Maintain Levels
On Track for Graduation - Elementary Grades: Percentage of students who receive a 1 in English Language Arts or Math.	2019-20 Overall: 23.1% Disparity: 23.2% AA: 32.1% HIS: 26.8% WH: 17.6% EL: 46.3% SED: 32.3%	2021-22 Overall: 25.5% Disparity: 24.5% AA: 34.6% HIS: 29.3% WH: 18.2% EL: 50.0% SED: 34.4%	2022-23 Overall: 23.9% Disparity: 22.1% AA: 34.1% HIS: 24.7% WH: 18.2% EL: 46.0% SED: 33.5%	2023-24 Overall: 24.1% Disparity: 22.9% AA: 31.4% HIS: 24.7% WH: 19.2% EL: 47.0% SED: 34.1%	<20.1% Disparity: <18.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - Q-SIS	SWD: 25.8% FY: 37.6% HM: 39.4%	SWD: 26.0% FY: 30.2% HM: 44.9%	SWD: 26.2% FY: 38.8% HM: 41.4%	SWD: 26.6% FY: 29.5% HM: 44.1%	
On Track for Graduation - Middle School Grades: Percentage of students who receive a D/F. Metric Source: Local - Q-SIS	2019-20 Overall: 28.4% Disparity: 30.5% AA: 47.6% HIS: 37.3% WH: 22.6% EL: 48.5% SWD: 41% SED: 40.4% FY: 47.2% HM: 58.9%	2021-22 Overall: 27.8% Disparity: 23.9% AA: 44.3% HIS: 33.7% WH: 21.1% EL: 49.0% SWD: 31.4% SED: 38.2% FY: 50.0% HM: 51.7%	2022-23 Overall: 28.8% Disparity: 29.6% AA: 42.2% HIS: 37.7% WH: 22.7% EL: 48.7% SWD: 30.3% SED: 40.8% FY: 48.1% HM: 58.4%	2023-24 Overall: 27.8% Disparity: 24.7% AA: 44.1% HIS: 35.3% WH: 21.6% EL: 47.9% SWD: 32.2% SED: 38.0% FY: 50.0% HM: 52.5%	<21.4% Disparity: <23%
On Track for Graduation - High School Grades: Percentage of students who receive a D/F. Metric Source: Local - Q-SIS	2019-20 Overall: 29.3% Disparity: 25.2% AA: 44.7% HIS: 38.3% WH: 25.0% EL: 50.3% SWD: 42.9% SED: 40.5% FY: 52.5% HM: 54.5%	2021-22 Overall: 30.2% Disparity: 24.8% AA: 47.4% HIS: 37.8% WH: 24.4% EL: 53.7% SWD: 40.2% SED: 42.0% FY: 44.7% HM: 55.1%	2022-23 Overall: 32.2% Disparity: 26.3% AA: 50.0% HIS: 41.0% WH: 26.1% EL: 54.6% SWD: 41.0% SED: 45.3% FY: 45.1% HM: 58.5%	2023-24 Overall: 28.2% Disparity: 23.3% AA: 42.0% HIS: 35.8% WH: 22.8% EL: 49.0% SWD: 36.2% SED: 39.5% FY: 44.9% HM: 51.5%	<22.3% Disparity: <19%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 4 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff turnover, shortage, and vacancies.
- Grant for First-Five initiative has changed impacting program funding.

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.

Actions 4.02, 4.04, 4.06, 4.08, 4.09, 4.10: Actual expenditures 10% lower than planned expenditures were due to staffing and substitute shortages, vacancies, shifting funding to sources outside of the LCAP, and summer school expenditures not yet incurred.

Action 4.05: Actual expenditures 10% greater than planned expenditures were due to increased Title 1 funding for Academic Language Acquisition through the STEM summer learning program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in goal 4 contributed to the following outcomes:

Graduation Rate

- Increased graduation rates for Asian, English learner, foster youth, students with disabilities, and two or more races.
- Decreased graduation rates for African American, Filipino, Hispanic, Homeless, white.

College/Career

- Very low status level for students with disabilities.

Programs and services within our LCAP actions that contributed to the progress San Juan Unified made toward this goal include:

- Mentoring focused on providing wraparound services.
- Counseling and support in developing 4-year graduation plans using Naviance.
- Tutoring and credit recovery options such as Apex, extended year intersession, and independent study.

- Special outreach, recruitment, and opportunities for priority student groups such as Advancement Via Individual Determination (AVID).
- Inclusive practice support for general and special education teachers such as co-teaching and Universal Design for Learning.
- Revising students with disabilities student code process to increase access to general education setting.

To address the areas in need of improvement, we will use a continuous improvement process that includes:

- Building on the work we have done to maintain continuity of learning.
- Analyzing multiples sources of data that includes educational partner input, state and local data, practitioner experience, and research to identify the unique needs of our students.
- Adjusting existing and creating new actions to address the unique needs of our students.

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

Goal: 2024-27 LCAP goals will be revised to align with state priority areas and required LCAP metrics.

Metrics: 2024-27 LCAP metrics will include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

Actions: 2024-27 LCAP actions will be revised to align with new goals, required metrics, data results, input from educational partners, and will address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

- See addendum A for schools within the LEA that received the lowest performance level on a 2023 Dashboard state indicator.
- See addendum B for student groups within the LEA and within each school that received the lowest performance level on a 2023 Dashboard state indicator.

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.

Goals and Actions

Goal

Goal #	Description
5	Additional Targeted Support: Differentiated Assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

Measuring and Reporting Results

DEFINITION KEY	
Overall	All students
Disparity	Maximum difference between the overall rate and the lowest performing student group
AA	African American
EL	English Learner
FY	Foster Youth
HIS	Hispanic
HIM	Homeless
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator: Percent of students who graduate high school in 4 or 5 years.	2018-2019 FY: 55.1% SWD: 66.9%	2018-2019 FY: 55.1% SWD: 66.9%	2021-22 FY: 65.5% SWD: 72.0%	2022-23 FY: 70.8% SWD: 77.5%	FY: >58.1% SWD: >69.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: California School Dashboard - Graduation Rate Indicator					
College/Career Indicator: The percentage of foster youth and students with disabilities who graduate from high school and are placed in the "Prepared" level on the College/Career Indicator. Metric Source: California School Dashboard - College/Career Indicator	2018-2019 FY: 2.0% SWD: 4.5%	2018-2019 FY: 2.0% SWD: 4.5%	2021-22 No Dashboard data available.	2022-23 FY: 12.5%	FY: >5% SWD: >7.5%
English Language Arts State Assessment: Distance from standard met in ELA as measured by CAASPP.	2021-22 FY: 112.2 points below HM: 91 points below SWD: 107 points below	N/A	2021-22 FY: 112.2 points below HM: 91 points below SWD: 107 points below	2022-23 FY: 109.3 points below HM: 92.0 points below SWD: 102.5 points below	FY: <109.2 points below HM: <88 points below SWD: <104 points below
Math State Assessment: Distance from standard met in	2021-22 FY: 154.7 points below	N/A	2021-22 FY: 154.7 points below	2022-23 FY: 157.2 points below	FY: <151.7 points below HM: <124.1 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
math as measured by CAASPP.	HM: 127.1 points below SWD: 135.2 points below		HM: 127.1 points below SWD: 135.2 points below	HM: 128.4 points below SWD: 131.1 points below	SWD: <132.2 points below
Suspension Rate: Percent of students who have been suspended at least once in a given school year.	2021-22 FY: 25.2% HM: 11.9% SWD: 8.8%	N/A	2021-22 FY: 25.2% HM: 11.9% SWD: 8.8%	2022-23 FY: 21.2% HM: 10.8% SWD: 8.4%	FY: <24.8% HM: <11.5% SWD: <8.4%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 5 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Providing ongoing and consistent intervention support to highly mobile population.
- Staff shortage and vacancies.

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.

Actions 5.03, 5.04, 5.07, 5.08, 5.09: Actual expenditures 10% lower than planned expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

Action 5.06: Actual expenditures 10% greater than planned expenditures were due increased FTE for Behavior Support Assistant positions from special education budget.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in goal 5 contributed to the following outcomes:

- San Juan did not meet the eligibility criteria for Differentiated Assistance for African American, English learner, foster youth, homeless youth, and students with disabilities.
- Increased ELA and math proficiency and graduation rate for foster youth.
- Decreased suspension and/or chronic absenteeism rate for African American, English learner, foster youth, homeless, and students with disabilities.

Programs and services within our LCAP actions that contributed to the progress San Juan Unified made toward this goal include:

- Inclusive practice support for general and special education teachers such as co-teaching and Universal Design for Learning.
- Revising students with disabilities student code process to increase access to general education setting.
- Foster youth wraparound services focused on transportation, academics, and college/career guidance.
- Verifying state, county, and local foster youth student information data.
- School attendance interventions that provide wraparound supports to students and families.
- Communication and outreach in languages other than English.
- Alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), Collaborative for Academic, Social, and Emotional Learning (CASEL).

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

Goal: 2024-27 LCAP goals will be revised to align with state priority areas and required LCAP metrics.

Metrics: 2024-27 LCAP metrics will include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

Actions: 2024-27 LCAP actions will be revised to align with new goals, required metrics, data results, input from educational partners, and will address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

- See addendum A for schools within the LEA that received the lowest performance level on a 2023 Dashboard state indicator.
- See addendum B for student groups within the LEA and within each school that received the lowest performance level on a 2023 Dashboard state indicator.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Unified School District	Gianfranco Tornatore Director, Continuous Improvement and LCAP	gianfranco.tornatore@sanjuan.edu 916-971-7931

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

SJUSD has 65 schools, employs approximately 5,515 staff, covers 75 square miles, and serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a significant number of refugee and immigrant students who speak Spanish, Farsi, Pashto, Russian, Arabic, Ukrainian, and many other languages.

Approximately 59% of our students qualify for low-income services and are enrolled at every school campus throughout the district. San Juan Unified works in partnership with students, families, staff, and community members to design and provide challenging and comprehensive standards-based academic programs and services that include:

- Montessori, Spanish Dual Immersion, Rapid Learner, International Baccalaureate, CIVITAS, career technical pathways, Advancement Via Individual Determination (AVID), and other specialties
- Infant/toddler, preschool, and adult education
- Differentiated academic, behavioral, and social-emotional supports through a Multi-Tiered System of Support (MTSS)
- Enrichment opportunities in areas such as science, technology, engineering, arts, and mathematics (STEAM)

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school) will receive Equity Multiplier funding. These schools include Carmichael Elementary, Encina Preparatory High, Greer Elementary, Howe Avenue Elementary, Katherine Johnson Middle, La Entrada Continuation High, La Vista Center, Mariposa Avenue Elementary, San Juan High, Starr King K-8, and Whitney Avenue Elementary.

As of October 4, 2023 (CALPADS Census Day), there are approximately 38,488 TK-12 students enrolled. Our diverse student population includes socioeconomically disadvantaged (SED) youth - 59%, English learners (EL) - 19.3%, students with disabilities (SWD) - 13.5%, homeless youth (HM) - 3.2%, and foster youth (FY) - 0.3%. Our ELs speak the following languages: Spanish - 51%, Farsi (Persian) - 27.4%, Pashto - 18.3%, Russian - 17.6%, Arabic - 9.3%, Ukrainian - 8.3%, Filipino or Tagalog - 1.2%, and other non-English - 14.8%. By ethnicity, San Juan students identify as White - 46.8%, Hispanic - 25.7%, Asian - 11.1%, African American - 6.4%, Filipino - 0.8%, Pacific Islander - 0.7%, American Indian or Alaskan Native - 0.5%, and two or more races - 8.0%.

Reflections: Annual Performance

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

Successes, challenges, and actions were identified in San Juan Unified's annual performance review of the Dashboard.

Successes:

- Chronic absenteeism rates reduced overall, especially for the following student groups: African American, English learner, Hispanic, socioeconomically disadvantaged, and students with disabilities.
- Suspension rates declined for the following student groups: African American, English learner, Filipino, foster youth, homeless, socioeconomically disadvantaged, and students with disabilities.
- Increased English Language Arts (ELA) proficiency for the following student groups: American Indian/Alaskan Native, foster youth, Pacific Islander, and students with disabilities.
- Increased math proficiency for the following student groups: American Indian/Alaskan Native, Filipino, foster youth, Hispanic, and students with disabilities.
- Increased English learner reclassification rate to Fluent English Proficient.
- Increased graduation rates for the following student groups: Asian, English learner, foster youth, students with disabilities, and two or more races.

Challenges:

- Decreased ELA proficiency for the following student groups: African American, Asian, and English learner.
- Lowest performance in ELA for the following student groups: African American, English learner, and homeless.
- Decreased math proficiency for the following student group: Asian.
- Lowest performance in math for the following student groups: African American, English learner, and homeless.
- Decreased English learner progress towards English language proficiency.

- Decreased graduation rates for the following student groups: African American, Filipino, Hispanic, Homeless, white.
- Very low college/career status level for the following student group: students with disabilities.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

In response to this data, we will use a continuous improvement process that includes:

- Building on the work we have done to maintain continuity of learning.
- Analyzing multiple sources of data that include educational partner input, state and local data, practitioner experience, and research to identify the unique needs of our students.
- Adjusting existing and creating new actions to address the unique needs of our students.

Examples of actions in the LCAP that address the unique needs of our student groups in the identified Dashboard indicators include:

- School attendance interventions that provide wraparound supports to students and families.
- Family engagement workshops, opportunities, resources, and communication in languages other than English.
- Transportation for homeless and foster youth.
- Counseling and mentoring to support social, emotional, and mental health.
- Alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), CASEL Social Emotional Learning (SEL).
- Additional staff for campus supervision and relationships.
- Staff training and professional learning.
- Programs and services such as Lexia English, Aspire, Language Essentials for Teachers of Reading and Spelling (LETRS), Universal Design for Learning (UDL), Math Recovery, E.L. Achieve, Guided Language Acquisition Design (GLAD), bilingual instructional assistants, translators, Newcomer support, tutoring.
- Mentoring focused on providing wraparound services.
- Counseling and support in developing 4-year graduation plans using Naviance.
- Credit recovery options such as Apex, extended year intersession, and independent study.
- Special outreach, recruitment, and opportunities for priority student groups such as Advancement Via Individual Determination (AVID).
- Inclusive practices support for general and special education teachers such as co-teaching and UDL.
- Revising students with disabilities student code process to increase access to general education setting.

Reflections: Technical Assistance

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

San Juan Unified did not meet the criteria for Differentiated Assistance based on 2023 Dashboard results. We continue to partner with and receive ongoing support from the Sacramento County Office of Education focused on improving outcomes for student groups with the lowest performance levels on the CA School Dashboard indicators.

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.

Cottage Elementary, Kingswood K-8, La Entrada Continuation High, La Vista Center, San Juan High, Sylvan Middle

Support for Identified Schools

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

San Juan Unified School District will provide schools that met the criteria for Comprehensive Support and Improvement (CSI) the opportunity to participate in a Networked Improvement Community (NIC). The NIC is a five-part series that works through the four stages of continuous improvement which includes conducting a needs assessment and root cause analysis, defining goals and evidence-based interventions, prototyping and implementing solutions, and measuring and reporting on the impact of the improvement plans. The purpose is for each school site to make changes in practice that reflect student needs and result in improved outcomes, experiences, and opportunities for students.

Each of the five network meetings will provide school leadership teams with an opportunity to engage in the continuous improvement process to address their Problem of Practice (i.e., suspension, attendance, African American achievement, etc.), and the learning space to collaborate with partner school sites within the network to share ideas, resources, and best practices.

In addition to the network meetings, a coach will be assigned to each school site to provide expert guidance and personalized support throughout the NIC process. The coach will also act as a thought partner during the network meetings to help eligible CSI schools achieve their goals, and to ensure that school leadership teams are equipped with the necessary tools and resources to drive improvement. Collectively, the NIC and coach will support the development and implementation of the School Plan for Student Achievement (SPSA) in alignment with the Local Control and Accountability Plan (LCAP).

Monitoring and Evaluating Effectiveness

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

The district NIC facilitator and coach will engage in the following practices to monitor and evaluate the plan to support student and school improvement: 1) provide regular check-ins with site administrators and school improvement teams to refine and modify improvement plans based on regular review of data and information; 2) review each school's Plan-Do-Study-Act (PDSA) plans and inquiry cycles to identify measurable and actionable goals; and 3) create and share site reports with each school to provide feedback and monitor progress of plans.

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
<p>STUDENTS:</p> <p>African American</p> <p>American Indian Education Program (AIEP)</p> <p>Black Student Unions: High School, Middle School</p> <p>Brown Student Union/Latinx (High School)</p> <p>Districtwide ThoughtExchange</p> <p>Elementary School</p> <p>English Learners Student Leadership Council</p> <p>English Learner: Newcomer</p> <p>English Learner: Long Term English Learner (LTEL)</p> <p>Foster Youth</p> <p>High School</p> <p>Latinx: High School</p> <p>LGBTQ+</p> <p>McKinney Vento (Homeless)</p> <p>Middle School</p> <p>Prevention Services</p> <p>Students for Change: Mira Loma</p> <p>Students with a Voice (SWAV): Del Campo</p> <p>San Juan Youth Voice Advocate Facilitators (SJYVA)</p> <p>Students with disabilities</p> <p>Superintendent’s Student Advisory Committee (SSAC)</p> <p>FAMILIES:</p> <p>African American</p>	<p>Between October 2023 and January 2024, San Juan Unified School District engaged approximately 3,340 participants and 88 educational partner groups.</p> <p>SJUSD’s educational partner engagement strategy invites all to participate with an intentional focus on increasing engagement of our English learner, low income, foster youth, and homeless student groups.</p> <p>Educational partner groups were engaged using various outreach and communication strategies to differentiate our approach and maximize participation especially for our historically underrepresented students and families.</p> <p>This included:</p> <ul style="list-style-type: none"> • Opportunities to provide input via Thought Exchanges, listening sessions, focus groups, and surveys. • Engaging partners in a variety of different settings and formats including 1:1, group, in-person, online, phone, and paper. • Communicating these opportunities with our educational partners in a variety of ways through our district website, mass notification, social media, community and district newsletters, and priority outreach.

American Indian Education Program (AIEP)
Curriculum, Standards, Instructional & Student Services Committee (C&S)
District English Learner Advisory Committee (DELAC)
Districtwide ThoughtExchange
English Learner Advisory Committees (ELAC)
Facilities Committee
Foster Youth
Local Control and Accountability Plan Parent Advisory Committee (LCPA PAC)
McKinney Vento (Homeless)
Parents of Students Receiving Special Education Services
Refugee/Newcomers Saturday Academy: Elementary, K-8
School Site Councils (SSC)
Superintendent Parent Advisory Committee (SPAC)
Talleres Familiares

STAFF:

African American
Bilingual Instructional Assistants
California School Employee Association (CSEA)
Districtwide ThoughtExchange
English Language Development
Family and Community Engagement (FACE) team
Foster Youth
McKinney Vento
Multi-Tiered System of Supports (MTSS)
Neighborhood/Parent Liaisons
Prevention Services
SAFE Schools
San Juan Administrators Association (SJAA)
San Juan Confidential
San Juan Professional Educators Coalition (SJPEC)
San Juan Supervisors Association (SJSA)
San Juan Teachers Association (SJTA)
Special Education Local Plan Area (SELPA)
Special Education Instructional Assistants
Special Education Staff
Teamsters

COMMUNITY PARTNERS:

Court Appointed Special Advocates (Foster Youth)

Districtwide ThoughtExchange

English Learner:

- Council of American Islamic Relations
- International Christian Adoptions
- International Christian Rescue
- International Rescue Committee
- Lao Family Community Development
- Refugee Enrichment and Development Center
- Sacramento Area Congregations Together

Equity Collaborative:

- Black Girls Support Network
- Council on American Islamic Relations
- Girls Empowerment and Support
- Improve Your Tomorrow
- Jewish Community Relations Council
- NAACP
- Project Optimism
- Sacramento Area Youth Speaks
- Sacramento State Professors Team
- Specialized Team of Role Models
- United Action College Network

Family and Community Engagement (FACE) Partner Connections:

- Assistance League of Sacramento
- Carmichael HART
- Fair Oaks Foundation
- Orangevale Foundation
- PRIDE Industries
- Project Optimism
- PRO Youth and Families
- Sacramento Area Youth Speaks
- San Juan Foundation
- Schools First Federal Credit Union
- Sierra Nevada Journeys
- The COVE: A Family Community Center

United College Action Network McKinney Vento (Homeless)	
SCHOOLS RECEIVING EQUITY MULTIPLIER FUNDING: <ul style="list-style-type: none"> • Carmichael Elementary • Encina Preparatory High • Greer Elementary • Howe Avenue Elementary • Katherine Johnson Middle • La Entrada Continuation High • La Vista Center • Mariposa Elementary • San Juan High • Starr King K-8 • Whitney Avenue Elementary 	<p>Between February 27, 2024 and April 25, 2024, schools with non-stability rates of +25% and socioeconomically disadvantaged rates of +70% engaged staff, students, and families that represent and/or provide direct services to student groups with lowest performance levels on the CA School Dashboard indicators. School sites that received Equity Multiplier funding engaged partners directly using various outreach and communication strategies to differentiate their approach and maximize participation. This included surveys, listening sessions, 1:1 and group conversations. Input was used to help identify the unique needs of students and develop actions that specifically address those identified needs.</p>
LCAP PRESENTATIONS: <ul style="list-style-type: none"> • San Juan Unified School District Board of Education • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • District English Learner Advisory Committee (DELAC) 	<p>On May 23, 2024, a draft plan of the LCAP was presented to the Local Control and Accountability Parent Advisory Committee (LCAP PAC) and the District English Learner Advisory Committee (DELAC) in separate meetings. Both groups reviewed the draft LCAP and provided comments to the superintendent. The superintendent's responses were posted on the district LCAP website prior to the public hearing and were shared with the LCAP PAC and the DELAC.</p> <p>The draft LCAP was posted on the district LCAP website on May 23, 2024 to allow for public review and comment prior to the public hearing on June 11, 2024. On June 25, 2024, the LCAP and district budget were adopted by the Board of Education, and the Local Indicator results were reported.</p>

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

District focus teams and the Special Education Local Plan Area (SELPA) team reviewed and monitored 2023-24 LCAP actions, metrics, and expenditures throughout the year. Additionally, LCAP PAC perspectives and insights, educational partner key themes, and climate survey results were used to support the planning and development of the 2024-25 LCAP. Please see goals 1-14 for specific actions, metrics, and expenditures that were informed by educational partner feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 Overall: -26.6 points Disparity: 82.7 points AA: -85.7 points AI: -40 points AS: -54.8 points EL: -92.3 points FI: -6.4 points FY: -109.3 points HIS: -43.4 points HM: -92 points LTEL: Available in 2024 PI: -38.2 points SED: -62.2 points SWD: -102.5 points			-23.6 points	

		WH: -5.4 points TOM: -11.2 points				
1.2	<p>Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP.</p> <p>California School Dashboard - Mathematics Indicator</p>	<p>2022-23 Overall: -59.3 points Disparity: 97.9 points</p> <p>AA: -125.1 points AI: -86.9 points AS: -71.7 points EL: -112.9 points FI: -35.4 points FY: -157.2 points HIS: -81.3 points HM: -128.4 points LTEL: Available in 2024 PI: -92.1 points SED: -93.7 points SWD: -131.1 points WH: -36.2 points TOM: -48.1 points</p>			-56.3 points	
1.3	<p>Science State Assessment: Percentage of students who meet or exceed science standards as measured by the CAST.</p> <p>California Science Test and California Alternate Assessment for Science</p>	<p>2022-23 Overall: 30.9% Disparity: 30.2%</p> <p>AA: 12.0% AI: 20.5% AS: 28.7% EL: 0.7% FI: 41.3% FY: 7.4% HIS: 20.9% HM: 9.5% LTEL: Available in 2024 PI: 17.5% SED: 18.7% SWD: 10.6% WH: 38.5%</p>			33.9%	

		TOM: 35.7%				
1.4	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 48.6%			50.6%	
1.5	English Language Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient. DataQuest	2022-23 11.0%			6%	
1.6	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 Overall: 40.5% Disparity: 39% AA: 21.7% AI: 35.7% AS: 50.4% EL: 13.3% FI: 52.6% FY: 12.5% HIS: 30.7% HM: 14% LTEL: Available in 2024			42.5%	

		PI: 38.1% SED: 29.4% SWD: 7.8% WH: 44.1% TOM: 50%				
1.7	A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion	2022-23 Overall: 41.2% Disparity: 33% AA: 26.7% AI: 42.9% AS: 50.2% EL: 15.9% FI: 55.3% FY: 12.5% HIS: 30.4% HM: 15.2% LTEL: Available in 2024 PI: 47.6% SED: 30.6% SWD: 8.2% WH: 44.8% TOM: 50.0%			46%	
1.8	CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 16.0% Disparity: 11.8% AA: 11.8% AI: 21.4% AS: 15.4% EL: 12.0% FI: 18.4% FY: 4.2% HIS: 16.2% HM: 6.2% LTEL: Available in 2024 PI: 14.3%			18%	

		SED: 16.0% SWD: 12.9% WH: 16.3% TOM: 17.6%				
1.9	A-G and CTE Completion: Percentage of graduating seniors who meet the A-G college requirements and complete at least one CTE pathway. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 8.4% Disparity: 5.9% AA: 7.5% AI: 7.1% AS: 10.2% EL: 5.3% FI: 15.8% FY: 4.2% HIS: 6.8% HM: 2.8% LTEL: Available in 2024 PI: 14.3 SED: 7.8% SWD: 2.5% WH: 8.5% TOM: 10.1%			9.4%	
1.10	College and Career Indicators (AP Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more AP exams. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 23.2% Disparity: 23.2% AA: 11.8% AI: 0% AS: 22.1% EL: 1.9% FI: 20.0% FY: 33.3% HIS: 10.4% HM: 16.7% LTEL: Available in 2024 PI: 25.0% SED: 14.5%			24.2%	

		SWD: 3.6% WH: 29.7% TOM: 17.0%				
1.11	College and Career Indicators (IB Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more IB exams. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 9.6% Disparity: 9.6% AA: 8.8% AI: 0.0% AS: 47.1% EL: 5.8% FI: 10.0% FY: 0.0% HIS: 2.3% HM: 12.5% LTEL: Available in 2024 PI: 0.0% SED: 7.8% SWD: 3.6% WH: 4.0% TOM: 12.8%			Maintain Levels	
1.12	College and Career Indicators (Early Assessment Program): Percentage of students in the current year CCI who earned Prepared by scoring Level 3 "Standard Met" or higher on both the English language arts/literacy and mathematics Smarter Balanced Summative Assessments	2022-23 Overall: 53.2% Disparity: 33.2% AA: 41.2% AI: 20% AS: 72.1% EL: 21.2% FI: 65% FY: 33.3% HIS: 31.7% HM: 33.3% LTEL: Available in 2024 PI: 37.5% SED: 40.6% SWD: 39.3%			54.2%	

	California Assessment of Student Performance and Progress (CAASPP) Results	WH: 58.1% TOM: 47.9%				
1.13	<p>Implementation of State Academic Standards: District ratings on the implementation of state academic standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators.</p> <p>California School Dashboard Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool</p>	<p>2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7</p> <p>Other Adopted Academic Standards: 3.6</p> <p>Support for Teachers and Administrators: 4</p>			Maintain Levels	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Co-Teachers at Dyer Kelly	Co-teachers to provide students more individualized learning and support, reduce ratio in classes, tailored instruction and feedback. Student Group Focus: EL	\$237,577.00	Yes
1.2	Elementary K-8 Director	School directors to: <ul style="list-style-type: none">Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivityCollaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	\$300,789.00	Yes
1.3	College Career Readiness Counseling	College and career readiness counseling to provide: <ul style="list-style-type: none">Tailored guidance on post-secondary options, financial aid, and language supportSocio-emotional support that addresses barriers to academic success and fosters holistic development	\$291,887.00	Yes

		Student Group Focus: EL, LI		
1.4	Advance Placement/International Baccalaureate Test Fees	Pay for test fees for low-income students. Student Group Focus: LI	\$70,000.00	Yes
1.5	College/Career Center Technicians	Provide students with access to financial aid workshops, college application workshops, visits with college representatives, and college visitations. Student Group Focus: EL, LI	\$307,297.00	Yes
1.6	Dual Enrollment Textbooks	Provide students in dual enrollment classes with free textbooks to take college classes. Student Group Focus: EL, LI	\$125,000.00	Yes
1.7	Advancement Via Individual Determination (AVID)	AVID offers language support, tutoring, and mentorship tailored to English Learner (EL) students. For low-income students, it provides guidance on college admissions and financial aid. Both student groups receive skill-building, a supportive community, and equitable access to college. Student Group Focus: EL, LI	\$1,983,590.00	Yes
1.8	Career Technical Education (CTE)	Ensure students enrolled in CTE courses acquire the skills and credentials for college and career readiness by providing: <ul style="list-style-type: none"> • Language supports for English Learner (EL) students • Resources to bridge socio-economic disparities • Hands-on training and career guidance • Personalized instruction and mentorship 	\$3,994,872.00	Yes

		Student Group Focus: EL, LI		
1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	<p>Academic Intervention Specialists assigned to sites to provide small group and/or individual intervention in reading and/or math. Students are identified through skills screening and working within the system at the school site.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$557,310.00	Yes
1.10	Center for Teacher Support Induction	<p>Consulting teachers assist candidates (new teachers) through developing an Individualized Learning Plan where goal setting around the California Standards for the Teaching Professions (CSTPs), planning, observation, reflection, and collaboration are parts of a Cycle of Inquiry that promote growth within their teaching practice.</p> <p>Student Group Focus: EL, LI</p>	\$1,462,462.00	No
1.11	Bilingual Instructional Assistants (BIAs)	<p>BIAs provide primary language support to Emerging Bilinguals in core content classes outside of English Language Development classes using a variety of support models such as pull-out, push-in, and pre and post-teach.</p> <p>Student Group Focus: EL</p>	\$3,209,832.00	Yes
1.12	Before and Afterschool Tutoring	<p>Bilingual Instructional Assistants (BIAs) provide before or after school tutoring around key concepts in core content other than English Language Development (ELD).</p> <p>Student Group Focus: EL</p>	\$378,188.00	Yes
1.13	Online English Language Arts	Lexia Core5 and Lexia Power Up address both academic language as well as literacy skills based on individual student need.	\$416,000.00	Yes

	Intervention Program (Lexia)	Student Group Focus: LI		
1.14	Camp Invention: Title sites	Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts. Student Group Focus: LI	\$595,767.00	Yes
1.15	Camp Invention: Local Control Funding Formula (LCFF) sites	Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts. Student Group Focus: LI	\$600,000.00	Yes
1.16	Equal Opportunity Schools (EOS)	EOS provides workshops, professional development, data analysis, and site support to increase enrollment in Advanced Placement courses for priority student groups. Student Group Focus: EL, LI	\$257,000.00	Yes
1.17	iReady License, Professional Development, and Implementation Support	Implement and provide professional learning related to i-Ready, which provides targeted support based on diagnostic data for students below grade level in math and reading. Student Group Focus: EL, LI	\$563,379.00	Yes
1.18	Professional Learning and Implementation of Math Programs	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Build a tiered system of support for teachers to implement early intervention and assessment guided instruction. Student Group Focus: EL, LI	\$601,635.00	Yes

1.19	Math Support for Grades 6-8	0.2 Full Time Equivalent (FTE) intervention teacher provided to accelerate growth toward math proficiency. Student Group Focus: EL, LI	\$622,825.00	Yes
1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Increase professional learning opportunities for teachers focused on Systematic ELD connected to the ELD standards and framework. Student Group Focus: EL (LTEL)	\$185,910.00	Yes
1.21	Designated English Language Development (ELD) Staff	Increase site access to curriculum and training around systemic English Language Development to support English language acquisition for multilingual learners. Designated ELD classes use curriculum and instructional strategies tailored to the proficiency levels and language acquisition stages of English Learner (EL) students. Student Group Focus: EL (LTEL)	\$12,612,455.00	Yes
1.22	English Language Development (ELD) Staff Coaching	Staff to provide personalized support to teachers of English Learner (EL) students including 1:1 coaching, mentorship, establishing cohorts, and modeling lessons. Student Group Focus: EL (LTEL)	\$464,256.00	Yes
1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Oversee EL compliance (Reclassified Fluent English Proficient, follow-ups) and ELPAC training and administration district-wide. Student Group Focus: EL	\$614,810.00	Yes
1.24	English Language Development (ELD) Clerical Staff	Manage state and local student information systems, update and share English Learner (EL) data with staff, engage families, and support the enrollment and transfer process.	\$423,282.00	Yes

		Student Group Focus: EL		
1.25	English Learner (EL) Awareness and Communication	<p>Provide students, families, and staff with knowledge and vocabulary around English Language Development (i.e. process, purpose, pathway, options, meaning).</p> <p>Student Group Focus: EL (LTEL)</p>		No
1.26	Multi-Lingual Learners: Language Acquisition	<p>Staff coordinates programs to engage students in acquiring English and meeting academic standards.</p> <p>Student Group Focus: EL</p>	\$75,000.00	Yes
1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	<p>Staff coordinates programs to engage students in reading, writing, listening, and speaking in English.</p> <p>Student Group Focus: EL (LTEL)</p>	\$50,000.00	Yes
1.28	K-2 Reading Difficulty Screener	<p>Reading screeners provide insights into areas where English Learners (EL) may need additional support. Based on the results of the reading screener, practitioners can target specific areas of literacy development and track the progress of English learners over time.</p> <p>Student Group Focus: EL, LI</p>	\$23,000.00	Yes
1.29	Elementary Literacy Professional Learning	<p>Elementary literacy professional learning focused on:</p> <ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) training for 25 teachers • Training and planning time on Benchmark K-5 English Language Arts (ELA) curriculum 	\$177,500.00	Yes

		Student Group Focus: EL, LI		
1.30	Secondary Literacy Professional Learning	<p>Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students.</p> <p>Student Group Focus: EL, LI</p>	\$104,775.00	Yes
1.31	State Seal of Civic Engagement and Civic Education	<p>Youth Participatory Action Research (YPAR) training, Sacramento County Office of Education (SCOE) Civics Partnership, Mock Trial, Voter Education, and Civic Summit will provide teachers with collaboration time, knowledge, and skills to facilitate interdisciplinary student-led research projects that address issues relevant to their community.</p> <p>Student Group Focus: LI</p>	\$16,663.00	Yes
1.32	Strategic Literacy Plans	<p>Establish shared understanding and vocabulary around literacy for teachers, examine and redesign the master schedule to facilitate literacy learning, pilot and purchase foundational literacy skills materials, and promote literacy with families.</p> <p>Student Group Focus: EL, LI</p>	\$467,200.00	Yes
1.33	Director, Secondary (50%)	<p>School director to:</p> <ul style="list-style-type: none"> Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity 	\$117,801.00	Yes

		<ul style="list-style-type: none"> Collaborate with school principals, teachers, and staff to implement district initiatives and professional development <p>Student Group Focus: EL, LI</p>		
1.34	World language proficiency validation	<p>Provide students who are or were at one time designated as English learners (EL) the opportunity to:</p> <ul style="list-style-type: none"> Meet the college and career ready graduation requirements in world languages through the language skills they already have due to their backgrounds Have their home language validated for the world languages portion of the Seal of Biliteracy requirements <p>Student Group Focus: EL</p>	\$5,000.00	No
1.35	Equitable Access and Outcomes	<p>Provide access to information, resources, warm handoffs, applications, scholarships, college visits, and support for Historically Black Colleges and Universities College Fair.</p> <p>Student Group Focus: EL, LI</p>	\$26,046.00	Yes
1.36	System of Professional Growth (SPG) Training of Participants and New Facilitators	<p>During the learning-focused supervision process, facilitators observe instruction and have reflective conversations on how to differentiate student support based on evidence and research-based practices.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$1,943,416.00	Yes
1.37	Next Generation Science Standards (NGSS)	<p>This action provides funding for professional learning, strategic support for effective implementation of NGSS science and engineering practices, collaboration by grade level and/or science course, and ongoing support from outside science safety vendor.</p> <p>Student Group Focus: EL, LI</p>	\$214,835.00	Yes

1.38	Advance Placement and Counselor Summer Training	College board summer registration fees for Advance Placement (AP) summer training and fees only for counselor registrations for training to support college and career. Student Group Focus: EL	\$15,300.00	Yes
1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	PSAT/NMSQT will be funded for all 10th and 11th grade students during the school day as an opt-in. Cash for College events will be held at at least four high schools regionally to support Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA) completion. Student Group Focus: EL, LI	\$92,790.00	Yes
1.40	Naviance Support/6th Grade Program	Counselor will visit K-6 sites without a site-based school counselor to deliver the Naviance tasks in the 6th-grade scope and sequence: Strengths Explorer, Academic Smart Goal and Career, Road Trip Nation. Student Group Focus: EL, LI	\$20,000.00	Yes
1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	District Supports to improve student outcomes: <ul style="list-style-type: none"> • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction 	\$4,206,204.00	Yes

		Student Group Focus: EL, FY, LI, HM, Lowest Performing		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement and Course Access - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

<p>A review of Dashboard data results showed:</p> <ul style="list-style-type: none">• African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.• Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.• 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)• 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B). <p>During the 2021-24 LCAP cycle, educational partners indicated that:</p> <ul style="list-style-type: none">• LCAP goals were too broad and difficult to measure using data.• Including current year and previous year data in LCAP was confusing.• Not all required student groups were reported in the LCAP. <p>State and local data and educational partner input revealed a need to increase:</p> <ul style="list-style-type: none">• Alignment between goals, metrics, and actions.• Clarity to the public and board about our goals, and how we are measuring and monitoring progress.• Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator. <p>As a result, the 2024-27 LCAP:</p> <ul style="list-style-type: none">• Goals are aligned to the state priority areas and required LCAP metrics.• Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.
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EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 Overall: 28.7% Disparity: 27.6% AA: 49.3% AI: 45.5% AS: 19.7% EL: 26.3% FI: 16.1% FY: 42.3% HIS: 33.9% HM: 56.3% LTEL: Available in 2024 PI: 50.8% SED: 35.6% SWD: 37.5% WH: 34% TOM: 31.8%			27.2%	

2.2	<p>Attendance: Average days absent during the school year for students in TK-12.</p> <p>DataQuest - Absenteeism by Reason Report</p>	<p>2022-23 Overall: 14.7 days Disparity: 10.2 days</p> <p>AA: 21.1 days AI: 20.0 days AS: 10.8 days EL: 13.1 days FI: 11.2 days FY: 18.7 days HIS: 16.1 days HM: 24.9 days LTEL: Available in 2024 PI: 20.1 days SED: 16.7 days SWD: 19.1 days WH: 13.6 days TOM: 15.5 days</p>			13.7 days	
2.3	<p>High School Dropout Rate: Percentage of high school students who dropout based on the 4-year cohort outcomes.</p> <p>DataQuest - 4-Year Adjusted Cohort Outcome</p>	<p>2022-23 Overall: 9.0% Disparity: 8.6%</p> <p>AA: 17.9% AI: 7.1% AS: 6.7% EL: 13.6% FI: 2.6% FY: 20.0% HIS: 10.2% HM: 20.9% LTEL: Available 2024 PI: 14.3% SED: 11.8% SWD: 9.6% WH: 8.3% TOM: 7.0%</p>			7.5%	

2.4	<p>Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.</p> <p>California Longitudinal Pupil Achievement Data System (CALPADS)</p>	<p>2022-23 10 students</p>			Maintain levels	
2.5	<p>Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.</p> <p>California School Dashboard - Graduation Indicator</p>	<p>2022-23 Overall: 86.7% Disparity: 16.5%</p> <p>AA: 77.6% AI: 85.7% AS: 86.7% EL: 74.5% FI: 92.1% FY: 70.8% HIS: 85.6% HM: 70.2% LTEL: Available 2024 PI: 76.2% SED: 82.2% SWD: 77.5% WH: 87.6% TOM: 91.5%</p>			87.7%	
2.6	<p>Broad Course of Study: Percentage of students in TK-5 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education.</p>	<p>2022-23 Overall: 93.2% Disparity: 3.6%</p> <p>AA: 89.6% AI: 91.4% AS: 90.3% EL: 91.1% FI: 93.2% FY: 91.3%</p>			94%	

	California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	HIS: 93.3% HM: 92.1% LTEL: Available 2024 PI: 93.7% SED: 92.0% SWD: 92.5% WH: 94.2% TOM: 94.9%				
2.7	<p>Broad Course of Study: Percentage of students in 6-8 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education.</p> <p>California School Dashboard Local Performance Indicator - Access to a Broad Course of Study</p>	<p>2022-23 Overall: 94.5% Disparity: 22.3%</p> <p>AA: 93.0% AI: 95.0% AS: 94.6% EL: 88.5% FI: 97.3% FY: 95.2% HIS: 94.5% HM: 87.3% LTEL: Available 2024 PI: 96.6% SED: 93.0% SWD: 72.2% WH: 94.5% TOM: 95.7%</p>			96%	
2.8	<p>Broad Course of Study: Percentage of students in grade 12 who received a broad course of study throughout grades 9-12 based on receiving a grade in course/graduation requirements in English language arts, mathematics, science,</p>	<p>2022-23 Overall: 90.4% Disparity: 28.3%</p> <p>AA: 83.5% AI: 88.9% AS: 88.7% EL: 82.9% FI: 88.1% FY: 80.0% HIS: 91.4%</p>			92%	

	social science, foreign language, physical education, and visual and performing arts. California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	HM: 86.8% LTEL: Available 2024 PI: 86.7% SED: 87.9% SWD: 62.1% WH: 90.8% TOM: 94.1%				
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Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Immunization Clinic	Nurse to provide immunizations to students, especially refugee students. Student Group Focus: EL, LI	\$40,000.00	Yes
2.2	Tutoring for Foster Youth (FY)	Teachers to provide tutoring for FY students to accelerate learning in primary grades and credit recovery in grades 11 and 12. Student Group Focus: FY	\$170,855.00	Yes
2.3	Credit Recovery for Foster Youth (FY)	Counselors to meet with FY students to assess credits earned and credits needed to meet graduation requirements. Student Group Focus: FY	\$1,326,104.00	Yes
2.4	Foster Youth (FY) Student Lists	Staff to audit student lists of current and former FY students to ensure qualifying students receive services and accuracy of data. Student Group Focus: FY	\$10,985.00	Yes
2.5	Foster Youth (FY) Advocacy	Social worker and school community worker to meet with county workers, students, and caregivers to provide resources to students entering, leaving, and attending the district. Student Group Focus: FY	\$10,000.00	Yes

2.6	La Entrada Alternative Continuation School	Specialized personnel provide individualized support to address students' academic and socio-emotional needs. Provide materials such as textbooks to support curriculum delivery, and technology to enhance learning opportunities. Student Group Focus: EL, LI	\$1,184,171.00	Yes
2.7	Credit Recovery	Provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support through personalized credit recovery programs integrated into the school day. Student Group Focus: EL, LI	\$502,392.00	Yes
2.8	Summer School: Extended Year	Provide flexible scheduling, personalized instruction aligned to student needs and specialized support including language assistance and access to resources. Student Group Focus: EL, LI	\$75,000.00	Yes
2.9	Summer School: Independent Study	Provide tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship. Student Group Focus: EL, LI	\$100,000.00	Yes
2.10	Summer School: Seat Based	Provide resources such as textbooks and technology, personalized guidance to ensure progress towards college and career goals, and intensive instruction focused on academic gaps such as language support to address comprehension. Student Group Focus: EL, LI	\$125,000.00	Yes

2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Additional Full-Tim Equivalent (FTE) staff on high school sites to provide direct support to students. Student Group Focus: EL, FY, LI, HM	\$388,583.00	Yes
2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Support for site teams in developing their prevention and intervention programs, allocation of resources to sites, and tracking of interventions and data. Student Group Focus: EL, FY, LI, HM	\$55,900.00	Yes
2.13	Summer Math Learning	Provide extended learning opportunities during summer for targeted student groups to accelerate growth towards math standards. Student Group Focus: EL, LI	\$72,950.00	Yes
2.14	Integrated Math 1 Teachers High School	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Student Group Focus: EL, LI	\$578,117.00	Yes
2.15	McKinney-Vento (MKV) Wraparound Services	Staff, basic needs, and schools supplies to: <ul style="list-style-type: none"> • Conduct home visits • Hold monthly food distribution • Give access to food closet for families Student Group Focus: HM	\$97,083.00	Yes

2.16	Student Support Services Mobile	<p>Student Services vehicle that goes to school sites and San Juan events to distribute basic needs and school supplies such as backpacks, food, and attendance information.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$20,000.00	Yes
2.17	Attendance Improvement Program	<p>Staff to attend attendance meetings, School Attendance Review Boards (SARBs), run attendance data, and provide incentives for students.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$466,227.00	Yes
2.18	McKinney-Vento (MKV) Transportation	<p>Staffing to support communication and clerical work, and provide transportation to MKV students and qualifying English Learner (EL) newcomer students.</p> <p>Student Group Focus: EL (Newcomer), HM</p>	\$1,000,000.00	Yes
2.19	Arts/PE: Professional Learning	<p>Provide professional learning opportunities focused on implementation of newly adopted standards, curriculum and instruction strategies that meet the needs of all students, equitable grading practices, and network collaboration.</p> <p>Student Group Focus: EL, LI</p>	\$10,000.00	Yes
2.20	Music Instrument Repair	<p>Provide instruments, equipment, materials, and supplies to students in need.</p> <p>Student Group Focus: EL, LI</p>	\$51,462.00	Yes
2.21	Secondary Teacher on Special Assignment (TOSA): Math	<p>Math TOSA provide professional learning, mentorship, resources, and classroom support to teachers focused on student engagement, culturally relevant instruction, differentiation techniques, and methods to reduce math anxiety, build confidence and self-efficacy.</p>	\$80,012.00	Yes

		Student Group Focus: EL, LI		
2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	<p>Elementary math and ELA TOSAs provide professional learning to support effective instructional strategies, differentiation techniques, and culturally relevant instruction, including support for early numeracy and foundational reading skills.</p> <p>Student Group Focus: EL, LI</p>	\$147,457.00	Yes
2.23	Science Program Specialist	<p>Science Program Specialist provides:</p> <ul style="list-style-type: none"> • Leadership for curriculum adoption and instruction alignment to best practices • Teacher professional learning in inquiry-based methods • Resource allocation • Advocacy and support for regular, frequent elementary science instruction <p>Student Group Focus: All</p>	\$208,560.00	No
2.24	Elementary Teachers on Special Assignments (TOSA): English Language Arts (ELA) and Math Secondary TOSA: Math	<p>Teachers on Special Assignments (TOSAs) to provide professional learning in math and ELA focused on effective instructional, differentiated, and culturally relevant instruction to support early numeracy and foundational reading skills. Also, provide mentorship, resources, and classroom support to address diverse student needs, reduce math anxiety, and foster confidence.</p> <p>Student Group Focus: EL, LI</p>	\$227,467.00	No
2.25	Secondary Teachers on Special Assignments (TOSAs): English	<p>Our secondary ELA and science TOSAs focus on professional learning and teacher support by:</p> <ul style="list-style-type: none"> • Providing targeted professional learning in literacy strategies, content integration, and differentiation techniques to address the diverse needs of English learners and low-income students 	\$300,404.00	No

	Language Arts (ELA) and Science	<ul style="list-style-type: none"> Offering ongoing mentorship, collaborative planning sessions, and access to resources <p>Student Group Focus: EL, LI</p>		
2.26	English Language Arts (ELA) and Math Program Specialists	<p>The Program Specialist positions:</p> <ul style="list-style-type: none"> Ensure alignment with standards and frameworks for many district initiatives Provide targeted professional learning for teachers in effective instructional strategies Facilitate the selection and implementation of evidence-based curricula and resources Foster collaboration among educators, offer differentiated support, and monitor student progress <p>Student Group Focus: EL, LI</p>	\$372,547.00	Yes
2.27	Instructional Technology	<p>Instructional technology to provide:</p> <ul style="list-style-type: none"> Translation tools and language resources for English Learner (EL) population Translated materials and communications from teachers to families Supports and resources for ELs and students receiving special education services to ensure inclusion and access to the same academic content Interactive teaching methods for diverse learning styles <p>Student Group Focus: EL, SWD</p>	\$336,147.00	Yes
2.28	Site-Based Counselor Ratio	<p>Site-based school counselors to:</p> <ul style="list-style-type: none"> Provide tier 1 intervention in college career, personal, social, and academic support Lower ratios of site-based counselors More exposure and intervention in tier 1 and tier 2 	\$2,099,056.00	Yes

		Student Group Focus: EL, LI		
2.29	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	<p>District Supports to improve student outcomes:</p> <ul style="list-style-type: none"> • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction <p>Student Group Focus: EL, FY, LI, HM, Lowest Performing</p>	\$4,206,204.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Conditions, Climate, and Family Engagement - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the 2023 CA School Dashboard indicators.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.</p> <p>California School Dashboard - Suspension Indicator</p>	<p>2022-23 Overall: 5.7% Disparity: 15.5%</p> <p>AA: 12.2% AI: 6.9% AS: 3.7% EL: 4.4% FI: 2.6% FY: 21.2% HIS: 6.2% HM: 10.8% LTEL: Available 2024 PI: 5.5% SED: 7.3% SWD: 8.4% WH: 4.6% TOM: 7.7%</p>			5.4%	

3.2	<p>Expulsion Rate: Percentage of students expelled from school.</p> <p>DataQuest - Expulsion and Suspension Data</p>	<p>2022-23 Overall: 0.08% Disparity: 0.28%</p> <p>AA: 0.36% AI: 0.0% AS: .02% EL: 0.04% FI: 0.0% FY: 0.85% HIS: 0.09% HM: 0.00% LTEL: Available 2024 PI: 0.0% SED: 0.18% SWD: 0.17% WH: 0.05% TOM: 0.06%</p>			Maintain levels	
3.3	<p>Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.</p> <p>California School Dashboard Local Performance Indicator - Local Climate Survey</p>	<p>2022-23 58.2%</p>			60%	
3.4	<p>Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.</p> <p>California School Dashboard Local</p>	<p>2022-23 60.7%</p>			62%	

	Performance Indicator - Local Climate Survey					
3.5	<p>Parent and Family Engagement: District self-reflection ratings on the parent and family engagement tool in all three areas with a focus on parents of EL, LI, FY, SED, and SWD: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making.</p> <p>California School Dashboard Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool</p>	<p>2022-23 Relationships: 3.75/5 Partnerships: 3.5/5 Input: 3.25/5</p>			<p>Relationships: 4 Partnerships: 4 Input: 4</p>	
3.6	<p>School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool.</p> <p>California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities</p>	<p>2022-23 100%</p>			100%	
3.7	<p>Standards Access: Percentage of students who have access to</p>	<p>2022-23 100%</p>			100%	

	standards-aligned instructional materials. California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities					
3.8	Credentialed Staffing: Percentage of teachers fully credentialed and appropriately assigned with an assignment monitoring of "clear". California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 Data not yet released by California Department of Education. District: TBD Katherine Johnson Middle: TBD La Entrada Continuation High: TBD La Vista Center: TBD Starr King K-8: TBD			85%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Advocacy	School community worker and foster youth social worker to meet with foster youth students at school site and serve as advocate as it relates to the school site and county agencies. Student Group Focus: FY	\$99,999.00	No
3.2	Care Solace	Care Solace provides a "concierge" service that assists students and families in navigating the mental health system to get access to care. Student Group Focus: EL, FY, LI, HM	\$107,000.00	Yes
3.3	Campus Supervision	Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day. Student Group Focus: EL, LI	\$378,900.00	Yes
3.4	Title 1 Vice Principals (K-8)	Vice principals to proactively help students with problem solving skills, building relationships with students and staff, and support alternative discipline practices and restorative practices when students return from disciplinary action.	\$1,677,737.00	Yes

		Student Group Focus: LI		
3.5	Conflict Mediation District Initiated Absences (DIAs)	Facilitate communication between staff members, resolve conflicts, and support a collaborative learning environment and healthy school culture. Student Group Focus: EL, LI	\$25,000.00	Yes
3.6	Site Administrator Support	Retired administrators to supervise students and staff on days when administrators are off campus. Student Group Focus: EL, LI	\$60,000.00	Yes
3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Supports for programs: <ul style="list-style-type: none"> • Translators to provide services at outreaches • Time cards for site and district staff who participate in outreaches after contracted hours • Site training for NLP, APTT, community asset mapping, parent-teacher home visits, and professional learning opportunities to deepen/expand initiatives Student Group Focus: EL, FY, LI, HM	\$39,998.00	Yes
3.8	FACE Mobile and Family Outreach	FACE Mobile and Family Outreach Supports: <ul style="list-style-type: none"> • Full-time staff member to talk with families, determine needs and supports available, and connect them with district/community resources • Purchasing of resources to help families with academic and social-emotional student support at home • Items and materials to help reduce barriers and provide access to families who visit the FACE Mobile or other tabling outreach • Professional learning for staff and families around the FACE Mobile, family engagement, and educational enrichment through outreach opportunities 	\$300,000.00	Yes

		<ul style="list-style-type: none"> Time cards for site and district staff who participate in outreaches after contracted hours <p>Student Group Focus: EL, FY, LI, HM</p>		
3.9	Summer Family Camps	<p>Summer Family Camps Support:</p> <ul style="list-style-type: none"> Contracting with Sierra Nevada Journeys, Camp Winthers, and other community partners to help provide enrichment to families Time cards for site and district staff, including interpreters, who participate in these camps outside of contracted hours Materials and supplies for enrichment at the camps Transportation for families who need it to attend <p>Student Group Focus: EL, FY, LI, HM</p>	\$100,000.00	Yes
3.10	Adult Education: English as a Second Language (ESL)	<p>Offer culturally sensitive, flexible ESL classes with individualized instruction and accessible childcare services.</p> <p>Student Group Focus: EL</p>	\$107,555.00	Yes
3.11	Multi-Tiered System of Supports (MTSS): Staffing for Low, Mid and High Density Sites	<p>School Social Workers provide direct services to identified students focused on:</p> <ul style="list-style-type: none"> Mental health support Social skills instruction Individual counseling Referrals to outside agencies for identified needs of students and/or families <p>Student Group Focus: EL, FY, LI, HM</p>	\$365,695.00	Yes
3.12	Student Support Center	<p>Staff focused on mental health, social skills, and counseling to provide supports to students as needed.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$99,203.00	No

3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	<p>MTTS department supports that include:</p> <ul style="list-style-type: none"> • Administrator to develop and refine program, supervise employees, and collect data • Clerical staff to support program needs • Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being • Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students <p>Student Group Focus: EL, FY, LI, HM</p>	\$350,700.00	No
3.14	Vision to Learn	<p>Partnership with outside agency to provide vision screening, follow-up exams, glasses prescriptions, and glasses to students as needed.</p> <p>Student Group Focus: LI</p>	\$250,000.00	Yes
3.15	Additional Staffing for Safe Environments	<p>Additional Full-Time Equivalent (FTE) provided to each site for smaller student-to-staff ratios during recess and passing periods, and to establish trusting relationships with students.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$2,767,120.00	Yes
3.16	Support Center Leadership Team Stipends	<p>Student Support Center (SSC) leadership team to provide guidance and input into the professional learning for the Student Support Center team focused on providing direct supports and interventions to students.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$12,499.00	Yes
3.17	Behavior and Systems Support	<p>Board Certified Behavior Analysts (BCBA) to provide greater access to individualized supports for students who are struggling with regulation and behavior. BCBA and mental health teams will build a system for coordinated support for identified students. Coordinator will provide practitioners direct support to ensure accuracy of intervention documentation and use of data in decision making.</p>	\$329,232.00	Yes

		Student Group Focus: EL, FY, LI, HM		
3.18	Student Support Center	<p>Staff to provide students with mental health, social skills, and counseling supports as needed.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$5,261,279.00	Yes
3.19	Positive Behavioral Interventions and Supports (PBIS)/Social-Emotional Learning (SEL)/Restorative Practices	<p>Training, resources, and guidance for school site teams on how to build a comprehensive system focused on a continuum of positive behavior supports and structures.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	\$293,812.00	Yes
3.20	Navigate 360	<p>Use Navigate 360 to provide individualized skill support to students and teach appropriate behavioral strategies. Use as an alternative discipline tool to reduce home suspensions and exclusionary discipline.</p> <p>Student Group Focus: FY, LI, HM</p>	\$140,000.00	Yes
3.21	Where Everybody Belongs (WEB) Peer Mentor Program	<p>Enhance student leadership, facilitation and community-building skills. Peer Mentors provide incoming 6th graders/new students a welcoming environment and connections to school.</p> <p>Student Group Focus: LI</p>	\$40,000.00	Yes
3.22	San Juan Youth Voice Advocates (SJYVA)	<p>Skill-building and support to high school students for facilitation of listening sessions to increase student voice toward the district's Local Control and Accountability Plan (LCAP), including sessions focused on the needs of Hispanic/Latinx and African American/Black students.</p> <p>Student Group Focus: EL, LI</p>	\$15,000.00	Yes

3.23	Black Student Unions (BSUs)	Support, consultation, and resources to staff advisors and student leaders for developing or enhancing their site-based Black Student Union. Build connections through a districtwide BSU Community of Belonging. Student Group Focus: LI	\$63,000.00	Yes
3.24	School/Community Prevention Specialist	School/Community Prevention Specialist supports program implementation and direct student support for San Juan Youth Voice Advocates, Where Everyone Belongs (WEB) peer mentor program, Black Student Unions, Leadership Series, and School Climate Teams. Student Group Focus: EL, LI	\$180,484.00	Yes
3.25	Leadership Workshop Series	Leadership Workshop Series builds student leadership and skill-building through a series of workshops. Student Group Focus: LI	\$8,000.00	Yes
3.26	Student School Climate Teams	Student School Climate Teams provide student training and skill-building to support a positive school climate through data collection, action planning and implementation, and staff presentations. Student Group Focus: LI	\$5,750.00	Yes
3.27	Camp Kinder	Camp Kinder provides nine instructional days for students to meet their incoming teacher, learn routines and procedures, and get support for success in the upcoming school year. Read Together books target foundational literacy skills such as, but not limited to Concepts about Print, Phonic Awareness, and fluency. Student Group Focus: EL, LI	\$364,486.00	Yes

3.28	Substance Abuse Prevention Support	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students and parents. Student Group Focus: LI	\$147,532.00	Yes
3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents. Student Group Focus: LI	\$239,006.00	Yes
3.30	Cultivating Leaders	Mentors and seminar topics address unconscious bias, communication, and navigating conflict through shared leadership, group facilitation, and reflection. Student Group Focus: EL, LI, SWD	\$336,261.00	Yes
3.31	Inclusive Practices	Program Specialist support to provide professional development to increase inclusionary practices districtwide. Student Group Focus: SWD	\$120,000.00	No
3.32	General Education Enrollment	Systems refinement to allow more students to access general education core content with high quality instruction. Student Group Focus: SWD		No
3.33	Behavior Support Assistants	Behavior Support Assistants provide direct services to identified students with disabilities experiencing significant behavioral needs. Student Group Focus: SWD	\$494,320.00	No

3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	<p>Additional IA hours allow for added staffing to work directly with students with disabilities on academics and social-emotional growth.</p> <p>Student Group Focus: SWD</p>	\$299,132.00	No
3.35	Enrollment Center Counselor	<p>Enhance support for newcomer students at the time of enrollment, improve communication channels for students/families, provide tailored support and tentative English Language Development (ELD) placement, one-on-one counseling, and access to multilingual resources.</p> <p>Student Group Focus: EL (Newcomer)</p>	\$98,000.00	Yes
3.36	Translation and Interpretation	<p>Provide information and communicate to students and families in home language.</p> <p>Student Group Focus: EL</p>	\$1,230,137.00	Yes
3.37	Support for Newcomers and Culturally Relevant Engagement	<p>Assist families in understanding the American school system and engage them in activities that promote student's academic progress. Provide school supplies and Chromebooks for access to critical needs related to translation, resources, classroom, and research.</p> <p>Student Group Focus: EL (Newcomer)</p>	\$341,636.00	Yes
3.38	Ongoing Support for Newcomers	<p>Upon enrollment, staff personally reaches out to the families and links them to resources, primary language support, school supplies, and school orientations.</p> <p>Student Group Focus: EL (Newcomer), LI</p>	\$1,450,000.00	Yes

3.39	American Indian Education Program Grant Management	<p>The administrator of the program coordinates activities for students/families, acts as a liaison between parents, school sites and the district office, and manages grant compliance.</p> <p>Student Group Focus: LI, AI</p>	\$34,218.00	No
3.40	Safety Positions	<p>School site safety positions to provide:</p> <ul style="list-style-type: none"> • Transition support in between classes, connect with students during unstructured time, respond to and support staff when safety or social-emotional issues arise • Conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), building community relationships, and trauma-informed practices <p>Student Group Focus: EL, LI</p>	\$561,939.00	Yes
3.41	Vice Principals and Guest Teachers	<p>Vice Principals to proactively help students with problem-solving skills, build relationships with students and staff, support alternative discipline practices and restorative practices when students return from disciplinary action. Provide two additional dedicated guest teachers at Katherine Johnson Middle School who will remain at the site if all positions are filled for extra intervention, relationship building, and additional support during emergency situations.</p> <p>Student Group Focus: EL, LI</p>	\$1,318,443.00	Yes
3.42	Enhance School Culture and Climate - Encina	<p>Provide additional campus supervision, resources, materials, and supplies to increase student safety and access to graduation, school, and athletic opportunities at Encina Preparatory High.</p> <p>Student Group Focus: LI</p>	\$175,276.00	Yes

3.43	Pregnant/Parent Students	<p>Early Head Start and Home Base staff:</p> <ul style="list-style-type: none"> • Screen and assess students to identify developmental activities to do at home • Provide academic and socialization opportunities on campus to prepare students for classroom environment • Provide a support system for pregnant teens and adults with children from birth to 3 years • Accompany parents to community resources, school, health, and employment appointments • Assist with pre-school enrollment <p>Student Group Focus: EL, LI</p>	\$551,117.00	Yes
3.44	Student Identity	<p>Student identity clubs and activities provides opportunities for student listening sessions to amplify student concerns and needs and provides more opportunities to celebrate intersectional identity.</p> <p>Student Group Focus: EL, LI</p>	\$40,000.00	Yes
3.45	F.A.C.E. Parent/Family Support Ambassadors	<p>Parent/Family Support Ambassadors responsibilities:</p> <ul style="list-style-type: none"> • Provide family outreach and communication regarding high school graduation and college/career readiness • Participate in meetings and school events • Communicate with families to increase knowledge of school, district, and community resources and programs • Support with welcome calls, school tours, and welcoming new students and families • Promote opportunities for family involvement, parent and student voice, and school-to-home partnerships • Support facilitation of student clubs, student groups, parent groups, and family education classes/events • Connect students and families to internal and external programs, resources, and tangible items as needed <p>Student Group Focus: EL, FY, LI, HM</p>	\$546,648.00	Yes

3.46	Family Education and Leadership Development	<p>Family Education and Leadership Development staff responsibilities:</p> <ul style="list-style-type: none"> • Develop family education workshops, classes, and programs • Collaborate with district departments and community-based organizations to offer programs that support parent leadership and learning about the school system • Support community outreach to increase family engagement and partnership • Work with school site teams to offer training, assistance, or guidance on family engagement best practices and initiatives • Help with the creation and coordination of workshops in different languages • Create opportunities to build the capacity of families' knowledge and confidence to encourage diverse representation from families in school and district committees • Provide programs that inform families about ways to engage in education through parent voice, volunteering, advocacy, etc. <p>Student Group Focus: EL, FY, LI, HM</p>	\$61,740.00	Yes
3.47	Safety Support, Planning & Training	<p>Safety positions to:</p> <ul style="list-style-type: none"> • Provide resources and guidance to assist and investigate school and online incidents involving threats of harm • Provide conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building • Provide instruction and monitor safety drills • Conduct site vulnerability and safety studies <p>Student Group Focus: EL, LI</p>	\$1,731,862.00	Yes
3.48	School Community and Family Partnerships	<p>Full-time coordinator to:</p> <ul style="list-style-type: none"> • Explore and vet partnerships and connect them with site and district opportunities • Purchase resources and materials to help promote partnership initiatives • Provide professional learning for staff, families, and community members around the power of partnerships 	\$135,766.00	Yes

		<ul style="list-style-type: none"> • Pilot partnership programs at sites based on targeted needs • Create partnership events to help increase knowledge, access, and opportunities for sites, departments, and partners • Oversee time cards for site and district staff who participate in partnership outreaches after contracted hours <p>Student Group Focus: EL, FY, LI, HM</p>		
3.49	San Juan Teacher Residency at Alder Graduate School of Education	<p>Hire educators that look like the students we support. Provide support for residents and mentors such as professional learning, supplemental salary and benefits for residency facilitators, and supplies for mentor and resident seminars.</p> <p>Student Group Focus: EL, LI</p>	\$222,095.00	Yes
3.50	New Teacher Induction and Peer Assistance and Review (PAR)	<p>Induction and PAR programs:</p> <ul style="list-style-type: none"> • Provide new and struggling teachers with ongoing support and mentorship from experienced educators tailored to the needs of English Learners (ELs) and low-income students • Foster collaboration, professional growth, and instructional excellence • Provide appropriate materials, technology, and support personnel to further enhance their effectiveness in meeting the needs of ELs and low-income students <p>Student Group Focus: EL, LI</p>	\$88,410.00	Yes
3.51	Pre-Induction Teacher On Special Assignment (TOSA)	<p>TOSA supports include:</p> <ul style="list-style-type: none"> • Intensive support to interns and untrained teachers to meet the learning needs of English learners and low-income students • Effective teaching practices to foster engagement, comprehension, and achievement • Support and mentorship with an experienced educator 	\$163,455.00	Yes

		Student Group Focus: EL, LI		
3.52	Fiscal Technician	<p>Fiscal technician ensures management team (program specialists) is supported, and funds are allocated in alignment with funding guidelines to meet the specific needs of student groups generating funding.</p> <p>Student Group Focus: EL, LI</p>	\$58,891.00	Yes
3.53	System of Professional Growth (SPG) and Pre-Induction Support	<p>Add peer facilitators and/or pre-induction facilitators to support veteran and brand new practitioners to reduce caseload of administrators, support process, and enhance the teaching and learning of students who most need high quality instruction.</p> <p>Student Group Focus: EL, LI</p>	\$300,000.00	Yes
3.54	Mentoring and Support	<p>Mentoring and support to:</p> <ul style="list-style-type: none"> • Provide targeted mentoring support to students from marginalized communities • Aid in data accrual around site based incidents of hate/discrimination/bias • Support staff and student efforts to appropriately navigate the challenges <p>Student Group Focus: EL, LI</p>	\$942,326.00	Yes
3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	<p>Provide staff with access to educational opportunities and resources to further develop their equity lenses and expand their ability to support district learners.</p> <p>Student Group Focus: EL, LI</p>	\$146,060.00	Yes

3.56	Equity personnel	<p>Provide support to district employees with meeting the unique needs of Local Control Funding Formula (LCFF) priority students, stewarding the 8-Point Commitment, and making connections between the 8-point commitment, the state Local Control and Accountability Plan (LCAP) Metrics, and the California Department of Education's 5 Culturally Responsive Practices.</p> <p>Student Group Focus: EL, LI</p>	\$702,950.00	Yes
3.57	Campus Climate	<p>Provide capacity-building opportunities for site leaders to recognize and celebrate student academic progress, receive data collection resources, and support identity focused events such as Black Renaissance, Black Student Union (BSU) Kickoff, Pride Celebrations.</p> <p>Student Group Focus: EL, LI</p>	\$150,000.00	Yes
3.58	Student Voice	<p>Engage in student listening sessions to amplify student concerns and needs. Hold summits for students to discuss the equity work they have engaged in, identity clubs that support their efforts in creating spaces of belonging, and share their truth with adults in our system.</p> <p>Student Group Focus: EL, LI</p>	\$23,000.00	Yes
3.59	Two-Way Text Messaging Platform with Advanced Translation Features	<p>TalkingPoints provides a two-way communication platform for staff and families to connect that provides advanced auto-translation features.</p> <p>Student Group Focus: EL</p>	\$56,850.00	Yes
3.60	Cultural Communication Specialists	<p>Two cultural communication specialists to provide purposeful and targeted communication with families that speak the two most common languages in the district other than English (Spanish and Persian) through storytelling, and support departments and school sites with improving their communication practices.</p>	\$282,616.00	Yes

		Student Group Focus: EL		
3.61	Workforce Diversity, Recruitment, Retention	<p>Workforce diversity, recruitment, and retention efforts include:</p> <ul style="list-style-type: none"> • Job fairs • Recruitment materials and supplies • Specific training on meeting the needs of the diverse population <p>Student Group Focus: EL, LI</p>	\$100,000.00	Yes
3.62	Credentialing Oversight	<p>Increase the frequency of monitoring teacher placement at sites, credential expiration dates, and revise onboarding process.</p> <p>Student Group Focus: EL, FY, LI</p>		No
3.63	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	<p>District Supports to improve student outcomes:</p> <ul style="list-style-type: none"> • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction <p>Student Group Focus: EL, FY, LI, HM, Lowest Performing</p>	\$4,206,205.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Carmichael Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 EL: -99.2 points HIS: -78.7 points SED: -94.5 points WH: -78.6 points			EL: -96.2 points HIS: -75.7 points SED: -91.5 points WH: -75.6 points	
4.2	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 8.3%			TOM: 8.0%	
4.3	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 AA: 56.3% EL: 25.9% SED: 42.2% TOM: 39.4%			AA: 55.8% EL: 25.4% SED: 41.7% TOM: 38.9%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	University of Florida Literacy Institute (UFLI) Foundations Literacy	Supplemental program to benchmark curriculum that teaches students the foundational skills necessary for proficient reading. Student Group Focus: EL, HIS, SED, WH	\$3,994.00	No
4.2	English Learner Achieve Curriculum	Systematic English Language Development (ELD) curriculum to support English development for English language learners during designated ELD as well as all learners for Integrated ELD inside the general education classroom.	\$29,428.00	No

		Student Group Focus: EL, HIS, SED, WH		
4.3	Engaging School Literature	<p>Engaging school literature to reflect culturally relevant topics, student interests, and promote student literacy. Provide literacy for families to engage with English Language Arts (ELA) at home.</p> <p>Student Group Focus: EL, HIS, SED, WH</p>	\$21,020.00	No
4.4	Bilingual Instructional Assistant Support	<p>Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families.</p> <p>Student Group Focus: EL</p>	\$214,677.00	No
4.5	Student and Family Engagement	<p>School Community Specialist to monitor and communicate with students identified as chronically absent and provide engaging attendance incentives for students and families.</p> <p>Student Group Focus: AA, EL, SED, TOM</p>	\$55,241.00	No
4.6	Welcoming and Belonging	<p>Provide “welcome kits” and additional resources to support students.</p> <p>Student Group Focus: AA, EL, SED, TOM</p>	\$7,357.00	No
4.7	Structured Recess Supervision	<p>Monitor, coach, and provide positive modeling for recess activities.</p> <p>Student Group Focus: TOM</p>	\$68,105.00	No
4.8	Positive Behavior Intervention	<p>Positive Behavior Intervention supports:</p> <ul style="list-style-type: none"> • Professional learning focused on meeting students' various needs • Engaging families as partners in supporting positive behaviors • Schoolwide signage 	\$21,230.00	No

		<ul style="list-style-type: none"> Furniture and materials for calm down space and behavioral alternatives Positive Behavioral Interventions and Supports (PBIS) materials <p>Student Group Focus: TOM</p>		
4.9	Engaging Instructional Practices	<p>Curriculum and materials for differentiated instruction, materials for students to take home, manipulatives, and technology to increase engagement and understanding.</p> <p>Student Group Focus: AA, EL, HIS, SED, WH</p>	\$5,255.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Encina Preparatory High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 23.4%			EL: 25.4%	
5.2	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 EL: 7.2%			EL: 9.2%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Bilingual Instructional Assistants (BIAs)	BIAs provide language support instruction across content areas. Student Group Focus: EL	\$259,410.00	No
5.2	Instructional Assistant (IA)	IA to provide instructional support for English learners in English Language Development (ELD) classes. Student Group Focus: EL	\$145,946.00	No
5.3	English Learner (EL) Instruction	Professional learning focused on integrating the EL framework, content standards, and Guided Language Acquisition Design (GLAD) strategies. Student Group Focus: EL	\$27,322.00	No

5.4	English Language Instructional Specialist	English Language Instructional Specialist to conduct formative assessments, student progress monitoring, and push-in/pull-out support as needed. Student Group Focus: EL	\$32,079.00	No
5.5	English Learner (EL) Counselor	English Learner (EL) Counselor to provide post-secondary planning and Social-Emotional Learning (SEL) support, and monitor A-G completion for EL students. Student Group Focus: EL	\$167,114.00	No
5.6	Technology to Support Differentiation	Provide technology devices, translation devices, and site licenses to support language development and accessibility to content areas. Student Group Focus: EL	\$3,153.00	No
5.7	Refugee Empowering Peers: International Rescue Committee (IRC)	Service agreement provides: <ul style="list-style-type: none"> • Education support: Academic support and resources, extracurricular opportunities, and college/post-secondary preparation and options • Life skills education: Team building, communication skills, civic engagement, diversity and inclusion, and relationship building • Employment information: Resume building, job search, and career opportunities Student Group Focus: EL	\$15,765.00	No
5.8	Advancement Via Individual Determination (AVID) Emerge	Staff, training, and supplies to support the implementation of the AVID program. Student Group Focus: EL	\$33,655.00	No

5.9	Administrative Instructional Support (VP)	Administrative Instructional Support (VP) to focus on removing barriers to student learning. Student Group Focus: EL	\$201,854.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Greer Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	<p>English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.</p> <p>California School Dashboard - English Language Arts Indicator</p>	<p>2022-23 AA: -105.2 points AS: -122.6 points EL: -109.7 points HIS: -103.2 points SED: -106.2 points SWD: -158.1 points</p>			<p>AA: -102.2 points AS: -119.6 points EL: -106.7 points HIS: -100.2 points SED: -103.2 points SWD: -155.1 points</p>	
6.2	<p>Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.</p> <p>California School Dashboard - Suspension Indicator</p>	<p>2022-23 HM: 7.6%</p>			<p>HM: 7.3%</p>	
6.3	<p>Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8.</p> <p>California School Dashboard - Chronic Absenteeism Indicator</p>	<p>2022-23 TOM: 64.9%</p>			<p>TOM: 64.4%</p>	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Intervention	Differentiated instruction to support various student academic needs at their instructional level. Student Group Focus: AA, AS, EL, HIS, SED, SWD	\$164,488.00	No
6.2	Bilingual Instructional Assistant (BIA) Support	BIA to provide native language support for students and families. Instructional support in general education classrooms to bridge the gap for students and make home to school connections for families. Student Group Focus: EL	\$53,673.00	No

6.3	Attendance Improvement	Attendance initiative to: <ul style="list-style-type: none"> • Provide additional hours for the attendance clerk to monitor and communicate with students • Increase recognition, outreach, programs, and incentives for attendance improvement. Student Group Focus: TOM	\$30,685.00	No
6.4	Administration	Vice principal to support instructional leadership, attendance outreach, Positive Behavioral Interventions and Supports (PBIS) systems, and behavioral interventions. Student Group Focus: AA, AS, EL, HIS, HM, SED, SWD, TOM	\$193,029.00	No
6.5	English Language Development (ELD) Teacher	ELD teachers to provide scaffolded supports, small group instruction, administer English Language Proficiency Assessments for California (ELPAC) testing, and utilize GLAD strategies to support language acquisition for EL students. Student Group Focus: EL	\$164,488.00	No
6.6	Preventive Support Staff and Social-Emotional Learning Opportunities	Preventive support staff and Social-Emotional Learning (SEL) opportunities provide: <ul style="list-style-type: none"> • Access to trained support staff and consistent data-driven SEL lessons in class • Professional learning focused on meeting students' various needs • Engaging families as partners in supporting positive behavior • Furniture and materials for calm down space and behavioral alternatives. • Positive Behavioral Interventions and Supports (PBIS) materials. Student Group Focus: HM, TOM	\$278,761.00	No

6.7	Engaging Instructional Practices	<p>Engaging instructional practices include curriculum and materials for differentiated instruction, materials for students to take home, manipulatives, and technology to increase engagement and understanding.</p> <p>Student Group Focus: AA, AS, EL, HIS, HM, SED, SWD, TOM</p>	\$21,020.00	No
6.8	Welcoming and Belonging	<p>Provide “welcome kits” and additional resources to support students.</p> <p>Student Group Focus: HM, TOM</p>	\$21,206.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Howe Avenue Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 AA: -137.9 points WH: -103.4 points			AA: -134.9 points WH: -100.4 points	
7.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -131.6 points EL: -111.6 points HIS: -121.8 points SED: -116.1 points WH: -101.8 points			AA: -128.6 points EL: -108.6 points HIS: -118.8 points SED: -113.1 points WH: -98.8 points	
7.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 12.1%			TOM: 11.8%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Class Size Reduction	Provide differentiated academic and behavior support to improve student engagement, relationships, classroom management, and academic achievement. Student Group Focus: AA, EL, HIS, SED, TOM, WH	\$493,463.00	No
7.2	Social Worker	Provide mental health and behavior support, crisis intervention, advocacy and empowerment. Student Group Focus: AA, EL, HIS, SED, TOM, WH	\$167,114.00	No

7.3	Intervention	<p>Provide differentiated instruction to support various student academic needs at their instructional level.</p> <p>Student Group Focus: AA, EL, HIS, SED, WH</p>	\$164,488.00	No
7.4	Superior Sports	<p>Provide structured activities for students during unstructured time (recess) and provide mentoring support to all students to build positive motivation and engagement in school.</p> <p>Student Group Focus: TOM</p>	\$83,029.00	No
7.5	Professional Development and District Initiated Absence	<p>Provide professional learning in English Language Arts (ELA) and math to staff focused on 95% Phonics Instruction, Building Math Knowledge, data analysis, common assessments, and differentiated instruction. District Initiated Absences (DIA) to provide co-teaching and collaboration support for all teachers in ELA and math.</p> <p>Student Group Focus: AA, EL, HIS, SED, WH</p>	\$22,879.00	No
7.6	Materials, Supplies, Books, Copier	<p>Provide instructional materials for classroom instruction, culturally relevant libraries, math manipulatives, and supplies to support students with instruction. Provide social-emotional learning materials for Positive Behavioral Interventions and Supports (PBIS) and Zones of Regulation Signage that promote social, emotional, and academic growth around self-awareness, self-management, responsible decision making, social awareness, and relationship skills.</p> <p>Student Group Focus: AA, EL, HIS, SED, TOM, WH</p>	\$31,153.00	No
7.7	Family Engagement and Collaboration	<p>Family engagement and collaboration:</p> <ul style="list-style-type: none"> • Provide instructional materials, technology, and leveled readers for at-home use to practice English Language Arts and math • Provide at-home social-emotional learning supports in behavior for consistency with school and home 	\$9,459.00	No

		<ul style="list-style-type: none"> • Provide parent education information to bridge the home-school connection and allow for consistency with school and home • Provide motivational rewards and student recognition for positive school connection and behavior <p>Student Group Focus: AA, EL, HIS, SED, TOM, WH</p>		
7.8	After School Tutoring	<p>Provide extended-day instruction in English Language Arts (ELA) and math using small group, differentiated, and evidence-based instruction.</p> <p>Student Group Focus: AA, EL, HIS, SED, WH</p>	\$16,816.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Katherine Johnson Middle) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 AS: -158.6 points WH: -130.3 points			AS: -155.6 points WH: -127.3 points	
8.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -189.8 points AS: -195.4 points EL: -195.3 points SED: -178.3 points SWD: -236.8 points WH: -174 points			AA: -186.8 points AS: -192.4 points EL: -195.3 points SED: -175.3 points SWD: -233.8 points WH: -171 points	
8.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 21.1%			TOM: 20.8%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	English Language Arts (ELA) Support	Provide ELA in-class support to students with language and/or learning barriers. Provide learning for staff around data-driven instructional practices that meet students' various needs and levels. Student Group Focus: AS, WH	\$73,746.00	No
8.2	Math Support	Provide math in-class support to students with language and/or learning barriers. Provide learning for staff around data-driven instructional practices that meet students' various needs and levels. Student Group Focus: AA, AS, EL, SED, SWD, WH	\$73,746.00	No

8.3	Preventive Support Staff and Social-Emotional Learning (SEL)	<p>Preventive support staff and SEL to:</p> <ul style="list-style-type: none"> • Provide access to trained support staff and consistent data-driven SEL lessons in class • Provide professional learning for staff around meeting students' various needs • Support families in partnering with school around positive behaviors <p>Student Group Focus: TOM</p>	\$585,125.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (La Entrada Continuation High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)
The State requirements to access these funds include developing at least one focus goal that addresses: <ul style="list-style-type: none">All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.
School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	<p>Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.</p> <p>California School Dashboard - Graduation Indicator</p>	2022-23 SED: 50%			SED: 51%	
9.2	<p>College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator.</p> <p>California School Dashboard - College/Career Indicator</p>	2022-23 HIS: 0% SED: 0%			HIS: 2% SED: 2%	
9.3	<p>Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.</p> <p>California School Dashboard - Suspension Indicator</p>	2022-23 AA: 11.1% SWD: 11.4%			AA: 10.8% SWD: 11.1%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Math Intervention	Provide differentiated math intervention for students. Student Group Focus: HIS, SED	\$66,949.00	No
9.2	Counselor	Create a 1, 2, or 3 year plan for graduation to college and/or career. Student Group Focus: HIS, SED	\$115,998.00	No

9.3	Tiered Interventions	Provide tiered interventions to support students' social, emotional, behavioral, and academic needs. Student Group Focus: AA, SWD	\$15,996.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (La Vista Center) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	<p>Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.</p> <p>California School Dashboard - Suspension Indicator</p>	<p>2022-23 SED: 29.7% SWD: 24.5%</p>			<p>SED: 29.4% SWD: 24.2%</p>	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Staff Training	<p>Dialectical Behavioral Therapy to support staff in using evidence-based practices when interacting with students struggling with varied mental health needs.</p> <p>Student Group Focus: SED, SWD</p>	\$9,459.00	No
10.2	Community Building	<p>Provide Student Life Work (self-development) guest speaker series to help build community, and teach pro-social skills.</p> <p>Student Group Focus: SED, SWD</p>	\$10,379.00	No
10.3	Supervision	<p>Provide extra hours for staff supervision to support during AM and PM drop-off and accompany students transitioning from La Vista to general education campuses.</p> <p>Student Group Focus: SED, SWD</p>	\$9,795.00	No
10.4	Intervention	<p>Provide weekly reading intervention to address source of behaviors during English Language Arts.</p> <p>Student Group Focus: SED, SWD</p>	\$7,357.00	No
10.5	Behavior Support	<p>Provide Positive Behavioral Interventions and Supports (PBIS) training, activities, and incentives to support students with safe and respectful behavior choices.</p> <p>Student Group Focus: SED, SWD</p>	\$14,588.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Mariposa Avenue Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 36.6%			EL: 38.6%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Designated and Integrated English Language Development (ELD)	Provide additional staffing to provide designated and integrated ELD. Student Group Focus: EL	\$164,488.00	No
11.2	Bilingual Instructional Assistant Support	Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. Student Group Focus: EL	\$180,919.00	No
11.3	Engaging Instructional Practices	Provide curriculum and materials for differentiated instruction, materials for students to take home, manipulatives, and technology to increase engagement and understanding. Student Group Focus: EL	\$7,124.00	No
11.4	Engaging School Literature	Engaging school literature to include: <ul style="list-style-type: none"> Bilingual and multicultural books Engaging school literature to reflect culturally relevant topics, student interests, and promote student literacy Literacy for families to engage with English Language Arts at home Student Group Focus: EL	\$4,204.00	No

11.5	Imagine Language and Literacy	<p>Specialized activities for multilingual students in grades PreK-6th grade to accelerate literacy skills and English language development using first-language instruction and human-voiced audio supports.</p> <p>Student Group Focus: EL</p>	\$15,371.00	No
11.6	Guided Language Acquisition Design (GLAD)	<p>Differentiated instruction to support various student language profiles and needs.</p> <p>Student Group Focus: EL</p>	\$4,729.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (San Juan High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 HIS: -73.2 points			HIS: -70.2 points	
12.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 HIS: -175.9 points SED: -167.1 points WH: -155.5 points			HIS: -172.9 points SED: -164.1 points WH: -152.5 points	
12.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 29.3%			EL: 31.3%	

12.4	<p>Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.</p> <p>California School Dashboard - Suspension Indicator</p>	<p>2022-23 TOM: 19.6%</p>				<p>TOM: 19.3%</p>	
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Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Differentiated Instruction	Support various student language profiles and needs in core content classes, specifically English and math. Student Group Focus: EL	\$107,347.00	No
12.2	Math Co-Teacher	Math co-teacher to provide in-class support for co-teaching in Intermediate Math I. Student Group Focus: HIS, SED, WH	\$149,893.00	No
12.3	English Language Arts (ELA) Co-Teacher	ELA co-teacher to provide in-class support in selected classrooms. Student Group Focus: HIS	\$149,893.00	No
12.4	Dean of Students	Teacher to monitor student progress, facilitate student support groups, direct student supports, coordinate tutoring and Spartan Time. Student Group Focus: TOM	\$115,017.00	No
12.5	Academic Assessment Coordinator	Academic Assessment Coordinator to track assessment and data, provide academic counseling support, and serve as coordinator for Equal Opportunity Schools (EOS), English Language Proficiency Assessments for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP). Student Group Focus: EL, HIS, SED, WH	\$167,114.00	No

12.6	Resources	Provide materials and supplies to implement the Equity Multiplier Funding Initiatives. Student Group Focus: EL, HIS, SED, WH	\$28,616.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
13	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Starr King K-8) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school’s educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)
The State requirements to access these funds include developing at least one focus goal that addresses: <ul style="list-style-type: none">All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators.
School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 AA: -93.3 points EL: -127.4 points SWD: -135.8 points TOM: -84.3 points WH: -88.7 points			AA: -90.3 points EL: -124.4 points SWD: -132.8 points TOM: -81.3 points WH: -85.7 points	
13.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -146.4 points SWD: -170.9 points TOM: -144.8 points			AA: -143.4 points SWD: -167.9 points TOM: -141.8 points	
13.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 AA: 14% HM: 17% TOM: 14.5%			AA: 13.7% HM: 16.7% TOM: 14.2%	

13.4	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 EL: 30.4% SWD: 67.1%			EL: 29.9% SWD: 66.6%	
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Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	English Language Arts Intervention	Provide Universal Access to support small group instruction. Student Group Focus: AA, EL, SWD, TOM, WH	\$222,293.00	No
13.2	Math Intervention	Staff and consultant to provide coaching focused on Tier 1 instruction. Student Group Focus: AA, SWD, TOM	\$201,273.00	No
13.3	Tiered Intervention	Staff, community partnerships, and consultant to build relationships and support implementation of Tier 1 and Tier 2 interventions. Student Group Focus: AA, HM, TOM	\$570,205.00	No
13.4	Attendance Improvement	Attendance improvement supports include: <ul style="list-style-type: none"> • Staff • Engaging learning experiences • Support to families • Resources Student Group Focus: EL, SWD	\$94,628.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
14	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Whitney Avenue Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)
The State requirements to access these funds include developing at least one focus goal that addresses: <ul style="list-style-type: none">All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.
School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

KEY

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
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EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 SWD: -146 points			SWD: -143 points	
14.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 SWD: -157.3 points			SWD: -154.3 points	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
14.1	Behaviorist	Provide behavior support during classroom instruction and professional learning to support teachers with Tier I interventions. Student Group Focus: SWD	\$202,948.00	No
14.2	Instructional Assistants (IAs)	IAs provide small group instruction and intervention in grades 3-5. Student Group Focus: SWD	\$145,945.00	No
14.3	Instructional Assistant (IA) 2	IA 2 to provide targeted push in and pull out small group and individual instruction. Student Group Focus: SWD	\$55,041.00	No
14.4	Instructional Assistant (IA) 3	IA 3 to work in collaboration with the behaviorist to provide academic and behavioral support to students. Student Group Focus: SWD	\$57,518.00	No

14.5	Supplemental Instructional Materials	Provide materials and supplies needed to support English Language Arts and math instruction and engagement in all grades. Student Group Focus: SWD	\$33,275.00	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$64,604,798.00	\$3,590,833.00

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
15.978%	2.504%	\$9,952,492.25	18.482%

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
1.1	Action: Co-Teachers at Dyer Kelly Need: Language development, accelerated learning. Scope: Schoolwide	Co-teachers to provide students more individualized learning and support, reduce ratio in classes, tailored instruction and feedback. Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Elementary K-8 Director</p> <p>Need: Student and staff supervisory support for school site administration and systemic initiatives.</p> <p>Scope: LEA-wide</p>	<p>School directors to:</p> <ul style="list-style-type: none"> Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity Collaborate with school principals, teachers, and staff to implement district initiatives and professional development <p>Student Group Focus: EL, LI</p>	ELA State Assessment, Math State Assessment
1.3	<p>Action: College Career Readiness Counseling</p> <p>Need: College and career readiness counseling for guidance on post-secondary options, financial aid, and language support.</p> <p>Scope: LEA-wide</p>	<p>College and career readiness counseling to provide:</p> <ul style="list-style-type: none"> Tailored guidance on post-secondary options, financial aid, and language support Socio-emotional support that addresses barriers to academic success and fosters holistic development <p>Student Group Focus: EL, LI</p>	College and Career Indicator
1.5	<p>Action: College/Career Center Technicians</p> <p>Need: Tailored college career support, including language assistance, financial guidance, culturally sensitive resources, mentorship, access to scholarships, and college application assistance.</p> <p>Scope: LEA-wide</p>	<p>Provide students with access to financial aid workshops, college application workshops, visits with college representatives, and college visitations.</p> <p>Student Group Focus: EL, LI</p>	College and Career Indicator

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
1.6	<p>Action: Dual Enrollment Textbooks</p> <p>Need: Equitable access to required dual enrollment course materials for academic success such as library resources and textbooks options including digital formats.</p> <p>Scope: LEA-wide</p>	<p>Provide students in dual enrollment classes with free textbooks to take college classes.</p> <p>Student Group Focus: EL, LI</p>	College and Career Indicator
1.7	<p>Action: Advancement Via Individual Determination (AVID)</p> <p>Need:</p> <ul style="list-style-type: none"> Academic support, college preparatory courses, tutoring, and mentorship Critical thinking, organization, and study skills Access to college through personalized guidance, financial aid assistance, and a supportive community <p>Scope: LEA-wide</p>	<p>AVID offers language support, tutoring, and mentorship tailored to English Learner (EL) students. For low-income students, it provides guidance on college admissions and financial aid. Both student groups receive skill-building, a supportive community, and equitable access to college.</p> <p>Student Group Focus: EL, LI</p>	College and Career Indicator
1.8	<p>Action: Career Technical Education (CTE)</p>	<p>Ensure students enrolled in CTE courses acquire the skills and credentials for college and career readiness by providing:</p> <ul style="list-style-type: none"> Language supports for English Learner (EL) students 	CTE Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: EL and low-income students in CTE classes need language support, access to technology and resources, hands-on training, career guidance, personalized instruction, mentorship, and pathways to higher education to ensure they acquire skills and credentials for college and career readiness.</p> <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Resources to bridge socio-economic disparities Hands-on training and career guidance Personalized instruction and mentorship <p>Student Group Focus: EL, LI</p>	
1.9	<p>Action: Multi-Tiered System of Supports (MTSS): Academic Interventions</p> <p>Need: Instruction focused on skills to build students' ability to access curriculum.</p> <p>Scope: LEA-wide</p>	<p>Academic Intervention Specialists assigned to sites to provide small group and/or individual intervention in reading and/or math. Students are identified through skills screening and working within the system at the school site.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	ELA State Assessment, Math State Assessment
1.13	<p>Action: Online English Language Arts Intervention Program (Lexia)</p> <p>Need: Low income students may come to school with an academic language gap in comparison to other student groups.</p> <p>Scope: LEA-wide</p>	<p>Lexia Core5 and Lexia Power Up address both academic language as well as literacy skills based on individual student need.</p> <p>Student Group Focus: LI</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.14	<p>Action: Camp Invention: Title sites</p> <p>Need: Additional support around academic language, science, technology, engineering, and math due to adverse effects of living in poverty.</p> <p>Scope: LEA-wide</p>	<p>Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts.</p> <p>Student Group Focus: LI</p>	ELA State Assessment, Math State Assessment, Science State Assessment
1.15	<p>Action: Camp Invention: Local Control Funding Formula (LCFF) sites</p> <p>Need: Additional support around academic language, science, technology, engineering, and math due to adverse effects of living in poverty.</p> <p>Scope: LEA-wide</p>	<p>Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts.</p> <p>Student Group Focus: LI</p>	ELA State Assessment, Math State Assessment, Science State Assessment
1.16	<p>Action: Equal Opportunity Schools (EOS)</p> <p>Need: English Learners, low income, African American, students with disabilities are underrepresented in AP classes.</p> <p>Scope: LEA-wide</p>	<p>EOS provides workshops, professional development, data analysis, and site support to increase enrollment in Advanced Placement courses for priority student groups.</p> <p>Student Group Focus: EL, LI</p>	College and Career Indicators (AP or IB Exam Performance)

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
1.17	<p>Action: iReady License, Professional Development, and Implementation Support</p> <p>Need: Below grade level standards in math and reading.</p> <p>Scope: LEA-wide</p>	<p>Implement and provide professional learning related to i-Ready, which provides targeted support based on diagnostic data for students below grade level in math and reading.</p> <p>Student Group Focus: EL, LI</p>	ELA State Assessment, Math State Assessment
1.18	<p>Action: Professional Learning and Implementation of Math Programs</p> <p>Need: Below grade level standards in math.</p> <p>Scope: LEA-wide</p>	<p>Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Build a tiered system of support for teachers to implement early intervention and assessment guided instruction.</p> <p>Student Group Focus: EL, LI</p>	Math State Assessment
1.19	<p>Action: Math Support for Grades 6-8</p> <p>Need: Below grade level standards in math.</p> <p>Scope: LEA-wide</p>	<p>0.2 Full Time Equivalent (FTE) intervention teacher provided to accelerate growth toward math proficiency.</p> <p>Student Group Focus: EL, LI</p>	Math State Assessment
1.28	<p>Action: K-2 Reading Difficulty Screener</p>	<p>Reading screeners provide insights into areas where English Learners (EL) may need additional support. Based on the results of the reading screener, practitioners can target specific areas of</p>	implementation of State Academic Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Low Income: Limited access to reading materials at home and fewer opportunities for reading practice affect reading and comprehension; limited background knowledge on certain topics affects ability to make connections, infer meaning, and engage deeply with texts.</p> <p>EL: English learners may have limited exposure to academic language and explicit phonics instruction affecting their language acquisition.</p> <p>Scope: LEA-wide</p>	<p>literacy development and track the progress of English learners over time.</p> <p>Student Group Focus: EL, LI</p>	
1.29	<p>Action: Elementary Literacy Professional Learning</p> <p>Need: Low Income: Limited access to reading materials at home and fewer opportunities for reading practice affect reading and comprehension; limited background knowledge on certain topics affects ability to make connections, infer meaning, and engage deeply with texts.</p> <p>English Learner: Limited exposure to academic language and explicit language instruction affects comprehending and analyzing complex texts across subjects.</p> <p>Scope: LEA-wide</p>	<p>Elementary literacy professional learning focused on:</p> <ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) training for 25 teachers • Training and planning time on Benchmark K-5 English Language Arts (ELA) curriculum <p>Student Group Focus: EL, LI</p>	<p>ELA State Assessment, Implementation of State Academic Standards</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.30	<p>Action: Secondary Literacy Professional Learning</p> <p>Need: Low Income: Limited access to reading materials at home and fewer opportunities for reading practice affect reading and comprehension; limited background knowledge on certain topics affects ability to make connections, infer meaning, and engage deeply with texts.</p> <p>English Learner: Limited exposure to academic language and explicit language instruction affects comprehending and analyzing complex texts across subjects.</p> <p>Scope: LEA-wide</p>	<p>Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students.</p> <p>Student Group Focus: EL, LI</p>	ELA State Assessment, Implementation of State Academic Standards
1.31	<p>Action: State Seal of Civic Engagement and Civic Education</p> <p>Need: Low Income:</p> <ul style="list-style-type: none"> Limited access to extracurricular activities, volunteer opportunities, and civic engagement initiatives due to financial constraints or lack of transportation Challenges related to awareness of community issues, as their focus may be on immediate concerns such as basic needs and financial stability 	<p>Youth Participatory Action Research (YPAR) training, Sacramento County Office of Education (SCOE) Civics Partnership, Mock Trial, Voter Education, and Civic Summit will provide teachers with collaboration time, knowledge, and skills to facilitate interdisciplinary student-led research projects that address issues relevant to their community.</p> <p>Student Group Focus: LI</p>	College and Career Indicator pending addition to the dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.32	Action: Strategic Literacy Plans Need: <ul style="list-style-type: none"> Low Income: Limited access to reading materials and practice can hinder efficient text comprehension due to limited background knowledge EL: English learners may lack exposure to academic language and explicit phonics instruction, impacting language acquisition Scope: LEA-wide	Establish shared understanding and vocabulary around literacy for teachers, examine and redesign the master schedule to facilitate literacy learning, pilot and purchase foundational literacy skills materials, and promote literacy with families. Student Group Focus: EL, LI	ELA State Assessment, Implementation of State Academic Standards
1.33	Action: Director, Secondary (50%) Need: Increase graduation rates and A-G completion rates. Scope: LEA-wide	School director to: <ul style="list-style-type: none"> Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	College and Career Indicator
1.35	Action: Equitable Access and Outcomes	Provide access to information, resources, warm handoffs, applications, scholarships, college visits, and support for Historically Black Colleges and Universities College Fair.	Connectedness

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
	Need: <ul style="list-style-type: none"> Increased access to colleges and more information and access to all post-high school graduation options Increase awareness and support towards graduation and scholarships (Mira Loma Students For Change) Scope: LEA-wide	Student Group Focus: EL, LI	
1.36	Action: System of Professional Growth (SPG) Training of Participants and New Facilitators Need: Differentiated standards-based instruction aligned to individual student needs using evidence-based practices. Scope: LEA-wide	During the learning-focused supervision process, facilitators observe instruction and have reflective conversations on how to differentiate student support based on evidence and research-based practices. Student Group Focus: EL, FY, LI, HM	Implementation of State Academic Standards
1.37	Action: Next Generation Science Standards (NGSS) Need: <ul style="list-style-type: none"> Students in the identified groups are not consistently receiving NGSS aligned science instruction, especially in grades TK-6 Use of the existing materials and integration of science and 	This action provides funding for professional learning, strategic support for effective implementation of NGSS science and engineering practices, collaboration by grade level and/or science course, and ongoing support from outside science safety vendor. Student Group Focus: EL, LI	Science State Assessment, Implementation of State Academic Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>engineering practices are inconsistent for all student groups</p> <ul style="list-style-type: none"> Science safety so science teachers can plan for and provide hands-on science labs and experiences <p>Scope: LEA-wide</p>		
1.38	<p>Action: Advance Placement and Counselor Summer Training</p> <p>Need: Access to college/career and rigorous courses.</p> <p>Scope: LEA-wide</p>	<p>College board summer registration fees for Advance Placement (AP) summer training and fees only for counselor registrations for training to support college and career.</p> <p>Student Group Focus: EL</p>	College and Career Indicators (AP or IB Exam Performance)
1.39	<p>Action: Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events</p> <p>Need: Access to college/career and Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA).</p> <p>Scope: LEA-wide</p>	<p>PSAT/NMSQT will be funded for all 10th and 11th grade students during the school day as an opt-in. Cash for College events will be held at at least four high schools regionally to support Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA) completion.</p> <p>Student Group Focus: EL, LI</p>	College and Career Indicator (CCI Rate)

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
1.40	<p>Action: Naviance Support/6th Grade Program</p> <p>Need:</p> <ul style="list-style-type: none"> • Access to college and career readiness in Elementary • SEL and Interest inventories <p>Scope: LEA-wide</p>	<p>Counselor will visit K-6 sites without a site-based school counselor to deliver the Naviance tasks in the 6th-grade scope and sequence: Strengths Explorer, Academic Smart Goal and Career, Road Trip Nation.</p> <p>Student Group Focus: EL, LI</p>	College and Career Indicator
1.41	<p>Action: District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career</p> <p>Need:</p> <ul style="list-style-type: none"> • Additional resources and support to address the needs of our EL, LI, FY, HM students, lowest performing student groups and schools • Access, usage, and shared understanding of data across the district • Analyzing data, understanding root causes, developing and implementing changes, and monitoring progress • State requires that districts reserve 2% of the allocated funding for economic uncertainties <p>Scope: LEA-wide</p>	<p>District Supports to improve student outcomes:</p> <ul style="list-style-type: none"> • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction <p>Student Group Focus: EL, FY, LI, HM, Lowest Performing</p>	English Language Learner State Assessment, Math State Assessment, English Language Learner State Assessment, College and Career Indicator

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
2.1	<p>Action: Immunization Clinic</p> <p>Need: Access to affordable/free immunizations for students, especially refugees.</p> <p>Scope: LEA-wide</p>	<p>Nurse to provide immunizations to students, especially refugee students.</p> <p>Student Group Focus: EL, LI</p>	Chronic Absenteeism, Attendance
2.6	<p>Action: La Entrada Alternative Continuation School</p> <p>Need:</p> <ul style="list-style-type: none"> Continuation high schools require funding for specialized personnel, including counselors, to support at-risk students Additional resources are needed for supplies such as textbooks and technology as well as equipment to facilitate academic and career success <p>Scope: Schoolwide</p>	<p>Specialized personnel provide individualized support to address students' academic and socio-emotional needs. Provide materials such as textbooks to support curriculum delivery, and technology to enhance learning opportunities.</p> <p>Student Group Focus: EL, LI</p>	A-G Completion, Graduation
2.7	<p>Action: Credit Recovery</p> <p>Need:</p> <ul style="list-style-type: none"> Opportunities to catch up on missed coursework 	<p>Provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support through personalized credit recovery programs integrated into the school day.</p> <p>Student Group Focus: EL, LI</p>	A-G Completion, Graduation

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
	<ul style="list-style-type: none"> Access to higher education and career pathways, timely graduation, and eligibility for college Support to decrease dropout rates and increase graduation rates <p>Scope: Schoolwide</p>		
2.8	<p>Action: Summer School: Extended Year</p> <p>Need:</p> <ul style="list-style-type: none"> Additional academic support, language assistance, and access to resources like technology and tutoring to complete coursework efficiently Flexible scheduling, personalized instruction, and equitable access to materials to keep pace with peers within the same time frame <p>Scope: Schoolwide</p>	<p>Provide flexible scheduling, personalized instruction aligned to student needs and specialized support including language assistance and access to resources.</p> <p>Student Group Focus: EL, LI</p>	A-G Completion, Graduation
2.9	<p>Action: Summer School: Independent Study</p> <p>Need:</p> <ul style="list-style-type: none"> Low-income and English Learner (EL) students in independent study summer school require differentiated support, including language 	<p>Provide tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship.</p> <p>Student Group Focus: EL, LI</p>	A-G Completion, Graduation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>assistance, access to technology, and personalized instruction</p> <ul style="list-style-type: none"> Flexible scheduling and resources to address socio-economic challenges <p>Scope: LEA-wide</p>		
2.10	<p>Action: Summer School: Seat Based</p> <p>Need:</p> <ul style="list-style-type: none"> English Learner (EL) and low-income students in seat-based summer school need intensive instruction, language support, access to resources, and personalized guidance to meet college and career goals Remediation and credit recovery to address academic and socio-economic needs effectively <p>Scope: LEA-wide</p>	<p>Provide resources such as textbooks and technology, personalized guidance to ensure progress towards college and career goals, and intensive instruction focused on academic gaps such as language support to address comprehension.</p> <p>Student Group Focus: EL, LI</p>	A-G Completion, Graduation
2.11	<p>Action: Multi-Tiered System of Supports (MTSS): High School Supports</p> <p>Need: Increased access at school to counseling, mental health and academic supports.</p>	<p>Additional Full-Tim Equivalent (FTE) staff on high school sites to provide direct support to students.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	A-G Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.12	Action: Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS) Need: <ul style="list-style-type: none"> • Access to mental health supports and counseling • Increase supervision and safety on campus Scope: LEA-wide	Support for site teams in developing their prevention and intervention programs, allocation of resources to sites, and tracking of interventions and data. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.13	Action: Summer Math Learning Need: Students performing below grade level standards in math. Scope: LEA-wide	Provide extended learning opportunities during summer for targeted student groups to accelerate growth towards math standards. Student Group Focus: EL, LI	Math State Assessment
2.14	Action: Integrated Math 1 Teachers High School Need: Students performing below grade level standards in math. Scope:	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Student Group Focus: EL, LI	Math State 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		
2.16	Action: Student Support Services Mobile Need: Basic needs, school supplies, attendance support for homeless San Juan families. Scope: LEA-wide	Student Services vehicle that goes to school sites and San Juan events to distribute basic needs and school supplies such as backpacks, food, and attendance information. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.17	Action: Attendance Improvement Program Need: Basic needs, school supplies, attendance support for San Juan families. Scope: LEA-wide	Staff to attend attendance meetings, School Attendance Review Boards (SARBs), run attendance data, and provide incentives for students. Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.18	Action: McKinney-Vento (MKV) Transportation Need: <ul style="list-style-type: none"> Transportation to attend school EL newcomers who may need transportation because of overload situations that occur throughout the year 	Staffing to support communication and clerical work, and provide transportation to MKV students and qualifying English Learner (EL) newcomer students. Student Group Focus: EL (Newcomer), HM	Chronic Absenteeism, Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.19	Action: Arts/PE: Professional Learning Need: Increased attendance, engagement, and sense of belonging. Scope: LEA-wide	Provide professional learning opportunities focused on implementation of newly adopted standards, curriculum and instruction strategies that meet the needs of all students, equitable grading practices, and network collaboration. Student Group Focus: EL, LI	Broad Course of Study (TK-5, 6-8, 9-12)
2.20	Action: Music Instrument Repair Need: Access to musical instruments to participate in school music program. Scope: LEA-wide	Provide instruments, equipment, materials, and supplies to students in need. Student Group Focus: EL, LI	Broad Course of Study (TK-5, 6-8, 9-12)
2.21	Action: Secondary Teacher on Special Assignment (TOSA): Math Need: English learners and low-income students in grades 6-12 require language support, culturally relevant instruction, equitable access to resources, strategies to reduce math anxiety, differentiated instruction, and access to high-quality instructional resources to succeed in math.	Math TOSA provide professional learning, mentorship, resources, and classroom support to teachers focused on student engagement, culturally relevant instruction, differentiation techniques, and methods to reduce math anxiety, build confidence and self-efficacy. Student Group Focus: EL, LI	Broad Course of Study (6-8, 9-12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.22	Action: Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math Need: Elementary-aged low-income and English Learner students face challenges in language arts and math, necessitating tailored support. Foundational skills in reading and early numeracy are pivotal. Customized language support, culturally relevant instruction, and differentiated teaching strategies are vital to their academic success. Scope: Schoolwide	Elementary math and ELA TOSAs provide professional learning to support effective instructional strategies, differentiation techniques, and culturally relevant instruction, including support for early numeracy and foundational reading skills. Student Group Focus: EL, LI	Required State: Broad Course of Study (TK-5)
2.26	Action: English Language Arts (ELA) and Math Program Specialists Need: <ul style="list-style-type: none"> • ELA and math support in both elementary and secondary • ELA: Assistance with language acquisition, vocabulary development, and comprehension skills • Math: Extra help with foundational concepts, problem-solving strategies, 	The Program Specialist positions: <ul style="list-style-type: none"> • Ensure alignment with standards and frameworks for many district initiatives • Provide targeted professional learning for teachers in effective instructional strategies • Facilitate the selection and implementation of evidence-based curricula and resources • Foster collaboration among educators, offer differentiated support, and monitor student progress 	Broad Course of Study (TK-5, 6-8, 9-12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and language support for mathematical understanding</p> <p>Scope: LEA-wide</p>	Student Group Focus: EL, LI	
2.28	<p>Action: Site-Based Counselor Ratio</p> <p>Need: Access to mental health supports, counseling, college and career readiness, and academic skill development.</p> <p>Scope: LEA-wide</p>	<p>Site-based school counselors to:</p> <ul style="list-style-type: none"> • Provide tier 1 intervention in college career, personal, social, and academic support • Lower ratios of site-based counselors • More exposure and intervention in tier 1 and tier 2 <p>Student Group Focus: EL, LI</p>	Middle School Dropout, Connectedness, A-G Completion, Graduation
2.29	<p>Action: District Supports for Continuous Improvement: Chronic Absenteeism, Graduation</p> <p>Need:</p> <ul style="list-style-type: none"> • Additional resources and support to address the needs of our EL, LI, FY, HM students, lowest performing student groups and schools • Access, usage, and shared understanding of data across the district • Analyzing data, understanding root causes, developing and implementing changes, and monitoring progress • State requires that districts reserve 2% of the allocated funding for economic uncertainties 	<p>District Supports to improve student outcomes:</p> <ul style="list-style-type: none"> • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations 	English Language Learner State Assessment, Math State Assessment, English Language Learner State Assessment, College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	<ul style="list-style-type: none"> Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing	
3.2	Action: Care Solace Need: Increase access to mental health and counseling supports. Scope: LEA-wide	Care Solace provides a "concierge" service that assists students and families in navigating the mental health system to get access to care. Student Group Focus: EL, FY, LI, HM	Connectedness, Safety
3.3	Action: Campus Supervision Need: Social-emotional support and supervision. Scope: LEA-wide	Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day. Student Group Focus: EL, LI	Connectedness, Safety
3.4	Action: Title 1 Vice Principals (K-8) Need: Problem solving skills, social-emotional support, relationships with staff. Scope: LEA-wide	Vice principals to proactively help students with problem solving skills, building relationships with students and staff, and support alternative discipline practices and restorative practices when students return from disciplinary action. Student Group Focus: LI	Suspension, Connectedness, Safety

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
3.5	<p>Action: Conflict Mediation District Initiated Absences (DIAs)</p> <p>Need: Conflict resolution for sustainable school culture and climate.</p> <p>Scope: LEA-wide</p>	<p>Facilitate communication between staff members, resolve conflicts, and support a collaborative learning environment and healthy school culture.</p> <p>Student Group Focus: EL, LI</p>	Parent and Family Engagement
3.6	<p>Action: Site Administrator Support</p> <p>Need: School supervision.</p> <p>Scope: LEA-wide</p>	<p>Retired administrators to supervise students and staff on days when administrators are off campus.</p> <p>Student Group Focus: EL, LI</p>	Connectedness, Safety
3.7	<p>Action: Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)</p> <p>Need: Translation support, district/community resources, academic and social-emotional learning supports at home.</p> <p>Scope: LEA-wide</p>	<p>Supports for programs:</p> <ul style="list-style-type: none"> • Translators to provide services at outreaches • Time cards for site and district staff who participate in outreaches after contracted hours • Site training for NLP, APTT, community asset mapping, parent-teacher home visits, and professional learning opportunities to deepen/expand initiatives <p>Student Group Focus: EL, FY, LI, HM</p>	Connectedness, Parent and Family Engagement

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
3.8	<p>Action: FACE Mobile and Family Outreach</p> <p>Need:</p> <ul style="list-style-type: none"> • Knowledge about district/community resources • Academic/social-emotional learning supports at home • Access to immediate resources without transportation/technology barrier • Building of capacity with staff, families, and community partners <p>Scope: LEA-wide</p>	<p>FACE Mobile and Family Outreach Supports:</p> <ul style="list-style-type: none"> • Full-time staff member to talk with families, determine needs and supports available, and connect them with district/community resources • Purchasing of resources to help families with academic and social-emotional student support at home • Items and materials to help reduce barriers and provide access to families who visit the FACE Mobile or other tabling outreach • Professional learning for staff and families around the FACE Mobile, family engagement, and educational enrichment through outreach opportunities • Time cards for site and district staff who participate in outreaches after contracted hours <p>Student Group Focus: EL, FY, LI, HM</p>	Connectedness, Parent and Family Engagement
3.9	<p>Action: Summer Family Camps</p> <p>Need:</p> <ul style="list-style-type: none"> • Family engagement opportunities within the community • Parent/family leadership • Outdoor enrichment • Culturally diverse experiences • Group learning opportunities • Knowledge about district/community resources and partnerships 	<p>Summer Family Camps Support:</p> <ul style="list-style-type: none"> • Contracting with Sierra Nevada Journeys, Camp Winthers, and other community partners to help provide enrichment to families • Time cards for site and district staff, including interpreters, who participate in these camps outside of contracted hours • Materials and supplies for enrichment at the camps • Transportation for families who need it to attend <p>Student Group Focus: EL, FY, LI, HM</p>	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.11	Action: Multi-Tiered System of Supports (MTSS): Staffing for Low, Mid and High Density Sites Need: Access to mental health supports and counseling Scope: LEA-wide	School Social Workers provide direct services to identified students focused on: <ul style="list-style-type: none"> • Mental health support • Social skills instruction • Individual counseling • Referrals to outside agencies for identified needs of students and/or families Student Group Focus: EL, FY, LI, HM	Suspension
3.15	Action: Additional Staffing for Safe Environments Need: Increase supervision and safety on campus. Scope: LEA-wide	Additional Full-Time Equivalent (FTE) provided to each site for smaller student-to-staff ratios during recess and passing periods, and to establish trusting relationships with students. Student Group Focus: EL, FY, LI, HM	Suspension, Expulsion, Connectedness, Safety
3.16	Action: Support Center Leadership Team Stipends Need: Access to counseling, mental health, and academic support. Scope: LEA-wide	Student Support Center (SSC) leadership team to provide guidance and input into the professional learning for the Student Support Center team focused on providing direct supports and interventions to students. Student Group Focus: EL, FY, LI, HM	Suspension, Connectedness

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
3.17	<p>Action: Behavior and Systems Support</p> <p>Need:</p> <ul style="list-style-type: none"> • Increase access to mental health support • Increase interventions for behavior needs • Increase awareness of available supports <p>Scope: LEA-wide</p>	<p>Board Certified Behavior Analysts (BCBA) to provide greater access to individualized supports for students who are struggling with regulation and behavior. BCBA and mental health teams will build a system for coordinated support for identified students. Coordinator will provide practitioners direct support to ensure accuracy of intervention documentation and use of data in decision making.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	Connectedness, Safety
3.18	<p>Action: Student Support Center</p> <p>Need: Access to mental health supports and counseling.</p> <p>Scope: LEA-wide</p>	<p>Staff to provide students with mental health, social skills, and counseling supports as needed.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	Suspension, Connectedness
3.19	<p>Action: Positive Behavioral Interventions and Supports (PBIS)/Social-Emotional Learning (SEL)/Restorative Practices</p> <p>Need: Create inclusive environments, promote healthy, safe and clean campuses, and improve student behavior.</p>	<p>Training, resources, and guidance for school site teams on how to build a comprehensive system focused on a continuum of positive behavior supports and structures.</p> <p>Student Group Focus: EL, FY, LI, HM</p>	Suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.20	Action: Navigate 360 Need: <ul style="list-style-type: none"> • Bullying and disruptive behavior • Access to resources • Current home suspension rates for low-income, foster youth, McKinney-Vento Scope: LEA-wide	Use Navigate 360 to provide individualized skill support to students and teach appropriate behavioral strategies. Use as an alternative discipline tool to reduce home suspensions and exclusionary discipline. Student Group Focus: FY, LI, HM	Connectedness, Safety
3.21	Action: Where Everybody Belongs (WEB) Peer Mentor Program Need: Skill-building, leadership development, college/career readiness, welcoming and safe school culture, connectedness to school. Scope: LEA-wide	Enhance student leadership, facilitation and community-building skills. Peer Mentors provide incoming 6th graders/new students a welcoming environment and connections to school. Student Group Focus: LI	Connectedness, Safety
3.22	Action: San Juan Youth Voice Advocates (SJYVA) Need: Skill-building, leadership development, college/career readiness, student voice.	Skill-building and support to high school students for facilitation of listening sessions to increase student voice toward the district's Local Control and Accountability Plan (LCAP), including sessions focused on the needs of Hispanic/Latinx and African American/Black students.	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Student Group Focus: EL, LI	
3.23	Action: Black Student Unions (BSUs) Need: Skill-building, leadership development, welcoming and safe school culture, connectedness to school, and cultural relevancy. Scope: LEA-wide	Support, consultation, and resources to staff advisors and student leaders for developing or enhancing their site-based Black Student Union. Build connections through a districtwide BSU Community of Belonging. Student Group Focus: LI	Connectedness, Safety
3.24	Action: School/Community Prevention Specialist Need: Support for programs that provide skill-building and leadership opportunities, increase student voice, and impact a positive, welcoming, and inclusive school culture. Scope: LEA-wide	School/Community Prevention Specialist supports program implementation and direct student support for San Juan Youth Voice Advocates, Where Everyone Belongs (WEB) peer mentor program, Black Student Unions, Leadership Series, and School Climate Teams. Student Group Focus: EL, LI	Connectedness, Safety
3.25	Action: Leadership Workshop Series Need: Skill-building, leadership development, college/career readiness, student voice, welcoming and safe school culture, connectedness to school cultural awareness.	Leadership Workshop Series builds student leadership and skill-building through a series of workshops. Student Group Focus: LI	Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.26	Action: Student School Climate Teams Need: Skill-building, leadership development, college/career readiness, student voice, connectedness. Scope: LEA-wide	Student School Climate Teams provide student training and skill-building to support a positive school climate through data collection, action planning and implementation, and staff presentations. Student Group Focus: LI	Connectedness, Safety
3.27	Action: Camp Kinder Need: Students with limited preschool or any structured school experience may need additional support in routines and procedures. Students also have limited resources for reading alongside a fluent reader as a model. Scope: LEA-wide	Camp Kinder provides nine instructional days for students to meet their incoming teacher, learn routines and procedures, and get support for success in the upcoming school year. Read Together books target foundational literacy skills such as, but not limited to Concepts about Print, Phonic Awareness, and fluency. Student Group Focus: EL, LI	Suspension, Connectedness, Parent and Family Engagement
3.28	Action: Substance Abuse Prevention Support Need: Increased access to bullying prevention programs, curriculum, training and resources for parents and students.	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students and parents. Student Group Focus: LI	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.29	Action: Bullying Prevention Including Safe School Ambassadors and Safe School Buddies Need: Increased access to substance abuse prevention programs, curriculum, training, and resources for parents and students. Scope: LEA-wide	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents. Student Group Focus: LI	Connectedness, Safety
3.30	Action: Cultivating Leaders Need: Address bias and conflict, increase communication, inclusion and cultural awareness. Scope: LEA-wide	Mentors and seminar topics address unconscious bias, communication, and navigating conflict through shared leadership, group facilitation, and reflection. Student Group Focus: EL, LI, SWD	Connectedness
3.38	Action: Ongoing Support for Newcomers Need: <ul style="list-style-type: none"> Diverse student groups are exposed to mainly western culture within the school system 	Upon enrollment, staff personally reaches out to the families and links them to resources, primary language support, school supplies, and school orientations. Student Group Focus: EL (Newcomer), LI	Connectedness, Parent and Family Engagement

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
	<ul style="list-style-type: none"> Culturally relevant curriculum, activities, and climate is needed <p>Scope: LEA-wide</p>		
3.40	<p>Action: Safety Positions</p> <p>Need:</p> <ul style="list-style-type: none"> Improve safety, security, supervision, relationships, and connections with student groups Reduce incidents of fighting, bullying, racism, and discrimination on campus Increase inclusion, belonging and well-being of students and staff on campuses <p>Scope: LEA-wide</p>	<p>School site safety positions to provide:</p> <ul style="list-style-type: none"> Transition support in between classes, connect with students during unstructured time, respond to and support staff when safety or social-emotional issues arise Conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), building community relationships, and trauma-informed practices <p>Student Group Focus: EL, LI</p>	Suspension, Connectedness, Safety
3.41	<p>Action: Vice Principals and Guest Teachers</p> <p>Need:</p> <ul style="list-style-type: none"> Social emotional and mental health support Additional intervention Stronger relationships with staff Increase supervision and safety supports 	<p>Vice Principals to proactively help students with problem-solving skills, build relationships with students and staff, support alternative discipline practices and restorative practices when students return from disciplinary action. Provide two additional dedicated guest teachers at Katherine Johnson Middle School who will remain at the site if all positions are filled for extra intervention, relationship building, and additional support during emergency situations.</p> <p>Student Group Focus: EL, LI</p>	Suspension, Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.42	Action: Enhance School Culture and Climate - Encina Need: <ul style="list-style-type: none"> • Access to graduation, activities, and athletics being impacted by lack of fundraising, ticket sales, and costs • Additional campus supervision Scope: Schoolwide	Provide additional campus supervision, resources, materials, and supplies to increase student safety and access to graduation, school, and athletic opportunities at Encina Preparatory High. Student Group Focus: LI	Connectedness, Safety
3.43	Action: Pregnant/Parent Students Need: <ul style="list-style-type: none"> • Basic needs such as food, housing, health care • Language and education classes • Career and job support Scope: LEA-wide	Early Head Start and Home Base staff: <ul style="list-style-type: none"> • Screen and assess students to identify developmental activities to do at home • Provide academic and socialization opportunities on campus to prepare students for classroom environment • Provide a support system for pregnant teens and adults with children from birth to 3 years • Accompany parents to community resources, school, health, and employment appointments • Assist with pre-school enrollment Student Group Focus: EL, LI	Parent and Family Engagement
3.44	Action: Student Identity	Student identity clubs and activities provides opportunities for student listening sessions to amplify student concerns and needs and provides	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <ul style="list-style-type: none"> • Offer more clubs and variety of activities that are inclusive • LGBTQ+ training for staff • Increase gender neutral bathrooms and safer locker room spaces • Increase Latinx clubs and events, and seek more student input <p>Scope: LEA-wide</p>	<p>more opportunities to celebrate intersectional identity.</p> <p>Student Group Focus: EL, LI</p>	
3.45	<p>Action: F.A.C.E. Parent/Family Support Ambassadors</p> <p>Need:</p> <ul style="list-style-type: none"> • Helping to increase positive relationships between staff, students, and families • Increase effective communication between staff, students, and families • Support college/career preparation and high school graduation requirements awareness • Increase family and community engagement at the secondary level • Support a welcoming school environment for students and families • Increase college/career preparation through career exploration, student clubs, and mentoring/guidance opportunities • Facilitate a referral process for students to access school and district programs that support student 	<p>Parent/Family Support Ambassadors responsibilities:</p> <ul style="list-style-type: none"> • Provide family outreach and communication regarding high school graduation and college/career readiness • Participate in meetings and school events • Communicate with families to increase knowledge of school, district, and community resources and programs • Support with welcome calls, school tours, and welcoming new students and families • Promote opportunities for family involvement, parent and student voice, and school-to-home partnerships • Support facilitation of student clubs, student groups, parent groups, and family education classes/events • Connect students and families to internal and external programs, resources, and tangible items as needed <p>Student Group Focus: EL, FY, LI, HM</p>	Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>academic progress and social-emotional wellness</p> <p>Scope: LEA-wide</p>		
3.46	<p>Action: Family Education and Leadership Development</p> <p>Need:</p> <ul style="list-style-type: none"> • Provide opportunities for parents/guardians to attend workshops, classes, and conferences • Increase family engagement through workshops, outreach, and materials in different languages • Support parent voice, advocacy, and leadership development through programs and classes to learn about the school system • Provide targeted outreach strategies to connect families to resources and access to programs to learn how to support learning at home • Increase accessibility and participation in school and district events, programs, and advisory committees <p>Scope: LEA-wide</p>	<p>Family Education and Leadership Development staff responsibilities:</p> <ul style="list-style-type: none"> • Develop family education workshops, classes, and programs • Collaborate with district departments and community-based organizations to offer programs that support parent leadership and learning about the school system • Support community outreach to increase family engagement and partnership • Work with school site teams to offer training, assistance, or guidance on family engagement best practices and initiatives • Help with the creation and coordination of workshops in different languages • Create opportunities to build the capacity of families' knowledge and confidence to encourage diverse representation from families in school and district committees • Provide programs that inform families about ways to engage in education through parent voice, volunteering, advocacy, etc. <p>Student Group Focus: EL, FY, LI, HM</p>	Parent and Family Engagement

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
3.47	<p>Action: Safety Support, Planning & Training</p> <p>Need:</p> <ul style="list-style-type: none"> • Improve safety and security of student groups • Reduce incidents of violence and improve sense of safety and well-being on campus • Prepare and train student population to respond in event of campus safety incidents or disaster <p>Scope: LEA-wide</p>	<p>Safety positions to:</p> <ul style="list-style-type: none"> • Provide resources and guidance to assist and investigate school and online incidents involving threats of harm • Provide conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building • Provide instruction and monitor safety drills • Conduct site vulnerability and safety studies <p>Student Group Focus: EL, LI</p>	<p>Safety</p>
3.48	<p>Action: School Community and Family Partnerships</p> <p>Need:</p> <ul style="list-style-type: none"> • Increased knowledge for staff and families of district and community partnerships • Expanded site partnerships to help students academically and social-emotionally • Expanded district partnerships to help fill gaps and reduce barriers for students, families, and staff • Opportunities to connect partners together to provide a shared learning space and better align with district/community needs 	<p>Full-time coordinator to:</p> <ul style="list-style-type: none"> • Explore and vet partnerships and connect them with site and district opportunities • Purchase resources and materials to help promote partnership initiatives • Provide professional learning for staff, families, and community members around the power of partnerships • Pilot partnership programs at sites based on targeted needs • Create partnership events to help increase knowledge, access, and opportunities for sites, departments, and partners • Oversee time cards for site and district staff who participate in partnership outreaches after contracted hours 	<p>Connectedness, Parent and Family Engagement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Student Group Focus: EL, FY, LI, HM	
3.49	Action: San Juan Teacher Residency at Alder Graduate School of Education Need: <ul style="list-style-type: none"> Students need to see themselves in the professionals that serve them Need for multilingual students to be supported by multilingual educators Scope: LEA-wide	Hire educators that look like the students we support. Provide support for residents and mentors such as professional learning, supplemental salary and benefits for residency facilitators, and supplies for mentor and resident seminars. Student Group Focus: EL, LI	Credentialed Staffing
3.50	Action: New Teacher Induction and Peer Assistance and Review (PAR) Need: English learners and low-income students in classrooms with new or struggling teachers require: tailored language support, differentiated instruction, culturally responsive pedagogy, classroom management strategies, ongoing professional development, equitable access to resources, and collaborative support networks to meet their diverse needs effectively. Scope: LEA-wide	Induction and PAR programs: <ul style="list-style-type: none"> Provide new and struggling teachers with ongoing support and mentorship from experienced educators tailored to the needs of English Learners (ELs) and low-income students Foster collaboration, professional growth, and instructional excellence Provide appropriate materials, technology, and support personnel to further enhance their effectiveness in meeting the needs of ELs and low-income students Student Group Focus: EL, LI	Credentialed Staffing

Limited 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) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Advance Placement/International Baccalaureate Test Fees</p> <p>Need: Financial barriers that limit equitable access to post secondary education, educational opportunities that support academic achievement, college readiness, and overall student success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Pay for test fees for low-income students.</p> <p>Student Group Focus: LI</p>	College and Career Indicator
1.11	<p>Action: Bilingual Instructional Assistants (BIAs)</p> <p>Need: Students currently in the EL program need additional support including but not limited to interpretation and translation in primary language of key concepts outside English Language Development (ELD).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>BIAs provide primary language support to Emerging Bilinguals in core content classes outside of English Language Development classes using a variety of support models such as pull-out, push-in, and pre and post-teach.</p> <p>Student Group Focus: EL</p>	ELA State Assessment, Math State Assessment, Science State Assessment, English Language Learner Reclassification
1.12	<p>Action: Before and Afterschool Tutoring</p>	<p>Bilingual Instructional Assistants (BIAs) provide before or after school tutoring around key concepts in core content other than English Language Development (ELD).</p>	ELA State Assessment, Math State Assessment, Science State Assessment, English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Emerging bilinguals need additional time either before school or after school to address key concepts in core subjects other than English Language Development (ELD). Scope: Limited to Unduplicated Student Group(s)	Student Group Focus: EL	Language Learner Reclassification
1.13	Action: Online English Language Arts Intervention Program (Lexia) Need: Scope: Limited to Unduplicated Student Group(s)		
1.20	Action: Integrated and Designated English Language Development (ELD) Professional Learning Need: Improve and increase support for ELD. Scope: Limited to Unduplicated Student Group(s)	Increase professional learning opportunities for teachers focused on Systematic ELD connected to the ELD standards and framework. Student Group Focus: EL (LTEL)	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.21	Action: Designated English Language Development (ELD) Staff Need: Use evidence based strategies and curriculum in English development classes.	Designated ELD classes use curriculum and instructional strategies tailored to the proficiency levels and language acquisition stages of English Learner (EL) students. Student Group Focus: EL (LTEL)	English Language Learner State Assessment, English Language Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.22	Action: English Language Development (ELD) Staff Coaching Need: <ul style="list-style-type: none"> • Increase group learning opportunities • Use a variety of teaching methods • Increase classroom support • Provide adequate scaffolds to improve and increase engagement in ELD • Provide more hands-on learning opportunities Scope: Limited to Unduplicated Student Group(s)	Staff to provide personalized support to teachers of English Learner (EL) students including 1:1 coaching, mentorship, establishing cohorts, and modeling lessons. Student Group Focus: EL (LTEL)	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.23	Action: English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support Need: <ul style="list-style-type: none"> • Increase support for EL students • Support to understand the American school system • Keep parents informed Scope: Limited to Unduplicated Student Group(s)	Oversee EL compliance (Reclassified Fluent English Proficient, follow-ups) and ELPAC training and administration district-wide. Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.24	<p>Action: English Language Development (ELD) Clerical Staff</p> <p>Need:</p> <ul style="list-style-type: none"> • Improve communications with English Learner (EL) families • Help families understand the American school system <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Manage state and local student information systems, update and share English Learner (EL) data with staff, engage families, and support the enrollment and transfer process.</p> <p>Student Group Focus: EL</p>	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.26	<p>Action: Multi-Lingual Learners: Language Acquisition</p> <p>Need: Mastering English assists students in meeting academic standards in American schools and accessing college and career opportunities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Staff coordinates programs to engage students in acquiring English and meeting academic standards.</p> <p>Student Group Focus: EL</p>	English Language Learner Reclassification
1.27	<p>Action: Accelerating Reclassification: Long-Term English Learner (LTEL)</p> <p>Need: LTEL students need to meet English Language Proficiency Assessments for California (ELPAC) requirements to be considered fully English proficient.</p>	<p>Staff coordinates programs to engage students in reading, writing, listening, and speaking in English.</p> <p>Student Group Focus: EL (LTEL)</p>	English Language Learner Reclassification, A-G Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.2	Action: Tutoring for Foster Youth (FY) Need: Tutoring. Scope: Limited to Unduplicated Student Group(s)	Teachers to provide tutoring for FY students to accelerate learning in primary grades and credit recovery in grades 11 and 12. Student Group Focus: FY	Graduation Rate, Attendance
2.3	Action: Credit Recovery for Foster Youth (FY) Need: Credit recovery. Scope: Limited to Unduplicated Student Group(s)	Counselors to meet with FY students to assess credits earned and credits needed to meet graduation requirements. Student Group Focus: FY	Graduation Rate
2.4	Action: Foster Youth (FY) Student Lists Need: Auditing FY district and out of district student lists for accuracy. Scope: Limited to Unduplicated Student Group(s)	Staff to audit student lists of current and former FY students to ensure qualifying students receive services and accuracy of data. Student Group Focus: FY	Graduation Rate
2.5	Action: Foster Youth (FY) Advocacy	Social worker and school community worker to meet with county workers, students, and caregivers to provide resources to students entering, leaving, and attending the district.	Graduation Rate, Attendance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Resources for FY students (alternative school sites support, enrollments, advocacy, and communication between home and school. Independent Living Program (ILP) case management, student school visits, social-emotional support, staffing of student caseload with other FY staff, support contact to County, Sacramento County Office of Education (SCOE), and other community partners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Student Group Focus: FY	
2.15	<p>Action: McKinney-Vento (MKV) Wraparound Services</p> <p>Need: Basic needs, school supplies, attendance support for homeless San Juan families.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Staff, basic needs, and schools supplies to:</p> <ul style="list-style-type: none"> • Conduct home visits • Hold monthly food distribution • Give access to food closet for families <p>Student Group Focus: HM</p>	Chronic Absenteeism, Attendance
2.27	<p>Action: Instructional Technology</p> <p>Need:</p> <ul style="list-style-type: none"> • Translated materials/translation tools and communication • Language resources • Family engagement • Differentiated teaching and learning methods 	<p>Instructional technology to provide:</p> <ul style="list-style-type: none"> • Translation tools and language resources for English Learner (EL) population • Translated materials and communications from teachers to families • Supports and resources for ELs and students receiving special education services to ensure inclusion and access to the same academic content • Interactive teaching methods for diverse learning styles 	High School Dropout Rate, Middle School Dropout Rate, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> Access for students with disabilities to the same academic content <p>Scope: Limited to Unduplicated Student Group(s)</p>	Student Group Focus: EL, SWD	
3.10	<p>Action: Adult Education: English as a Second Language (ESL)</p> <p>Need:</p> <ul style="list-style-type: none"> Adults in ESL classes require contextual, culturally sensitive instruction, individualized learning, and flexible scheduling Childcare services for parents to enable greater class attendance Language acquisition support and inclusivity for adult learners balancing family responsibilities with their education <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Offer culturally sensitive, flexible ESL classes with individualized instruction and accessible childcare services.</p> <p>Student Group Focus: EL</p>	Parent and Family Engagement
3.14	<p>Action: Vision to Learn</p> <p>Need: Access to basic health resources.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Partnership with outside agency to provide vision screening, follow-up exams, glasses prescriptions, and glasses to students as needed.</p> <p>Student Group Focus: LI</p>	Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.35	Action: Enrollment Center Counselor Need: <ul style="list-style-type: none"> • Provide newcomer student support for college preparatory • Improve counselor support and availability Scope: Limited to Unduplicated Student Group(s)	<p>Enhance support for newcomer students at the time of enrollment, improve communication channels for students/families, provide tailored support and tentative English Language Development (ELD) placement, one-on-one counseling, and access to multilingual resources.</p> <p>Student Group Focus: EL (Newcomer)</p>	Connectedness, Parent and Family Engagement
3.36	Action: Translation and Interpretation Need: <ul style="list-style-type: none"> • Students and student families have a primary language other than English • Communication in home language • Enrollment of Newcomers has increased 2000 students from 2022-23 to 2023-24 • The increased cost of using outside vendors is rising • Sites are requesting faster turnaround time from date of request to fulfillment Scope: Limited to Unduplicated Student Group(s)	<p>Provide information and communicate to students and families in home language.</p> <p>Student Group Focus: EL</p>	Connectedness, Parent and Family Engagement
3.37	Action: Support for Newcomers and Culturally Relevant Engagement	Assist families in understanding the American school system and engage them in activities that promote student's academic progress. Provide school supplies and Chromebooks for access to	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: <ul style="list-style-type: none"> Newcomers navigating the complex American school system The financial burden of arriving in a new country without the ability to work creates a hardship Scope: Limited to Unduplicated Student Group(s)	critical needs related to translation, resources, classroom, and research. Student Group Focus: EL (Newcomer)	

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.

N/A

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.

Actions 1.41, 2.29, and 3.63 use concentration grant funds to improve working conditions for staff, learning conditions for students, stabilize staffing at highest-need schools to maintain continuity of learning, and promote increased opportunities for differentiated instruction. A pilot will be implemented with six of San Juan Unified’s highest-density schools in secondary and K-8. These schools include Encina Preparatory High, San Juan High, Arcade Fundamental Middle, Katherine Johnson Middle, Starr King K-8, and Kingswood K-8.

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	1/49	1/30
Staff-to-student ratio of certificated staff providing direct services to students	1/21	1/19

2024-25 Total 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	404,339,051.00	64,604,798.00	15.978%	2.504%	18.482%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$75,925,567.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Co-Teachers at Dyer Kelly	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Dyer Kelly	On-going	\$237,577.00	\$0.00	\$237,577.00				\$237,577.00
1	1.2	Elementary K-8 Director	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Elementary K-8	On-going	\$300,789.00	\$0.00	\$300,789.00				\$300,789.00
1	1.3	College Career Readiness Counseling	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$291,887.00	\$0.00	\$291,887.00				\$291,887.00
1	1.4	Advance Placement/International Baccalaureate Test Fees	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	On-going	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00
1	1.5	College/Career Center Technicians	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$307,297.00	\$0.00	\$307,297.00				\$307,297.00
1	1.6	Dual Enrollment Textbooks	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00
1	1.7	Advancement Via Individual	English Learners Low	Yes	LEA-wide	English Learners Low Income	6-12	On-going	\$1,642,241.00	\$341,349.00	\$1,983,590.00				\$1,983,590.00

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
		Determination (AVID)	Income												
1	1.8	Career Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$2,635,000.00	\$1,359,872.00	\$1,621,261.00	\$1,884,062.00		\$489,549.00	\$3,994,872.00
1	1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$550,010.00	\$7,300.00	\$557,310.00				\$557,310.00
1	1.10	Center for Teacher Support Induction	EL, LI	No				On-going	\$1,462,462.00	\$0.00				\$1,462,462.00	\$1,462,462.00
1	1.11	Bilingual Instructional Assistants (BIAs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$3,209,832.00	\$0.00	\$3,209,832.00				\$3,209,832.00
1	1.12	Before and Afterschool Tutoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$378,188.00	\$0.00	\$378,188.00				\$378,188.00
1	1.13	Online English Language Arts Intervention Program (Lexia)	Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	\$183,723.00	\$232,277.00	\$416,000.00				\$416,000.00
1	1.14	Camp Invention: Title sites	Low Income	Yes	LEA-wide	Low Income	1-6	On-going	\$298,545.00	\$297,222.00	\$100,000.00			\$495,767.00	\$595,767.00
1	1.15	Camp Invention: Local Control Funding Formula (LCFF) sites	Low Income	Yes	LEA-wide	Low Income	1-6	On-going	\$367,485.00	\$232,515.00	\$600,000.00				\$600,000.00
1	1.16	Equal Opportunity Schools (EOS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$257,000.00	\$257,000.00				\$257,000.00

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
1	1.17	iReady License, Professional Development , and Implementati on Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$563,379.00	\$563,379.00				\$563,379.00
1	1.18	Professional Learning and Implementati on of Math Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$445,870.00	\$155,765.00	\$601,635.00				\$601,635.00
1	1.19	Math Support for Grades 6-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-9	On-going	\$622,825.00	\$0.00	\$622,825.00				\$622,825.00
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$110,910.00	\$75,000.00	\$185,910.00				\$185,910.00
1	1.21	Designated English Language Development (ELD) Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$12,610,000.00	\$2,455.00	\$12,612,455.00				\$12,612,455.00
1	1.22	English Language Development (ELD) Staff Coaching	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$464,256.00	\$0.00	\$296,374.00			\$167,882.00	\$464,256.00
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$551,430.00	\$63,380.00	\$614,810.00				\$614,810.00
1	1.24	English Language Development (ELD) Clerical Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$420,782.00	\$2,500.00	\$423,282.00				\$423,282.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.25	English Learner (EL) Awareness and Communication	EL (LTEL)	No				On-going							
1	1.26	Multi-Lingual Learners: Language Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$74,268.00	\$732.00	\$75,000.00				\$75,000.00
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00
1	1.28	K-2 Reading Difficulty Screener	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	K-2	On-going	\$1,236.00	\$21,764.00	\$23,000.00				\$23,000.00
1	1.29	Elementary Literacy Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-5	On-going	\$80,796.00	\$96,704.00	\$177,500.00				\$177,500.00
1	1.30	Secondary Literacy Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	\$44,462.00	\$60,313.00	\$104,775.00				\$104,775.00
1	1.31	State Seal of Civic Engagement and Civic Education	Low Income	Yes	LEA-wide	Low Income	9-12	On-going	\$0.00	\$16,663.00	\$16,663.00				\$16,663.00
1	1.32	Strategic Literacy Plans	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$233,600.00	\$233,600.00	\$467,200.00				\$467,200.00
1	1.33	Director, Secondary (50%)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	\$117,801.00	\$0.00	\$117,801.00				\$117,801.00
1	1.34	World language proficiency validation	EL	No				On-going	\$0.00	\$5,000.00			\$5,000.00		\$5,000.00

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
1	1.35	Equitable Access and Outcomes	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$6,385.00	\$19,661.00	\$26,046.00				\$26,046.00
1	1.36	System of Professional Growth (SPG) Training of Participants and New Facilitators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$1,885,938.00	\$57,478.00	\$1,943,416.00				\$1,943,416.00
1	1.37	Next Generation Science Standards (NGSS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-6	On-going	\$188,942.00	\$25,893.00	\$214,835.00				\$214,835.00
1	1.38	Advance Placement and Counselor Summer Training	English Learners	Yes	LEA-wide	English Learners	10-12	On-going	\$0.00	\$15,300.00	\$15,300.00				\$15,300.00
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMS QT), Cash for College Events	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	10-12	On-going	\$0.00	\$92,790.00	\$92,790.00				\$92,790.00
1	1.40	Naviance Support/6th Grade Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	K-6	On-going	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
1	1.41	District Supports for Continuous Improvement : English Language Arts, Mathematics, English Learner Progress, College/Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$2,106,377.00	\$2,099,827.00	\$4,206,204.00				\$4,206,204.00

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
2	2.1	Immunization Clinic	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$38,900.00	\$1,100.00	\$40,000.00				\$40,000.00
2	2.2	Tutoring for Foster Youth (FY)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	K-12	On-going	\$170,855.00	\$0.00	\$170,855.00				\$170,855.00
2	2.3	Credit Recovery for Foster Youth (FY)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	9-12	On-going	\$1,246,104.00	\$80,000.00	\$898,644.00			\$427,460.00	\$1,326,104.00
2	2.4	Foster Youth (FY) Student Lists	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	On-going	\$10,985.00	\$0.00	\$10,985.00				\$10,985.00
2	2.5	Foster Youth (FY) Advocacy	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	On-going	\$7,000.00	\$3,000.00	\$10,000.00				\$10,000.00
2	2.6	La Entrada Alternative Continuation School	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: La Entrada Continuation High School	On-going	\$1,139,594.00	\$44,577.00	\$1,184,171.00				\$1,184,171.00
2	2.7	Credit Recovery	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	9-12	On-going	\$502,392.00	\$0.00	\$502,392.00				\$502,392.00
2	2.8	Summer School: Extended Year	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	9-12	On-going	\$75,000.00	\$0.00	\$75,000.00				\$75,000.00
2	2.9	Summer School: Independent Study	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00
2	2.10	Summer School: Seat Based	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$125,000.00	\$0.00	\$125,000.00				\$125,000.00

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
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	On-going	\$388,583.00	\$0.00	\$388,583.00				\$388,583.00
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$19,613.00	\$36,287.00	\$55,900.00				\$55,900.00
2	2.13	Summer Math Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$50,000.00	\$22,950.00	\$72,950.00				\$72,950.00
2	2.14	Integrated Math 1 Teachers High School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	\$578,117.00	\$0.00	\$578,117.00				\$578,117.00
2	2.15	McKinney-Vento (MKV) Wraparound Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	\$97,083.00	\$0.00	\$97,083.00				\$97,083.00
2	2.16	Student Support Services Mobile	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
2	2.17	Attendance Improvement Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$416,897.00	\$49,330.00	\$466,227.00				\$466,227.00
2	2.18	McKinney-Vento (MKV) Transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$79,636.00	\$920,364.00	\$1,000,000.00				\$1,000,000.00
2	2.19	Arts/PE: Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00

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2	2.20	Music Instrument Repair	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$51,462.00	\$51,462.00				\$51,462.00
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	6-12	On-going	\$80,012.00	\$0.00	\$80,012.00				\$80,012.00
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	TK-5	On-going	\$147,457.00	\$0.00	\$147,457.00				\$147,457.00
2	2.23	Science Program Specialist	All	No				On-going	\$208,560.00	\$0.00	\$208,560.00				\$208,560.00
2	2.24	Elementary Teachers on Special Assignments (TOSA): English Language Arts (ELA) and Math Secondary TOSA: Math	EL, LI	No				On-going	\$227,467.00	\$0.00				\$227,467.00	\$227,467.00
2	2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	EL, LI	No				On-going	\$300,404.00	\$0.00		\$300,404.00			\$300,404.00
2	2.26	English Language Arts (ELA) and Math Program Specialists	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$372,547.00	\$0.00	\$372,547.00				\$372,547.00
2	2.27	Instructional Technology	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	On-going	\$23,400.00	\$312,747.00	\$336,147.00				\$336,147.00

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
					Group(s)										
2	2.28	Site-Based Counselor Ratio	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	\$2,099,056.00	\$0.00	\$2,099,056.00				\$2,099,056.00
2	2.29	District Supports for Continuous Improvement : Chronic Absenteeism , Graduation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$2,099,827.00	\$2,106,377.00	\$4,206,204.00				\$4,206,204.00
3	3.1	Foster Youth Advocacy	FY	No				On-going	\$96,097.00	\$3,902.00			\$99,999.00		\$99,999.00
3	3.2	Care Solace	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$107,000.00	\$107,000.00				\$107,000.00
3	3.3	Campus Supervision	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	K-8	On-going	\$378,900.00	\$0.00	\$378,900.00				\$378,900.00
3	3.4	Title 1 Vice Principals (K-8)	Low Income	Yes	LEA-wide	Low Income	K-8	On-going	\$1,677,737.00	\$0.00	\$1,677,737.00				\$1,677,737.00
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00
3	3.6	Site Administrat or Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) /	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$7,593.00	\$32,405.00	\$39,998.00				\$39,998.00

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
		Parent Teacher Home Visit Project (PTHVP)													
3	3.8	FACE Mobile and Family Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$206,251.00	\$93,749.00	\$300,000.00				\$300,000.00
3	3.9	Summer Family Camps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$2,558.00	\$97,442.00	\$100,000.00				\$100,000.00
3	3.10	Adult Education: English as a Second Language (ESL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	English Learner adult education	On-going	\$107,555.00	\$0.00	\$107,555.00				\$107,555.00
3	3.11	Multi-Tiered System of Supports (MTSS): Staffing for Low, Mid and High Density Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$365,695.00	\$0.00	\$365,695.00				\$365,695.00
3	3.12	Student Support Center	EL, FY, LI, HM	No				On-going	\$99,203.00	\$0.00				\$99,203.00	\$99,203.00
3	3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	EL, FY, LI, HM	No				On-going	\$350,700.00	\$0.00			\$215,367.00	\$135,333.00	\$350,700.00
3	3.14	Vision to Learn	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00

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3	3.15	Additional Staffing for Safe Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$2,767,120.00	\$0.00	\$2,767,120.00				\$2,767,120.00
3	3.16	Support Center Leadership Team Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$12,499.00	\$0.00	\$12,499.00				\$12,499.00
3	3.17	Behavior and Systems Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$329,232.00	\$0.00	\$329,232.00				\$329,232.00
3	3.18	Student Support Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$4,925,265.00	\$336,014.00	\$5,261,279.00				\$5,261,279.00
3	3.19	Positive Behavioral Interventions and Supports (PBIS)/Social-Emotional Learning (SEL)/Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$217,596.00	\$76,216.00	\$98,483.00			\$195,329.00	\$293,812.00
3	3.20	Navigate 360	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Low Income	Yes	LEA-wide	Low Income	Grade 8	On-going	\$22,251.00	\$17,749.00	\$40,000.00				\$40,000.00
3	3.22	San Juan Youth Voice	English Learners Low	Yes	LEA-wide	English Learners	9-12	On-going	\$7,237.00	\$7,763.00	\$15,000.00				\$15,000.00

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		Advocates (SJYVA)	Income			Low Income									
3	3.23	Black Student Unions (BSUs)	Low Income	Yes	LEA-wide	Low Income	6-12	On-going	\$4,789.00	\$58,211.00	\$63,000.00				\$63,000.00
3	3.24	School/Community Prevention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	\$180,484.00	\$0.00	\$180,484.00				\$180,484.00
3	3.25	Leadership Workshop Series	Low Income	Yes	LEA-wide	Low Income	6-12	On-going	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00
3	3.26	Student School Climate Teams	Low Income	Yes	LEA-wide	Low Income	9-12	On-going	\$0.00	\$5,750.00	\$5,750.00				\$5,750.00
3	3.27	Camp Kinder	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Pre-K	On-going	\$202,812.00	\$161,674.00	\$81,540.00			\$282,946.00	\$364,486.00
3	3.28	Substance Abuse Prevention Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$135,147.00	\$12,385.00	\$147,532.00				\$147,532.00
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$100,104.00	\$138,902.00	\$239,006.00				\$239,006.00
3	3.30	Cultivating Leaders	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$243,431.00	\$92,830.00	\$336,261.00				\$336,261.00
3	3.31	Inclusive Practices	Students with Disabilities	No				On-going	\$88,140.00	\$31,860.00	\$20,000.00	\$100,000.00			\$120,000.00
3	3.32	General Education Enrollment	Students with Disabilities	No				On-going							

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3	3.33	Behavior Support Assistants	Students with Disabilities	No				On-going	\$494,320.00	\$0.00	\$494,320.00				\$494,320.00
3	3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	Students with Disabilities	No				On-going	\$299,132.00	\$0.00	\$299,132.00				\$299,132.00
3	3.35	Enrollment Center Counselor	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$98,000.00	\$0.00	\$98,000.00				\$98,000.00
3	3.36	Translation and Interpretation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$1,080,862.00	\$149,275.00	\$582,112.00			\$648,025.00	\$1,230,137.00
3	3.37	Support for Newcomers and Culturally Relevant Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$201,428.00	\$140,208.00	\$45,000.00	\$296,636.00			\$341,636.00
3	3.38	Ongoing Support for Newcomers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$1,450,000.00	\$0.00	\$1,450,000.00				\$1,450,000.00
3	3.39	American Indian Education Program Grant Management	LI, AI	No				On-going	\$20,508.00	\$13,710.00				\$34,218.00	\$34,218.00
3	3.40	Safety Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$561,939.00	\$0.00	\$561,939.00				\$561,939.00
3	3.41	Vice Principals and Guest Teachers	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Katherine Johnson Middle School	On-going	\$1,318,443.00	\$0.00	\$1,318,443.00				\$1,318,443.00

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3	3.42	Enhance School Culture and Climate - Encina	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Encina Preparatory High School	On-going	\$109,936.00	\$65,340.00	\$175,276.00				\$175,276.00
3	3.43	Pregnant/Parent Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$380,228.00	\$170,889.00	\$551,117.00				\$551,117.00
3	3.44	Student Identity	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$8,017.00	\$31,983.00	\$40,000.00				\$40,000.00
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$519,819.00	\$26,829.00	\$546,648.00				\$546,648.00
3	3.46	Family Education and Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$17,095.00	\$44,645.00	\$61,740.00				\$61,740.00
3	3.47	Safety Support, Planning & Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$1,550,923.00	\$180,939.00	\$1,731,862.00				\$1,731,862.00
3	3.48	School Community and Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$106,546.00	\$29,220.00	\$135,766.00				\$135,766.00
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$167,423.00	\$54,672.00	\$222,095.00				\$222,095.00
3	3.50	New Teacher Induction and Peer	English Learners Low	Yes	LEA-wide	English Learners	All Schools	On-going	\$55,546.00	\$32,864.00	\$88,410.00				\$88,410.00

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
		Assistance and Review (PAR)	Income			Low Income									
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$163,455.00	\$0.00	\$163,455.00				\$163,455.00
3	3.52	Fiscal Technician	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$58,891.00	\$0.00	\$58,891.00				\$58,891.00
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00
3	3.54	Mentoring and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$942,326.00	\$942,326.00				\$942,326.00
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$26,075.00	\$119,985.00	\$146,060.00				\$146,060.00
3	3.56	Equity personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$702,950.00	\$0.00	\$702,950.00				\$702,950.00
3	3.57	Campus Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$10,815.00	\$139,185.00	\$150,000.00				\$150,000.00
3	3.58	Student Voice	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$0.00	\$23,000.00	\$23,000.00				\$23,000.00
3	3.59	Two-Way Text Messaging Platform with Advanced	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$0.00	\$56,850.00	\$56,850.00				\$56,850.00

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
		Translation Features													
3	3.60	Cultural Communication Specialists	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$282,616.00	\$0.00	\$282,616.00				\$282,616.00
3	3.61	Workforce Diversity, Recruitment, Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$26,757.00	\$73,243.00	\$100,000.00				\$100,000.00
3	3.62	Credentialing Oversight	EL, FY, LI	No				On-going							
3	3.63	District Supports for Continuous Improvement : English Language Arts, Mathematics, English Learner Progress, College/Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$2,106,377.00	\$2,099,828.00	\$4,206,205.00				\$4,206,205.00
4	4.1	University of Florida Literacy Institute (UFLI) Foundations Literacy	EL, HIS, SED, WH	No				One Year	\$0.00	\$3,994.00		\$3,994.00			\$3,994.00
4	4.2	English Learner Achieve Curriculum	EL, HIS, SED, WH	No				One Year	\$3,153.00	\$26,275.00		\$29,428.00			\$29,428.00
4	4.3	Engaging School Literature	EL, HIS, SED, WH	No				One Year	\$0.00	\$21,020.00		\$21,020.00			\$21,020.00
4	4.4	Bilingual Instructional Assistant Support	EL	No				One Year	\$214,677.00	\$0.00		\$214,677.00			\$214,677.00
4	4.5	Student and Family Engagement	AA, EL, SED, TOM	No				One Year	\$22,180.00	\$33,061.00		\$55,241.00			\$55,241.00

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4	4.6	Welcoming and Belonging	AA, EL, SED, TOM	No				One Year	\$0.00	\$7,357.00		\$7,357.00			\$7,357.00
4	4.7	Structured Recess Supervision	TOM	No				One Year	\$0.00	\$68,105.00		\$68,105.00			\$68,105.00
4	4.8	Positive Behavior Intervention	TOM	No				One Year	\$0.00	\$21,230.00		\$21,230.00			\$21,230.00
4	4.9	Engaging Instructional Practices	AA, EL, HIS, SED, WH	No				One Year	\$0.00	\$5,255.00		\$5,255.00			\$5,255.00
5	5.1	Bilingual Instructional Assistants (BIAs)	EL	No				One Year	\$259,410.00	\$0.00		\$259,410.00			\$259,410.00
5	5.2	Instructional Assistant (IA)	EL	No				One Year	\$145,946.00	\$0.00		\$145,946.00			\$145,946.00
5	5.3	English Learner (EL) Instruction	EL	No				One Year	\$0.00	\$27,322.00		\$27,322.00			\$27,322.00
5	5.4	English Language Instructional Specialist	EL	No				One Year	\$32,079.00	\$0.00		\$32,079.00			\$32,079.00
5	5.5	English Learner (EL) Counselor	EL	No				One Year	\$167,114.00	\$0.00		\$167,114.00			\$167,114.00
5	5.6	Technology to Support Differentiation	EL	No				One Year	\$0.00	\$3,153.00		\$3,153.00			\$3,153.00
5	5.7	Refugee Empowering Peers: International Rescue Committee (IRC)	EL	No				One Year	\$0.00	\$15,765.00		\$15,765.00			\$15,765.00
5	5.8	Advancement Via Individual Determination (AVID) Emerge	EL	No				One Year	\$32,079.00	\$1,576.00		\$33,655.00			\$33,655.00
5	5.9	Administrative	EL	No				One Year	\$201,854.00	\$0.00		\$201,854.00			\$201,854.00

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
		Instructional Support (VP)													
6	6.1	Intervention	AA, AS, EL, HIS, SED, SWD	No				One Year	\$164,488.00	\$0.00		\$164,488.00			\$164,488.00
6	6.2	Bilingual Instructional Assistant (BIA) Support	EL	No				One Year	\$53,673.00	\$0.00		\$53,673.00			\$53,673.00
6	6.3	Attendance Improvement	TOM	No				One Year	\$12,818.00	\$17,867.00		\$30,685.00			\$30,685.00
6	6.4	Administration	AA, AS, EL, HIS, HM, SED, SWD, TOM	No				One Year	\$193,029.00	\$0.00		\$193,029.00			\$193,029.00
6	6.5	English Language Development (ELD) Teacher	EL	No				One Year	\$164,488.00	\$0.00		\$164,488.00			\$164,488.00
6	6.6	Preventive Support Staff and Social-Emotional Learning Opportunities	HM, TOM	No				One Year	\$259,843.00	\$18,918.00		\$278,761.00			\$278,761.00
6	6.7	Engaging Instructional Practices	AA, AS, EL, HIS, HM, SED, SWD, TOM	No				One Year	\$0.00	\$21,020.00		\$21,020.00			\$21,020.00
6	6.8	Welcoming and Belonging	HM, TOM	No				One Year	\$0.00	\$21,206.00		\$21,206.00			\$21,206.00
7	7.1	Class Size Reduction	AA, EL, HIS, SED, TOM, WH	No				One Year	\$493,463.00	\$0.00		\$493,463.00			\$493,463.00
7	7.2	Social Worker	AA, EL, HIS, SED, TOM, WH	No				One Year	\$167,114.00	\$0.00		\$167,114.00			\$167,114.00

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
7	7.3	Intervention	AA, EL, HIS, SED, WH	No				One Year	\$164,488.00	\$0.00		\$164,488.00			\$164,488.00
7	7.4	Superior Sports	TOM	No				One Year	\$0.00	\$83,029.00		\$83,029.00			\$83,029.00
7	7.5	Professional Development and District Initiated Absence	AA, EL, HIS, SED, WH	No				One Year	\$15,522.00	\$7,357.00		\$22,879.00			\$22,879.00
7	7.6	Materials, Supplies, Books, Copier	AA, EL, HIS, SED, TOM, WH	No				One Year	\$0.00	\$31,153.00		\$31,153.00			\$31,153.00
7	7.7	Family Engagement and Collaboration	AA, EL, HIS, SED, TOM, WH	No				One Year	\$0.00	\$9,459.00		\$9,459.00			\$9,459.00
7	7.8	After School Tutoring	AA, EL, HIS, SED, WH	No				One Year	\$16,816.00	\$0.00		\$16,816.00			\$16,816.00
8	8.1	English Language Arts (ELA) Support	AS, WH	No				One Year	\$49,700.00	\$24,046.00		\$73,746.00			\$73,746.00
8	8.2	Math Support	AA, AS, EL, SED, SWD, WH	No				One Year	\$49,700.00	\$24,046.00		\$73,746.00			\$73,746.00
8	8.3	Preventive Support Staff and Social-Emotional Learning (SEL)	TOM	No				One Year	\$581,973.00	\$3,152.00		\$585,125.00			\$585,125.00
9	9.1	Math Intervention	HIS, SED	No				One Year	\$66,949.00	\$0.00		\$66,949.00			\$66,949.00
9	9.2	Counselor	HIS, SED	No				One Year	\$115,998.00	\$0.00		\$115,998.00			\$115,998.00
9	9.3	Tiered Interventions	AA, SWD	No				One Year	\$0.00	\$15,996.00		\$15,996.00			\$15,996.00

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
10	10.1	Staff Training	SED, SWD	No				One Year	\$0.00	\$9,459.00		\$9,459.00			\$9,459.00
10	10.2	Community Building	SED, SWD	No				One Year	\$0.00	\$10,379.00		\$10,379.00			\$10,379.00
10	10.3	Supervision	SED, SWD	No				One Year	\$9,795.00	\$0.00		\$9,795.00			\$9,795.00
10	10.4	Intervention	SED, SWD	No				One Year	\$7,357.00	\$0.00		\$7,357.00			\$7,357.00
10	10.5	Behavior Support	SED, SWD	No				One Year	\$0.00	\$14,588.00		\$14,588.00			\$14,588.00
11	11.1	Designated and Integrated English Language Development (ELD)	EL	No				One Year	\$164,488.00	\$0.00		\$164,488.00			\$164,488.00
11	11.2	Bilingual Instructional Assistant Support	EL	No				One Year	\$180,919.00	\$0.00		\$180,919.00			\$180,919.00
11	11.3	Engaging Instructional Practices	EL	No				One Year	\$0.00	\$7,124.00		\$7,124.00			\$7,124.00
11	11.4	Engaging School Literature	EL	No				One Year	\$0.00	\$4,204.00		\$4,204.00			\$4,204.00
11	11.5	Imagine Language and Literacy	EL	No				One Year	\$0.00	\$15,371.00		\$15,371.00			\$15,371.00
11	11.6	Guided Language Acquisition Design (GLAD)	EL	No				One Year	\$4,204.00	\$525.00		\$4,729.00			\$4,729.00
12	12.1	Differentiated Instruction	EL	No				One Year	\$107,347.00	\$0.00		\$107,347.00			\$107,347.00
12	12.2	Math Co-Teacher	HIS, SED, WH	No				One Year	\$149,893.00	\$0.00		\$149,893.00			\$149,893.00
12	12.3	English Language	HIS	No				One Year	\$149,893.00	\$0.00		\$149,893.00			\$149,893.00

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
		Arts (ELA) Co-Teacher													
12	12.4	Dean of Students	TOM	No				One Year	\$115,017.00	\$0.00		\$115,017.00			\$115,017.00
12	12.5	Academic Assessment Coordinator	EL, HIS, SED, WH	No				One Year	\$167,114.00	\$0.00		\$167,114.00			\$167,114.00
12	12.6	Resources	EL, HIS, SED, WH	No				One Year	\$0.00	\$28,616.00		\$28,616.00			\$28,616.00
13	13.1	English Language Arts Intervention	AA, EL, SWD, TOM, WH	No				One Year	\$164,488.00	\$57,805.00		\$222,293.00			\$222,293.00
13	13.2	Math Intervention	AA, SWD, TOM	No				One Year	\$164,488.00	\$36,785.00		\$201,273.00			\$201,273.00
13	13.3	Tiered Intervention	AA, HM, TOM	No				One Year	\$468,258.00	\$101,947.00		\$570,205.00			\$570,205.00
13	13.4	Attendance Improvement	EL, SWD	No				One Year	\$12,848.00	\$81,780.00		\$94,628.00			\$94,628.00
14	14.1	Behaviorist	Students with Disabilities	No				One Year	\$202,948.00	\$0.00		\$202,948.00			\$202,948.00
14	14.2	Instructional Assistants (IAs)	Students with Disabilities	No				One Year	\$145,945.00	\$0.00		\$145,945.00			\$145,945.00
14	14.3	Instructional Assistant (IA) 2	Students with Disabilities	No				One Year	\$55,041.00	\$0.00		\$55,041.00			\$55,041.00
14	14.4	Instructional Assistant (IA) 3	Students with Disabilities	No				One Year	\$57,518.00	\$0.00		\$57,518.00			\$57,518.00

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
14	14.5	Supplemental Instructional Materials	Students with Disabilities	No				One Year	\$0.00	\$33,275.00		\$33,275.00			\$33,275.00

2024-25 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
404,339,051.00	64,604,798.00	15.978%	2.504%	18.482%	\$0.00	0.000%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								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	1.1	Co-Teachers at Dyer Kelly	Yes	Schoolwide	English Learners	Specific Schools: Dyer Kelly	\$237,577.00	
1	1.2	Elementary K-8 Director	Yes	LEA-wide	English Learners Low Income	Elementary K-8	\$300,789.00	
1	1.3	College Career Readiness Counseling	Yes	LEA-wide	English Learners Low Income	9-12	\$291,887.00	
1	1.4	Advance Placement/International Baccalaureate Test Fees	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	\$70,000.00	
1	1.5	College/Career Center Technicians	Yes	LEA-wide	English Learners Low Income	9-12	\$307,297.00	
1	1.6	Dual Enrollment Textbooks	Yes	LEA-wide	English Learners Low Income	9-12	\$125,000.00	
1	1.7	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Low Income	6-12	\$1,983,590.00	
1	1.8	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	9-12	\$1,621,261.00	
1	1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$557,310.00	

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	1.11	Bilingual Instructional Assistants (BIAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,209,832.00	
1	1.12	Before and Afterschool Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$378,188.00	
1	1.13	Online English Language Arts Intervention Program (Lexia)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$416,000.00	
1	1.14	Camp Invention: Title sites	Yes	LEA-wide	Low Income	1-6	\$100,000.00	
1	1.15	Camp Invention: Local Control Funding Formula (LCFF) sites	Yes	LEA-wide	Low Income	1-6	\$600,000.00	
1	1.16	Equal Opportunity Schools (EOS)	Yes	LEA-wide	English Learners Low Income	All Schools	\$257,000.00	
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$563,379.00	
1	1.18	Professional Learning and Implementation of Math Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$601,635.00	
1	1.19	Math Support for Grades 6-8	Yes	LEA-wide	English Learners Low Income	6-9	\$622,825.00	
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$185,910.00	
1	1.21	Designated English Language Development (ELD) Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$12,612,455.00	
1	1.22	English Language Development (ELD) Staff Coaching	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$296,374.00	
1	1.23	English Language Proficiency Assessments for California (ELPAC) and	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$614,810.00	

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 (%)
		English Learner (EL) Services Support						
1	1.24	English Language Development (ELD) Clerical Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$423,282.00	
1	1.26	Multi-Lingual Learners: Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$75,000.00	
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
1	1.28	K-2 Reading Difficulty Screener	Yes	LEA-wide	English Learners Low Income	K-2	\$23,000.00	
1	1.29	Elementary Literacy Professional Learning	Yes	LEA-wide	English Learners Low Income	TK-5	\$177,500.00	
1	1.30	Secondary Literacy Professional Learning	Yes	LEA-wide	English Learners Low Income	6-12	\$104,775.00	
1	1.31	State Seal of Civic Engagement and Civic Education	Yes	LEA-wide	Low Income	9-12	\$16,663.00	
1	1.32	Strategic Literacy Plans	Yes	LEA-wide	English Learners Low Income	All Schools	\$467,200.00	
1	1.33	Director, Secondary (50%)	Yes	LEA-wide	English Learners Low Income	6-12	\$117,801.00	
1	1.35	Equitable Access and Outcomes	Yes	LEA-wide	English Learners Low Income	9-12	\$26,046.00	
1	1.36	System of Professional Growth (SPG) Training of Participants and New Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,943,416.00	
1	1.37	Next Generation Science Standards (NGSS)	Yes	LEA-wide	English Learners Low Income	TK-6	\$214,835.00	
1	1.38	Advance Placement and Counselor Summer Training	Yes	LEA-wide	English Learners	10-12	\$15,300.00	
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	Yes	LEA-wide	English Learners Low Income	10-12	\$92,790.00	

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	1.40	Naviance Support/6th Grade Program	Yes	LEA-wide	English Learners Low Income	K-6	\$20,000.00	
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,206,204.00	
2	2.1	Immunization Clinic	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,000.00	
2	2.2	Tutoring for Foster Youth (FY)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	K-12	\$170,855.00	
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	9-12	\$898,644.00	
2	2.4	Foster Youth (FY) Student Lists	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,985.00	
2	2.5	Foster Youth (FY) Advocacy	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
2	2.6	La Entrada Alternative Continuation School	Yes	Schoolwide	English Learners Low Income	Specific Schools: La Entrada Continuation High School	\$1,184,171.00	
2	2.7	Credit Recovery	Yes	Schoolwide	English Learners Low Income	9-12	\$502,392.00	
2	2.8	Summer School: Extended Year	Yes	Schoolwide	English Learners Low Income	9-12	\$75,000.00	
2	2.9	Summer School: Independent Study	Yes	LEA-wide	English Learners Low Income	9-12	\$100,000.00	
2	2.10	Summer School: Seat Based	Yes	LEA-wide	English Learners Low Income	9-12	\$125,000.00	
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	\$388,583.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,900.00	
2	2.13	Summer Math Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$72,950.00	
2	2.14	Integrated Math 1 Teachers High School	Yes	LEA-wide	English Learners Low Income	9-12	\$578,117.00	
2	2.15	McKinney-Vento (MKV) Wraparound Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$97,083.00	
2	2.16	Student Support Services Mobile	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.17	Attendance Improvement Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$466,227.00	
2	2.18	McKinney-Vento (MKV) Transportation	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,000,000.00	
2	2.19	Arts/PE: Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
2	2.20	Music Instrument Repair	Yes	LEA-wide	English Learners Low Income	All Schools	\$51,462.00	
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	Schoolwide	English Learners Low Income	6-12	\$80,012.00	
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Yes	Schoolwide	English Learners Low Income	TK-5	\$147,457.00	
2	2.26	English Language Arts (ELA) and Math Program Specialists	Yes	LEA-wide	English Learners Low Income	All Schools	\$372,547.00	
2	2.27	Instructional Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$336,147.00	
2	2.28	Site-Based Counselor Ratio	Yes	LEA-wide	English Learners Low Income	6-12	\$2,099,056.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.29	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,206,204.00	
3	3.2	Care Solace	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,000.00	
3	3.3	Campus Supervision	Yes	LEA-wide	English Learners Low Income	K-8	\$378,900.00	
3	3.4	Title 1 Vice Principals (K-8)	Yes	LEA-wide	Low Income	K-8	\$1,677,737.00	
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	Yes	LEA-wide	English Learners Low Income	All Schools	\$25,000.00	
3	3.6	Site Administrator Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,000.00	
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,998.00	
3	3.8	FACE Mobile and Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.9	Summer Family Camps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.10	Adult Education: English as a Second Language (ESL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	English Learner adult education	\$107,555.00	
3	3.11	Multi-Tiered System of Supports (MTSS): Staffing for Low, Mid and High Density Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,695.00	
3	3.14	Vision to Learn	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$250,000.00	
3	3.15	Additional Staffing for Safe Environments	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,767,120.00	

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 (%)
					Low Income			
3	3.16	Support Center Leadership Team Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,499.00	
3	3.17	Behavior and Systems Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$329,232.00	
3	3.18	Student Support Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,261,279.00	
3	3.19	Positive Behavioral Interventions and Supports (PBIS)/Social-Emotional Learning (SEL)/Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,483.00	
3	3.20	Navigate 360	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$140,000.00	
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	LEA-wide	Low Income	Grade 8	\$40,000.00	
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	LEA-wide	English Learners Low Income	9-12	\$15,000.00	
3	3.23	Black Student Unions (BSUs)	Yes	LEA-wide	Low Income	6-12	\$63,000.00	
3	3.24	School/Community Prevention Specialist	Yes	LEA-wide	English Learners Low Income	6-12	\$180,484.00	
3	3.25	Leadership Workshop Series	Yes	LEA-wide	Low Income	6-12	\$8,000.00	
3	3.26	Student School Climate Teams	Yes	LEA-wide	Low Income	9-12	\$5,750.00	
3	3.27	Camp Kinder	Yes	LEA-wide	English Learners Low Income	Pre-K	\$81,540.00	
3	3.28	Substance Abuse Prevention Support	Yes	LEA-wide	Low Income	All Schools	\$147,532.00	
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	LEA-wide	Low Income	All Schools	\$239,006.00	

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 (%)
3	3.30	Cultivating Leaders	Yes	LEA-wide	English Learners Low Income	All Schools	\$336,261.00	
3	3.35	Enrollment Center Counselor	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$98,000.00	
3	3.36	Translation and Interpretation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$582,112.00	
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$45,000.00	
3	3.38	Ongoing Support for Newcomers	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,450,000.00	
3	3.40	Safety Positions	Yes	LEA-wide	English Learners Low Income	All Schools	\$561,939.00	
3	3.41	Vice Principals and Guest Teachers	Yes	Schoolwide	English Learners Low Income	Specific Schools: Katherine Johnson Middle School	\$1,318,443.00	
3	3.42	Enhance School Culture and Climate - Encina	Yes	Schoolwide	Low Income	Specific Schools: Encina Preparatory High School	\$175,276.00	
3	3.43	Pregnant/Parent Students	Yes	LEA-wide	English Learners Low Income	All Schools	\$551,117.00	
3	3.44	Student Identity	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,000.00	
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$546,648.00	
3	3.46	Family Education and Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,740.00	
3	3.47	Safety Support, Planning & Training	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,731,862.00	
3	3.48	School Community and Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,766.00	

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 (%)
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	LEA-wide	English Learners Low Income	All Schools	\$222,095.00	
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	LEA-wide	English Learners Low Income	All Schools	\$88,410.00	
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	LEA-wide	English Learners Low Income	All Schools	\$163,455.00	
3	3.52	Fiscal Technician	Yes	LEA-wide	English Learners Low Income	All Schools	\$58,891.00	
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$300,000.00	
3	3.54	Mentoring and Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$942,326.00	
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$146,060.00	
3	3.56	Equity personnel	Yes	LEA-wide	English Learners Low Income	All Schools	\$702,950.00	
3	3.57	Campus Climate	Yes	LEA-wide	English Learners Low Income	All Schools	\$150,000.00	
3	3.58	Student Voice	Yes	LEA-wide	English Learners Low Income	All Schools	\$23,000.00	
3	3.59	Two-Way Text Messaging Platform with Advanced Translation Features	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$56,850.00	
3	3.60	Cultural Communication Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$282,616.00	
3	3.61	Workforce Diversity, Recruitment, Retention	Yes	LEA-wide	English Learners Low Income	All Schools	\$100,000.00	
3	3.63	District Supports for Continuous Improvement: English Language Arts, Mathematics, English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,206,205.00	

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 (%)
		Learner Progress, College/Career						

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$381,483,021.00	\$359,320,767.00

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	Family and Community Engagement	Yes	\$1,440,158.00	\$1,220,819.00
1	1.2	Workforce Diversity	Yes	\$1,093,808.00	\$341,793.00
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	\$4,057,047.00	\$2,998,062.00
1	1.4	Cultural Brokers	Yes	\$1,734,505.00	\$1,736,580.00
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	\$6,229,237.00	\$5,349,964.00
2	2.2	Prevention Services	Yes	\$555,767.00	\$612,324.00
2	2.3	Inclusive School Climate and Equity	Yes	\$2,145,904.00	\$1,531,744.00
2	2.4	School Climate Improvement	Yes	\$336,633.00	\$243,647.00
2	2.5	School Site Supports for Safe Environments	Yes	\$6,108,665.00	\$3,818,711.00
3	3.1	Math	Yes	\$548,847.00	\$661,319.00

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)
3	3.2	Literacy	Yes	\$88,480.00	\$72,979.00
3	3.3	Intervention	Yes	\$314,109.00	\$329,659.00
3	3.4	Middle and High School Integrated Math Support	Yes	\$1,396,153.00	\$1,338,021.00
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	\$8,794,440.00	\$9,410,233.00
3	3.6	Science	No	\$89,835.00	\$41,841.00
3	3.7	Supplemental Arts & Physical Fitness	Yes	\$52,800.00	\$49,744.00
3	3.8	Academic Supports	Yes	\$1,800,464.00	\$1,526,659.00
3	3.9	School Site Innovation	Yes	\$2,737,724.00	\$2,805,045.00
3	3.10	Professional Growth	Yes	\$3,550,820.00	\$3,436,158.00
3	3.11	Instructional and Support Services	No	\$312,198,387.00	\$299,078,067.00
3	3.12	American Indian Education Program (AIEP)	No	\$61,886.00	\$25,828.00
4	4.1	School Counseling	Yes	\$2,308,634.00	\$2,192,098.00
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	\$1,031,499.00	\$885,490.00

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)
4	4.3	Post-Secondary Opportunities and Exposure	Yes	\$734,371.00	\$671,690.00
4	4.4	Alternative Education and Credit Recovery	Yes	\$2,551,593.00	\$2,061,545.00
4	4.5	Summer Opportunities and Enrichment	Yes	\$723,855.00	\$1,337,272.00
4	4.6	Early Childhood Education	Yes	\$430,678.00	\$324,071.00
4	4.7	Advancement Via Individual Determination (AVID)	Yes	\$1,991,966.00	\$1,830,936.00
4	4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	No	\$5,649,721.00	\$3,782,453.00
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	\$20,000.00	\$0.00
4	4.10	District System Supports for Continuous Improvement	Yes	\$7,687,887.00	\$6,648,620.00
5	5.1	Foster Youth Staffing and Services	Yes	\$1,632,115.00	\$1,565,994.00
5	5.2	Student Lists	Yes	\$11,009.00	\$10,153.00
5	5.3	Special Outreach	Yes	\$10,000.00	\$2,994.00
5	5.4	Inclusive Practices	No	\$120,000.00	\$90,289.00
5	5.5	Enrollment in General Education	No	\$0.00	\$0.00
5	5.6	Program and Service Alignment	Yes	\$10,000.00	\$374,208.00

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)
5	5.7	Instructional Assistant Staffing	No	\$302,142.00	\$235,168.00
5	5.8	Homeless Youth Staffing and Services	Yes	\$871,882.00	\$628,589.00
5	5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	Yes	\$60,000.00	\$50,000.00

2023-24 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)
\$54,760,512.00	\$57,856,812.00	\$49,815,331.00	\$8,041,481.00	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	1.1	Family and Community Engagement	Yes	\$1,440,158.00	\$1,220,819.00		
1	1.2	Workforce Diversity	Yes	\$1,093,808.00	\$341,793.00		
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	\$3,508,769.00	\$2,528,406.00		
1	1.4	Cultural Brokers	Yes	\$1,033,705.00	\$892,983.00		
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	\$5,801,444.00	\$4,911,783.00		
2	2.2	Prevention Services	Yes	\$555,767.00	\$612,324.00		
2	2.3	Inclusive School Climate and Equity	Yes	\$2,145,904.00	\$1,531,744.00		
2	2.4	School Climate Improvement	Yes	\$154,030.00	\$48,730.00		
2	2.5	School Site Supports for Safe Environments	Yes	\$5,941,407.00	\$3,674,158.00		
3	3.1	Math	Yes	\$548,847.00	\$661,319.00		
3	3.2	Literacy	Yes	\$88,480.00	\$72,979.00		

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)
3	3.3	Intervention	Yes	\$314,109.00	\$329,659.00		
3	3.4	Middle and High School Integrated Math Support	Yes	\$1,396,153.00	\$1,338,021.00		
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	\$8,794,440.00	\$9,410,233.00		
3	3.7	Supplemental Arts & Physical Fitness	Yes	\$52,800.00	\$49,744.00		
3	3.8	Academic Supports	Yes	\$1,129,680.00	\$814,787.00		
3	3.9	School Site Innovation	Yes	\$2,737,724.00	\$2,805,045.00		
3	3.10	Professional Growth	Yes	\$2,216,357.00	\$2,093,522.00		
4	4.1	School Counseling	Yes	\$2,308,634.00	\$2,192,098.00		
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	\$1,026,499.00	\$884,135.00		
4	4.3	Post-Secondary Opportunities and Exposure	Yes	\$734,371.00	\$671,690.00		
4	4.4	Alternative Education and Credit Recovery	Yes	\$2,551,593.00	\$2,061,546.00		
4	4.5	Summer Opportunities and Enrichment	Yes	\$500,000.00	\$34,239.00		
4	4.6	Early Childhood Education	Yes	\$81,541.00	\$70,058.00		
4	4.7	Advancement Via Individual Determination (AVID)	Yes	\$1,991,966.00	\$1,830,935.00		
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	\$20,000.00	\$0.00		
4	4.10	District System Supports for Continuous Improvement	Yes	\$7,687,887.00	\$6,648,620.00		
5	5.1	Foster Youth Staffing and Services	Yes	\$1,037,848.00	\$1,018,017.00		

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)
5	5.2	Student Lists	Yes	\$11,009.00	\$10,153.00		
5	5.3	Special Outreach	Yes	\$10,000.00	\$2,994.00		
5	5.6	Program and Service Alignment	Yes	\$10,000.00	\$374,208.00		
5	5.8	Homeless Youth Staffing and Services	Yes	\$871,882.00	\$628,589.00		
5	5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	Yes	\$60,000.00	\$50,000		

2023-24 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)
\$397,405,655.00	\$54,760,512.00	1.26%	15.039%	\$49,815,331.00	0.000%	12.535%	\$9,952,492.25	2.504%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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 2023

LCAP Addendum A: 2023 CA School Dashboard School Indicator Results

Dashboard Results	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College/ Career
San Juan Unified School District	Orange	Orange	Orange	Yellow	Yellow	Orange	Medium
Albert Schweitzer Elementary	Blue	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Andrew Carnegie Middle	No Color	Orange	Orange	Yellow	No Color	Red	No Performance Level
Arcade Fundamental Middle	Yellow	Orange	Red	Yellow	No Color	Orange	No Performance Level
Arden Middle	Red	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Arlington Heights Elementary	No Color	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Bella Vista High	Green	Green	Green	No Color	Orange	Green	Medium
Cambridge Heights Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Cameron Ranch Elementary	Blue	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Carmichael Elementary	Orange	Red	Orange	Yellow	No Color	Orange	No Performance Level
Carriage Drive Elementary	Yellow	Yellow	Orange	Yellow	No Color	Green	No Performance Level
Casa Roble Fundamental High	No Color	Yellow	Yellow	No Color	Blue	Red	Medium
Charles Peck Elementary	Blue	Orange	Orange	Yellow	No Color	Blue	No Performance Level
Cottage Elementary	Red	Red	Red	Yellow	No Color	Blue	No Performance Level
Coyle Avenue Elementary	Blue	Yellow	Yellow	Yellow	No Color	Blue	No Performance Level
Del Campo High	Yellow	Orange	Orange	No Color	Green	Orange	Medium
Del Dayo Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Del Paso Manor Elementary	Blue	Orange	Orange	Yellow	No Color	Orange	No Performance Level
Dyer-Kelly Elementary	Blue	Red	Orange	Yellow	No Color	Yellow	No Performance Level
Earl Legette Elementary	No Color	Yellow	Yellow	Yellow	No Color	Green	No Performance Level
El Camino High	Red	Yellow	Yellow	No Color	Orange	Green	Medium
El Sereno Alternative Education	No Color	No Color	No Color	No Color	Yellow	Blue	Low
Encina Preparatory High	Red	Orange	Orange	No Color	Yellow	Yellow	Low
Gold River Discovery Center K-8	Orange	Green	Yellow	Red	No Color	Orange	No Performance Level
Grand Oaks Elementary	Red	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Green Oaks Fundamental Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level

Greer Elementary	Orange	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Harry Dewey Fundamental Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Howe Avenue Elementary	Blue	Orange	Red	Yellow	No Color	Yellow	No Performance Level
James R. Cowan Fundamental Elementary	No Color	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
John Barrett Middle	Orange	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Katherine Johnson Middle	Orange	Orange	Red	Yellow	No Color	Yellow	No Performance Level
Kingswood K-8	Orange	Red	Red	Yellow	No Color	Red	No Performance Level
La Entrada Continuation High	No Color	No Color	No Color	No Color	Red	Red	Very Low
La Vista Center	No Color	No Color	No Color	No Color	No Color	Red	No Performance Level
Laurel Ruff Transition	No Color	No Color	No Color	No Color	No Color	Green	No Performance Level
Lichen K-8	Orange	Yellow	Yellow	Orange	No Color	Red	No Performance Level
Louis Pasteur Middle	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Mariemont Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Mariposa Avenue Elementary	Red	Yellow	Yellow	Yellow	No Color	Yellow	No Performance Level
Mary Deterding Elementary	Orange	Green	Green	Yellow	No Color	Orange	No Performance Level
Meraki High	No Color	No Color	No Color	Yellow	No Color	Yellow	No Performance Level
Mesa Verde High	Red	Yellow	Orange	No Color	Orange	Red	Low
Mira Loma High	Red	Blue	Green	Yellow	Orange	Orange	Medium
Mission Avenue Open Elementary	Yellow	Orange	Orange	Orange	No Color	Yellow	No Performance Level
Northridge Elementary	Green	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
Oakview Community Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Orangevale Open K-8	No Color	Green	Yellow	Yellow	No Color	Green	No Performance Level
Ottomon Way Elementary	No Color	Orange	Orange	Yellow	No Color	Green	No Performance Level
Pasadena Avenue Elementary	Red	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Pershing Elementary	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Ralph Richardson Center	No Color	No Color	No Color	Yellow	No Color	Blue	No Performance Level
Rio Americano High	Red	Blue	Green	No Color	Yellow	Orange	Medium
San Juan High	Red	Red	Red	No Color	Yellow	Yellow	Low
Sierra Oaks K-8	Red	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Skycrest Elementary	Green	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Starr King K-8	Yellow	Orange	Red	Yellow	No Color	Yellow	No Performance Level

Sylvan Middle	Red	Orange	Red	Yellow	No Color	Red	No Performance Level
Thomas Edison Language Institute K-8	Yellow	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Thomas Kelly Elementary	No Color	Yellow	Orange	Yellow	No Color	Yellow	No Performance Level
Trajan Elementary	No Color	Yellow	Yellow	Yellow	No Color		No Performance Level
Twin Lakes Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Whitney Avenue Elementary	Orange	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Will Rogers Middle	Green	Orange	Red	Orange	No Color	Red	No Performance Level
Winston Churchill Middle	Orange	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Woodside K-8	Orange	Orange	Orange	Yellow	No Color	Orange	No Performance Level

LCAP Addendum B:

2023 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator
1	English Language Arts
2	Mathematics
3	English Learner Progress
4	Graduation
5	College/Career
6	Suspension
7	Chronic Absenteeism

Abbreviation	Student Group
AA	Black/African American
AI	American Indian or Alaska Native American
AS	Asian American
EL	English Learner
FI	Filipino
FY	Foster Youth
HIS	Hispanic

Abbreviation	Student Group
HM	Homeless
PI	Pacific Islander or Native Hawaiian
SED	Socioeconomically Disadvantaged
SWD	Students with Disabilities
TOM	Two or More Races
WH	White

District/School	AA	AI	AS	EL	FI	FY	HIS	HM	PI	SED	SWD	TOM	WH
San Juan Unified School District	1, 2			1, 2				1, 2			5		
Albert Schweitzer Elementary							1, 2				1, 2		
Andrew Carnegie Middle				1, 2, 7			2			2, 6	1, 2, 6	6	6
Arcade Fundamental Middle			1, 2, 6	1			2			1	1		
Arden Middle				1, 3, 7							1, 2, 7	7	
Arlington Heights Elementary													
Bella Vista High								6					
Cambridge Heights Elementary													
Cameron Ranch Elementary							1			1	1		
Carmichael Elementary	7			1, 7			1			1, 7		6, 7	1
Carriage Drive Elementary				2									
Casa Roble Fundamental High							6					6	6
Charles Peck Elementary				1, 2							1, 2		
Cottage Elementary			1, 2	1, 2, 3			1, 2			1, 2			1
Coyle Avenue Elementary										1			
Del Campo High	6						2			2	1, 2, 5, 6		
Del Dayo Elementary													
Del Paso Manor Elementary			1	1, 2									
Dyer-Kelly Elementary			1	1			1			1			2
Earl Legette Elementary											1, 2		
El Camino Fundamental High				3					2				
El Sereno Alternative Education													
Encina Preparatory High				3, 5									
Gold River Discovery Center K-8				7			6			6, 7			7
Grand Oaks Elementary				3, 7							1		
Green Oaks Fundamental Elementary													
Greer Elementary	1		1	1			1	6		1	1	7	
Harry Dewey Fundamental Elementary							7				7		
Howe Avenue Elementary	1, 2			2			2			2		6	1, 2
James R. Cowan Fundamental Elementary											6		
John Barrett Middle	1			1, 2				6, 7		6	6		
Katherine Johnson Middle	2		1, 2	2						2	2	6	1, 2
Kingswood K-8	6			1, 2			1, 2, 6			1, 2, 6	1, 2, 6	6	2
La Entrada Continuation High	6						5			4, 5	6		
La Vista Center										6	6		
Laurel Ruff Transition													
Lichen K-8							6, 7	6		6	1, 2, 6		6
Louis Pasteur Fundamental Middle							6			6	6	6	
Mariemont Elementary												7	
Mariposa Avenue Elementary				3									
Mary Deterding Elementary												7	
Meraki High													
Mesa Verde High	6			3, 6			6	6			5		6
Mira Loma High				1, 3, 6				6			6		
Mission Avenue Open Elementary			7	1									
Northridge Elementary										6	6	6	
Oakview Community Elementary													
Orangevale Open K-8											1, 2, 7		
Ottomon Way Elementary													
Pasadena Avenue Elementary	6			3								7	
Pershing Elementary											6	7	
Ralph Richardson Center													
Rio Americano High	6			3, 5, 6			6	6		6	6		
San Juan Choices Charter										2, 5			2
San Juan High				3			1, 2			2		6	2
Sierra Oaks K-8	1, 2, 6		7	1, 3								7	
Skycrest Elementary													
Starr King K-8	1, 2, 6			1, 7				6			1, 2, 7	1, 2, 6	1
Sylvan Middle	1, 6, 7			1, 2, 3			2, 6	1, 7		1, 2, 6	1, 2, 6	1, 6	2
Thomas Edison Language Institute K-8	1, 6			1				1, 2, 6		1			
Thomas Kelly Elementary	6										6		
Trajan Elementary													
Twin Lakes Elementary											7	7	
Whitney Avenue Elementary											1, 2		
Will Rogers Middle	1, 6		6, 7	1, 2			2, 6, 7	6, 7		1, 2, 6	1, 2, 6	6	6
Winston Churchill Middle	1			1, 2, 6			6			6	2	6	
Woodside K-8											1, 6		